

◀ *Xiuhtecutli was also known as "The Turquoise Lord." This mask is made of wood and covered with turquoise mosaic. The teeth are made from shells. [c. 1400–1521]*

1500 B.C.E to 1600 C.E.

The Americas

CHAPTER 6

ASKING ESSENTIAL QUESTIONS

How does geography influence the way people live? • What makes a culture unique?

What Will I Learn? I will learn about the first Americans and how geography influenced their way of life.

Why Does This Matter to Me? The geography of the Americas influenced the economies and cultures of the first Americans. Reading and writing about early Americans will help me understand that our experiences today are similar to theirs. Climate and terrain can affect how people today make their livings, where they settle, or their choices of leisure activities.

How Will I Know That I Learned It? I will be able to explain how geography contributed to the settlement of the Americas and describe early American cultures.

LESSON 1

The First Americans

LESSON 2

Life in the Americas



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Using Your Inquiry Journal As you read this chapter and examine the primary sources, use your Inquiry Journal to help you make notes and expand your list of questions. As you gather information, think about how you will answer the Essential Questions above.

PLACE & TIME The Americas 1500 B.C.E to 1600 C.E.

Early people in the Americas depended on natural resources to survive. The development of farming and trade allowed them to build complex cultures. The Maya, Inca, and Aztec Empires ruled over large parts of Mesoamerica and South America.



Early American mountain dwellers lived on wide plateaus like this, found in mountain ranges. The level areas provided land for settlements and farming.

STEP INTO THE PLACE



GEOGRAPHIC REASONING

The geography and climates in North and South America influenced early people who lived there and caused them to develop different cultures.

1. **EXPLORING PLACE** Look at the map. Is Cahokia located north or south of the Amazon River?
2. **HUMAN-ENVIRONMENT INTERACTION** How did the location of Tenochtitlán affect Aztec trade?

The Navajo are known for their complex religious ceremonies. Many of these ceremonies take place within buildings, like this modern image of a hogan, that are constructed so that the entrance faces east—toward the rising sun. When a fire is built inside the building, the opening at the top allows smoke to escape.



STEP INTO THE TIME

UNDERSTANDING CHRONOLOGY Review the time line. Which world event happened 13 years before the Aztec built Tenochtitlán?

THE AMERICAS

c. 500 C.E.
Maya cities flourish in Mesoamerica

c. 1100 C.E.
Inca found city of Cuzco

500 C.E.

800 C.E.

1000 C.E.

1100 C.E.

THE WORLD

c. 800 C.E.
Pope crowns Charlemagne emperor

c. 830 C.E.
Baghdad is center of Islamic learning

c. 1000s C.E.
Chinese invent movable type



NORTH AND SOUTH AMERICAN GROUPS



c. 1325 C.E.
Aztec build Tenochtitlán

c. 1400 C.E.
Aztec Empire reaches its height

c. 1438 C.E.
Pachacuti builds Inca Empire

c. 1570 C.E.
Eastern Woodland peoples form Iroquois Confederacy

1200 C.E.

c. 1206 C.E.
Genghis Khan becomes Mongol leader

1300 C.E.

c. 1215 C.E.
England's King John signs Magna Carta

1400 C.E.

c. 1312 C.E.
Mansa Musa becomes king of Mali

1500 C.E.

c. 1467 C.E.
Civil war divides Japan

ESSENTIAL QUESTION

- How does geography influence the way people live?

THE STORY BEGINS...

Museums and archaeologists competed to find and display the giant head statues left by the Olmec people. The statues were created from c. 1200 B.C.E. to 900 B.C.E.

LESSON 1

The First Americans

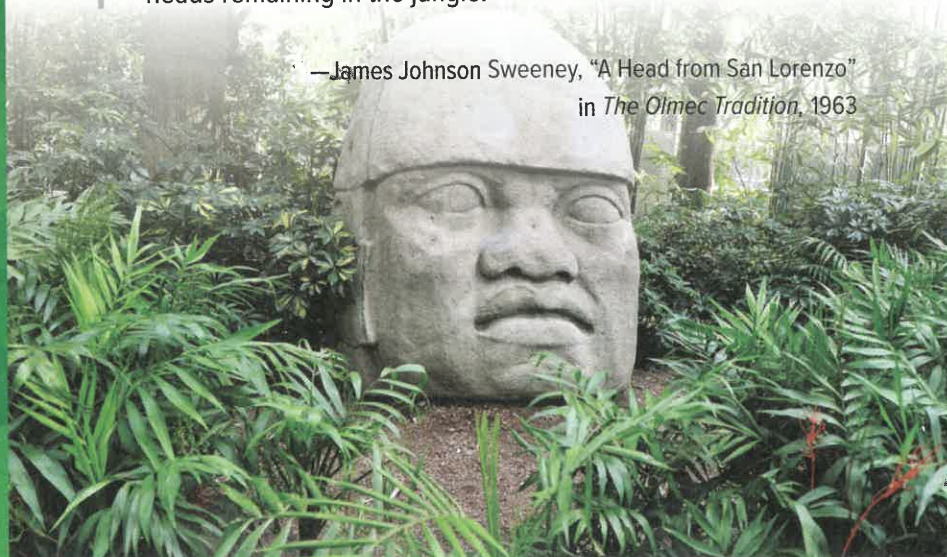
James Johnson Sweeney knew that the Olmec head was an impressive find. The Museum of Fine Arts in Houston wanted an Olmec head for its collection, and this one might be the last one left to find. The statue was massive—16 tons. Its expression was at once threatening and noble. Removing the head from the jungle seemed an almost-impossible task. They would need to build a road deep into the Mexican rain forest and find a skilled crew to dig it out. Had it not been for the helicopter, he might have overlooked the head altogether. He marveled at the possibility and then at his luck:

“The helicopter landed. We set out through the jungle afoot. We walked half an hour and still no luck. It then struck me that the helicopter pilot might go up alone, try to relocate the head from above, then signal its location to us below.

The pilot walked back to where he had left the helicopter. He took off, circled round a few minutes, then began to flash his lights, hovering above a spot not 75 yards from where we were standing. We walked over and there was the great head in a pit about ten feet deep. The jungle in this area was not dense, but the head was far enough below the surface to make it invisible through the undergrowth to anyone on foot fifteen yards from the spot.

Here was the last of the known colossal [gigantic] ‘Olmec’ heads remaining in the jungle.”

—James Johnson Sweeney, “A Head from San Lorenzo”
in *The Olmec Tradition*, 1963



	Climate	Mountains
North America		
South America		
Central America		
Caribbean		

ANALYZING KEY IDEAS AND DETAILS

Read closely to identify the climates and mountain ranges of the four main areas of the Americas. Use a chart like this one to record the details. Explain how the climate and mountain ranges shaped the way of life in the Americas.

GEOGRAPHY OF THE AMERICAS

GUIDING QUESTION *How did geography shape the ways people settled in the Americas?*

Native Americans say they have always lived in their homelands. However, archaeologists say prehistoric hunters from northeastern Asia arrived about 20,000 years ago in what is today Alaska. They are believed to be among the first people to settle the region called the Americas. Their descendants are called Native Americans. Over the centuries, Native American groups adopted different ways of life. Each group's way of life was based on local resources.

A DIVERSE REGION

The Americas stretch north to south nearly 11,000 miles (almost 18,000 km). This vast region begins north at the Arctic Circle. It reaches south to Tierra del Fuego (tee•EHR•eh del FWAY•goh). Tierra del Fuego is a group of islands located off the coast of Chile and Argentina, at the southern tip of South America.

The Americas are separated from **Afroeurasia**, or the continents of Africa, Europe, and Asia, by the Atlantic and Pacific Oceans. The single landmass completed its separation after 15,000 B.C.E., causing the two continental regions to become distant and isolated from each other. As a result, the Americas and Afroeurasia developed different ecosystems.

The four geographical areas of the Americas are North America, South America, Central America, and the Caribbean. North America and South America are both continents and make up most of the Americas. Central America is an **isthmus** (IHS•muhs), a narrow piece of land that connects two larger areas of land. East of Central America is the Caribbean Sea, where the Caribbean islands spread across to the Atlantic Ocean.

Within the vast expanse of the Americas you can find many different geographic features and climates. North America lies north of the Equator and has climates that range from cold to tropical.

UNDERSTANDING CRAFT AND STRUCTURE

- 1. ANALYZING TEXT PRESENTATION** How has the author organized the information in this section?
- 2. ANALYZING POINTS OF VIEW** Why has the author chosen to organize the information in this way?

Denali (Mount McKinley) is the tallest mountain in North America. It stands in Denali National Park, Alaska.



Central America and the Caribbean islands are also north of the Equator. South America extends both north and south of the Equator. Most of these areas have a warm, rainy climate. A broad range of plants grows in the three areas.

TOWERING MOUNTAINS

In the west, rugged mountain chains run nearly the entire length of the Americas. They separate coastal plains near the Pacific Ocean from broad eastern plains that sweep toward the Atlantic Ocean.

The Rocky Mountains and the Pacific coastal ranges are in western North America. These mountains contain passes, or low areas. Even with these passes, overland travel across the mountains could be difficult.

NORTH AMERICA PHYSICAL



GEOGRAPHIC REASONING

North America is the third-largest continent on Earth. It is mostly surrounded by water. Mountain ranges take up more than one-third of the total land area.

- 1. EXPLORING PLACE** Which geographic feature makes up much of central North America and is known for its fertile soil?
- 2. PATTERNS AND MOVEMENT** Which geographic feature would you cross if traveling from the Sierra Madre Occidental mountains to the Sierra Madre Oriental mountains?

In eastern North America, a range of mountains—the Appalachians—runs near the Atlantic coast. The Appalachians are lower than the Rockies and Pacific coastal ranges. Early Americans had no difficulty traveling over the Appalachians.

The Andes are the world's longest mountain system. These mountains stretch along the Pacific coast of South America. Valleys and plateaus (plah•TOES) lie between the mountain chains. Plateaus are large areas of raised land that have a flat surface.

ROLLING PLAINS

North America has many coastal and inland plains. The rolling grasslands of central North America are known as the Great Plains. The Great Plains have fertile soil for farming and raising cattle.

South America also has large areas of plains. In the northeast, the tropical Amazon Basin covers about 2.7 million square miles (7.0 million sq km). It is home to the world's largest rain forest.

Additional lowland plains are located north and south of the Amazon Basin. Tropical grasslands stretch across the northwest. Another area of plains called the Pampas lies in the south. The mild climate of the Pampas makes them a good place for growing grains. Many ranchers herd cattle there as well.

RUSHING RIVERS

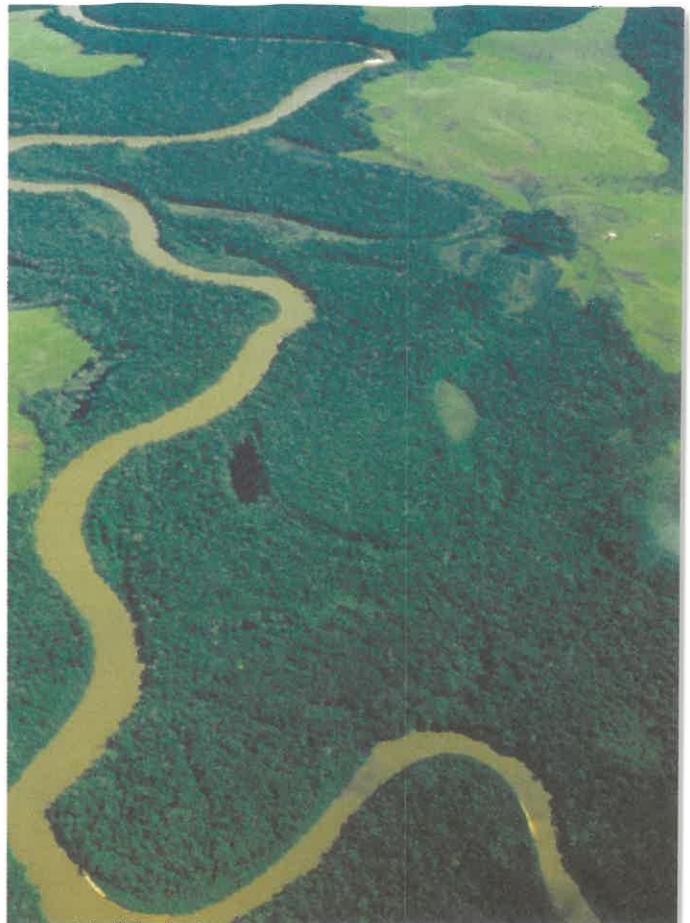
Large river systems drain the Americas. They begin in the mountain ranges and flow through interior plains to the oceans. Since ancient times, several great river systems including the Mississippi and the Amazon have allowed people to communicate. Today, the many waterways of the Americas transport people, goods, and ideas.

In North America, the largest river system is the Mississippi. It flows 2,350 miles (3,782 km), from present-day Montana and Minnesota to the Gulf of Mexico. The Mississippi is the major waterway for the central part of North America.

The Amazon is South America's largest river system. It starts in the Andes and flows about 4,000 miles (6,437 km) to the Atlantic Ocean. The Amazon carries the highest **volume** of water of any river on Earth.

✓ CHECKING FOR UNDERSTANDING

1. **DESCRIBING** How might the Amazon have helped early Americans?
2. **IDENTIFYING** Which four separate areas make up the Americas?



The land surrounding the Amazon is home to the greatest variety of plants on Earth. As many as 250 species of trees may grow in one acre of the Amazon River basin. [Photo taken in 2006]

DETERMINING MEANING

What context clues in the paragraph help you determine the meaning of **volume**?

SETTLING THE AMERICAS

INTEGRATION OF KNOWLEDGE AND IDEAS

- 1. INTEGRATING VISUAL INFORMATION** How do the map and image in this section support the information that the author is presenting?
- 2. DISTINGUISHING FACT AND OPINION** Read the last sentence under "The Beginnings of Agriculture." Is the sentence a fact or an opinion? How do you know?

GUIDING QUESTION How did prehistoric people reach the Americas and form settlements?

How did prehistoric people come to the Americas? Today, the Americas are not **linked** to the world's other landmasses, but they were long ago.

REACHING THE AMERICAS

Some scientists think that people walked across a land bridge from Asia into the Americas during the last Ice Age. Evidence of ancient tools and other artifacts reveals that these first Americans were hunters following herds of animals.

Other scientists argue that the first Americans arrived by boat. They passed by Alaska and sailed south along the Americas' Pacific coast. The travelers first explored coastal areas. They then journeyed inland, where they set up campsites.

Once they arrived, the first Americans did not stay in one place. They moved south and east. They traveled in boats to islands in the Caribbean. In time, there were people living in different groups in North, Central, and South America.

HUNTERS AND GATHERERS

How did the first Americans survive? Historians believe it is likely that the first people in the Americas lived in small groups. These early Americans moved from place to place to find food.

MIGRATION TO AMERICA



GEOGRAPHIC REASONING

Over thousands of years, prehistoric people migrated southward through the Americas.

- 1. EXPLORING PLACE** How do scientists think prehistoric people got to North America from Asia?
- 2. PATTERNS AND MOVEMENT** Why do you think prehistoric people moved from one place in the Americas to another?



Archaeologists have unearthed evidence of early American ways of life. This evidence includes heaps of shells, rounded grinding stones, and bone fishhooks.

Hunter-gatherers in the Americas used natural resources for food, clothing, and shelter. People living along seacoasts collected shellfish and snails. People who lived inland fished in rivers and gathered roots, nuts, and berries in forests. Early Americans also hunted large animals, which provided meat, hides for clothing, and bones for tools. However, there were no beasts of burden, or pack animals, to carry goods or supplies.

THE BEGINNINGS OF AGRICULTURE

As the last Ice Age ended, the climate grew warmer. People in the Americas learned to plant the seeds of grains and other plants. The seeds would grow into crops that could be eaten. This activity became the start of farming in the Americas.

Farming began in Mesoamerica (meh•zoh•uh•MEHR•ih•kuh) and the Andean highlands after 3000 B.C.E. *Meso* comes from the Greek word for “middle.” This region includes lands stretching from central Mexico to Costa Rica in Central America.

The geography of Mesoamerica was suited for farming. Much of the area had rich, volcanic soil and a mild climate. The first crops that early Americans grew included peppers, pumpkins, squash, gourds, beans, and potatoes. Corn, also known as **maize** (MAYZ), took longer to develop. However, it became the most important food in the Americas.

✓ CHECKING FOR UNDERSTANDING

1. **IDENTIFYING PERSPECTIVES** Why do you think scientists have different theories about how prehistoric people came to the Americas?
2. **EXPLAINING CAUSE AND EFFECT** How might the change in climate after the last Ice Age have helped early people in the Americas develop agriculture?

FIRST AMERICAN SOCIETIES

GUIDING QUESTION *How did farming make civilization possible in the Americas?*

Growing and trading crops helped early Americans form more **complex** societies. The first American cultures emerged in Mesoamerica and along the western coast of South America. Unlike the civilizations that developed near the Euphrates and Tigris Rivers, the Nile River Valley, or the Indus River Valley, the first American civilizations did not develop along great rivers.



Early Americans used corn in many forms. The corn grinding stone like this Anasazi tool was developed out of necessity sometime after 300 C.E.

INTEGRATING VISUAL INFORMATION How do you think early Americans used ground corn?

DETERMINING MEANING

The word **maize** originated with the Spanish word *maiz*, meaning “corn.” List other Spanish words that we use in English.

ANALYZING KEY IDEAS AND DETAILS

1. **SUMMARIZING** Summarize what you think the main idea of this section will be, based on the subheadings.
2. **CITING TEXT EVIDENCE** How does the author support the claim that early Americans were developing “more complex” societies?

CIVILIZATIONS OF MESOAMERICA



GEOGRAPHIC REASONING

Mesoamerican societies developed in Mexico and Central America.

- 1. EXPLORING PLACE** Which culture occupied the Yucatán Peninsula?
- 2. HUMAN-ENVIRONMENT INTERACTION** The Olmec built a pyramid of clay and sand at La Venta. Why do you think they did not use stone?



One of the things the Olmec are most famous for is colossal heads made out of rock. Some were more than seven feet high. How they managed to get them to the sites where they remain to this day is unknown. [c. 1200 B.C.E. to 900 B.C.E.]

OLMEC CULTURE

About 1200 B.C.E., a people called the Olmec (OHL•mehk) built what might be the oldest culture in Mesoamerica. Based on farming and trade, the Olmec lasted about 800 years.

As the population grew, the Olmec set up farms in the tropical lowlands along the Gulf of Mexico. They grew beans and produced salt, which they traded with people living inland. They exchanged salt and beans for jade and obsidian, or volcanic glass. Olmec artisans used the jade for jewelry. They made sharp knives from the obsidian.

The Olmec created centers for religious ceremonies. In these areas, they built pyramids and other stone monuments.

FIRST PLANNED CITIES

About 400 B.C.E., the Olmec culture collapsed. A group of inland peoples rose to power in central Mexico. This group built one of the first planned cities in the Americas, Teotihuacán (tay•oh•tee•wuh•KAHN), or “Place of the Gods.” It lasted from about 250 C.E. to 800 C.E. Around 120,000 to 200,000 people lived in Teotihuacán. Temples and palaces lined its main street, which led to the Pyramid of the Sun.

In the following passage, author R. E. Hills describes his visit to the city of Teotihuacán:



“From a distance a zigzag pathway leading up its eastern side is plainly discernible [visible], but from either its foot or its summit the pathway is not noticed. In the centre of the platform stands a pillar of stone and cement, five feet in diameter, and four and a half feet high. Two explanations of this pillar may be offered. In case the pyramid was a religious structure, the pillar may have been used as altar, or a pedestal for some sculptured image. If the pyramid was an astronomical [relating to stars] structure, a possibility by no means remote when we remember the knowledge of astronomy possessed by this race, the pillar was doubtless a part of the apparatus [equipment] employed in observing the movements of the heavenly bodies.”

—“A Pilgrimage to Teotihuacán,” December 1882

A people called the Zapotec (ZAH•poh•tehk) built farms and cities in south central Mexico. Their magnificent capital, Monte Albán (MON•teh AL•bahn), believed to have been a medical center, had a main square surrounded by stone temples, monuments, and tombs. In addition to farming, the Zapotec created pottery and traded with Teotihuacán and other places in Mesoamerica. The Zapotec developed a writing system based on hieroglyphs (HIGH•roh•glifs).

Another people called the Maya (MY•uh) prospered in the steamy rain forests of the Yucatán Peninsula (yoo•kuh•TAN). Like the Zapotec, the Maya traded throughout Mesoamerica. From their central location, the Maya spread into southern Mexico and Central America.

Teotihuacán and the Zapotec flourished between the 300s C.E. and 500s C.E. Then, they declined. Historians are not sure why this happened. The causes for decline might have been a severe drought—a long period with little rainfall—or revolts by populations that had used up the natural resources of the area. Whatever the reason, the cities were **abandoned**.

WHO WERE THE TOLTEC?

After the collapse of these cities, the Toltec (TOHL•tehk) rose to power in central Mexico. The warlike Toltec conquered much of Mexico and northern Central America. Their empire reached the height of its power between 950 C.E. and 1150 C.E.

The Toltec grew crops of beans, maize, and pepper in irrigated fields. They also built pyramids and palaces. Toltec artisans introduced metalworking to Mesoamerica.

ANALYZING PRIMARY SOURCES

1. ANALYZING POINT OF VIEW

What do you think was the author’s main purpose for writing?

2. DETERMINING CENTRAL

IDEAS What does Hills mean when he writes, “a possibility by no means remote when we remember the knowledge of astronomy possessed by this race”?

DETERMINING MEANING

The word **abandon** can be used as a verb meaning “to leave,” or as a noun meaning “a feeling of freedom.” Which meaning is used here? Explain your answer using context clues from the paragraph.

Pueblo Bonito, located in present-day New Mexico, was a four-story sandstone village. It was a Pueblo cultural center from 850 C.E. to 1250.

INTEGRATING VISUAL

INFORMATION How did the location near cliffs help people living in Pueblo Bonito survive?



Around 1125 C.E., the Toltec Empire began to decline. Within a few decades, groups of invaders, including Aztec (AZ•tek) people, attacked and burned the Toltec city of Tollan (toh•lahn). For nearly 200 years, there was no ruling group in central Mexico.

EARLY CULTURES IN SOUTH AMERICA

In South America, several different early civilizations thrived along the Pacific coast. About 900 B.C.E., the Chavín developed a civilization in present-day Peru and Ecuador. Trade of products from coastal lowlands, the Andes highlands, and rainforest regions connected the Chavín people. They built a large temple with stones from nearby hills. Part of a ceremonial center, the temple was surrounded by pyramids and stone figures of different Deities, or Gods. For unknown reasons, they declined around 200 B.C.E. The Moche (MOH•chey) developed around 100 C.E. in the dry coastal desert of Peru. The Moche built canals to bring water from rivers in the Andes foothills to their desert homeland to grow food. Much about Moche culture is known from their arts and crafts.



The story of the Moche culture is told through their artwork, such as this pottery figure of a llama. [c. 1st–8th centuries C.E.]

ANALYZING SOURCES What can you tell about the Moche based on this example of art?

In spite of everything they **achieved**, the Chavín and the Moche did not build empires. The first empire in South America was built by another people called the Inca (IHNG•kuh).

✓ CHECKING FOR UNDERSTANDING

- 1. RELATING EVENTS** Did the Olmec civilization collapse before or after the city of Teotihuacán was built?
- 2. IDENTIFYING CAUSES** Why might early American cultures have declined?

EARLY CULTURES IN NORTH AMERICA

GUIDING QUESTION *Why did a large number of societies develop in North America?*

North of Mesoamerica, other early Americans developed their own ways of living. Despite their cultural differences, many of these groups learned the same farming methods as their Mesoamerican neighbors. Farming spread to the American Southwest and then along the coasts and up the Mississippi, Missouri, and Ohio Rivers. As farming developed in these areas, so did new cultures.

PEOPLES OF THE SOUTHWEST

The scorching desert of what is now Arizona was home to the Hohokam (hoh•hoh•KAHM). About 300 C.E., the Hohokam planted gardens on lands between the Salt and Gila rivers. They dug hundreds of miles of irrigation canals to carry river water to their fields. They grew corn, cotton, beans, and squash. The Hohokam also made pottery, carved stone, and etched shells.

Another group called the Anasazi (ah•nuh•SAH•zee) lived about the same time as the Hohokam. The Anasazi settled in the canyons and cliffs of the Southwest. Like the Hohokam, they practiced farming. To water their crops, they gathered the water that ran off cliffs and sent it through canals to their fields.

The Anasazi built large stone dwellings that the Spanish explorers later called pueblos (PWEH•blohs). They also built dwellings in the walls of steep cliffs. Cliff dwellings were easy to defend and offered protection from winter weather.

The Anasazi and the Hohokam both prospered until the early 1000s C.E. At that time, they faced droughts that killed their crops. The two groups eventually abandoned their settlements.



UNDERSTANDING CRAFT AND STRUCTURE

1. ANALYZING POINT OF

VIEW Why does the author present the information about the Hohokam with the Anasazi peoples in the same section?

2. ANALYZING TEXT PRESENTATION

Why might the author have chosen to present the information about the Mound Builders and the Mississippians in separate sections?

The Great Serpent Mound, made by the Mound Builders, still exists in southern Ohio. This mound may have been used in religious ceremonies.

INTEGRATING VISUAL

INFORMATION Why do you think the Great Serpent Mound has maintained its shape?



The Anasazi were skilled at making pottery and jewelry. [Date of artifact unknown]

THE MOUND BUILDERS

East of the Mississippi River, another early American civilization arose. It began about 1000 B.C.E. and lasted until about 400 C.E. Its founders built huge mounds of earth that were used as tombs or for ceremonies. These constructions gave these people their name—Mound Builders.

The Mound Builders were mostly hunters and gatherers, but they began to practice farming. Two major groups made up the culture—the Adena people and the Hopewell. Scientists believe that the Mound Builders domesticated many wild plants, such as sunflowers, gourds, and barley. Corn became another popular crop after it was introduced to the region about 100 C.E.

WHO WERE THE MISSISSIPPIANS?

By 700 C.E., a new people known as the Mississippians arose. Their name came from their location in the Mississippi River Valley. The Mississippians were able to produce enough corn, squash, and beans to become full-time farmers. They also built mounds and lived in cities.

Their largest city was Cahokia (kuh•HOH•kee•uh). It might have had 16,000 to 30,000 residents. Mississippian government was centered there between 850 C.E. and 1150 C.E. Cahokia was the site of the largest Mississippian mound. Cahokia and the Mississippian society collapsed during the 1200s C.E.

✓ CHECKING FOR UNDERSTANDING

- 1. EXPLAINING ISSUES** Why did the Hohokam have to build irrigation canals to water their crops?
- 2. EXPLAINING CAUSES** What ended the prosperous period for the Anasazi and Hohokam in the early 100s C.E.?

LESSON 1 REVIEW AND ACTIVITIES

Time and Place

- 1. EXPLAINING EFFECTS** Explain how the mountain ranges affected the way people lived in the Americas.

Building History-Social Science Analysis Skills

- 2. SUMMARIZING** How did prehistoric people reach the Americas?
- 3. IDENTIFYING PATTERNS** In what ways did early civilizations in North America produce food?
- 4. ASKING QUESTIONS** What questions might you need to ask to determine whether an early American society was complex?

Writing About History

- 5. INFORMATIVE WRITING** Write a two-paragraph essay that describes the ways of life of the Olmec and the Zapotec.

Collaborating

- 6. PRESENTING** Imagine you and your classmates are a group of early Americans. Discuss as a class or in smaller groups whether your group should stop using your hunter-gatherer way of life and start using one of farming and trade. As a group, identify the benefits and drawbacks of each way of life.



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ESSENTIAL QUESTION

• *What makes a culture unique?*

THE STORY BEGINS...

LESSON 2

Life in the Americas

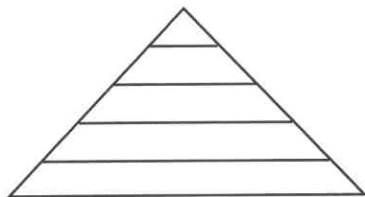
John lit the lantern in his tent and pulled off his boots. He was exhausted. He and his men had ridden all day in the oppressive heat and humidity, and the jungle had seemed to be closing in from all sides. It had been worth it, however; the city of Copan had proved to be spectacular. He flipped to the next empty page in his journal and began to write about his day of exploration:

“[W]e dismounted, and, tying our mules to trees near by, entered the woods, Jose clearing a path before us with a machete; soon we came to the bank of a river, and saw directly opposite a stone wall, perhaps a hundred feet high, with furze [a spiny bush] growing out of the top, running north and south along the river, in some places fallen, but in others entire. It had more the character of a structure than any we had ever seen, ascribed to [characteristic of] the aborigines of America, and formed part of the wall of Copan, an ancient city, on whose history books throw but little light.”

—John Lloyd Stephens, *Incidents of Travel in Central America, Chiapas, and Yucatan*, 1841

The Maya built cities in the jungles of Mexico and Central America, including the city of Copán in Honduras. Copán was settled c. 1000 B.C.E. and peaked in the early 800s C.E.





ANALYZING KEY IDEAS AND DETAILS

Read closely to identify the Aztec social classes. Use a chart like this one to place the social classes in order. Use examples from the text to describe the role and importance of the emperor.

INTEGRATION OF KNOWLEDGE AND IDEAS

1. EVALUATING ARGUMENTS

What information does the author provide to support the claim that “The ancient Maya faced many challenges . . .”?

2. DISTINGUISHING FACT

AND OPINION Explain how the sentence, “Yet, the ancient Maya prospered,” might be considered an opinion.

DETERMINING MEANING

Sinkhole is a compound word; the words *sink* and *hole* have been combined and create a new meaning. Explain how the meaning of each separate word helps you understand the meaning of the compound word.

THE MAYA

GUIDING QUESTION *How did the Maya live in the rain forests of Mesoamerica?*

In 1839, archaeologists John Lloyd Stephens and Frederick Catherwood discovered an ancient city, hidden for centuries by vines and trees. The people who had built the city were called the Maya. These early Americans were the ancestors of the millions of Maya who live in present-day Mexico, Guatemala, Honduras, El Salvador, and Belize.

MAYA COMMUNITIES

About 200 C.E. the Maya developed a complex culture in parts of southern Mexico and Central America. The ancient Maya faced many challenges in the area that they settled, which was called Petén (peh•TEHN). Thick forests nearly blocked out sunlight. Stinging insects filled the air. Yet, the ancient Maya prospered.

Swamps and sinkholes gave the Maya a year-round source of water. A **sinkhole** is an area where the soil has collapsed into a hollow or depression. Sinkholes gave the Maya access to a network of underground rivers and streams. This water supply helped the Maya grow crops to feed their population.

The Maya worked together to clear forested areas. They planted fields of corn and other crops and built cities under government direction.

The Maya began to develop a society. They set up more than 50 independent city-states. Large city-states like Tikal in Guatemala and Calakmul in Mexico were connected by culture, political ties, and trade. However, they often fought one another for control of territory.

WHAT WAS MAYA SOCIETY LIKE?

Each Maya city-state was ruled by a king, believed to be descended from the sun God. As God-kings, Maya rulers expected people to serve them. The greatest Maya king was Pacal II. He ruled the city-state of Palenque (puh•LENGH•KAY) for

67 years in the 600s C.E. Pacal II built many structures considered to be some of the best examples of Maya architecture.

The Maya city-states had a strict class system. Nobles and priests assisted kings in governing the city-states. Below them were farmers, artisans, and hunters. People of this class paid taxes and worked on large building projects, such as temples and palaces. Serfs and slaves were the lowest class. Serfs worked for the local ruler. Slaves included orphans, people being punished for crimes, and prisoners of war.

The Maya believed that the Gods controlled everything that happened on Earth. Priests performed ceremonies to please the Gods. These ceremonies included bloodletting by the royal families and nobles, who would draw blood from themselves to offer to the Gods. They also included human sacrifice.

When the Maya fought battles, they wanted captives and they wanted land. When drought came and threatened their crops, Maya priests tried to please Chac (CHOK), the God of rain, by offering the lives of their captives.

Women played a significant role in the Maya city-states. In the city-state of Calakmul (kah•lahk•MOOL), at least two women served as ruling queens. One of them might have helped to found the city.

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

MAYA ACHIEVEMENTS

Maya rulers turned to priests for advice. The priests thought the Gods revealed their plans through movements of the sun, moon, and stars. By watching the sky, the priests learned about astronomy. They developed calendar systems to **predict** eclipses and to schedule religious festivals.

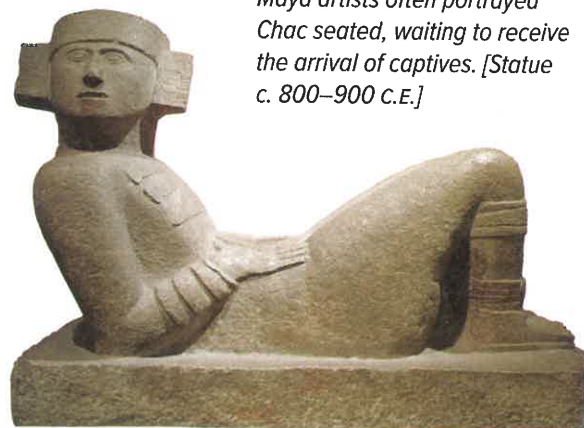
They also used calendars to decide when to plant and harvest crops. The Maya had two major calendars. They used a 260-day calendar for religious events. They used a 365-day calendar for events related to the seasons and agriculture.

The Maya developed a system of mathematics. They invented a method of counting based on 20, and they used the concept of zero. They also developed a written language to record numbers and dates. Like the Zapotec, they used hieroglyphics. They carved hieroglyphics on stone monuments and used them in books.

MAKING CONNECTIONS TO TODAY

THE MAYA TODAY

Modern-day descendants of the Maya speak about 70 different languages. They typically live on farms and grow corn, beans, and squash. As weaving and spinning have become less common, most present-day Maya, especially women, wear traditional clothing made of cloth produced in a factory.



Maya artists often portrayed Chac seated, waiting to receive the arrival of captives. [Statue c. 800–900 C.E.]



In Maya society, a birth in the royal family called for a musical celebration, such as the one depicted above. [Fresco c. 790 C.E.]

ANALYZING SOURCES What does this image reveal about the role of music in the lives of the Maya?

UNDERSTANDING CRAFT AND STRUCTURE

- DESCRIBING** Describe how the dates provided in this section help you understand the information about the Aztec.
- ANALYZING POINT OF VIEW** Why does the author include the detail about the Gods demanding the Aztec build Tenochtitlán?

About 900 C.E., the Maya civilization collapsed. Historians do not know why this happened. Some evidence shows that conflict and warfare increased among city-states. Also, drought, erosion, and overuse of the soil may have caused a drop in food production. Overpopulation and too little food would have led to illnesses and starvation.

✓ CHECKING FOR UNDERSTANDING

- EXPLAINING ISSUES** How did the Maya hope to solve the problem of drought?
- IDENTIFYING CAUSES** Why might the Maya civilization have collapsed?

THE AZTEC

GUIDING QUESTION *How did the Aztec establish their society in central Mexico?*

The Aztec came to power in Mesoamerica during the 1300s. The early Aztec were hunters and warriors. About 1200, they moved into central Mexico. The Aztec admired the Maya and the Toltec and borrowed much from their cities and cultures.

RISE OF THE AZTEC

For many years, the Aztec had been searching for a home they believed had been promised to them by their sun God—the feathered serpent Quetzalcoatl (KWEHT•suhl•kuh•WAH•tuhl). In 1325, the Aztec took refuge on a swampy island in Lake Texcoco (tehs•KOH•koh). Although the land was hardly welcoming, the Aztec chose this site to be their new home.

Aztec priests declared that the Gods demanded they build a great city upon this spot. Laborers worked around the clock. The Aztec used the resources they had to build a city. They

built bridges to the mainland with soil dug from the lake bottom. Floating gardens dotted the surface of the lake. The wondrous city they built was Tenochtitlán (tay•nawch•teet•LAHN).

For the next 100 years, Aztec workers built temples, palaces, and homes in Tenochtitlán. The city eventually became the largest city in Mesoamerica. It was the center of a web of trade routes that reached throughout Mexico.

The Aztec **relied** on strong kings, or emperors, who claimed to be descended from the Gods. A council of priests, nobles, and warriors usually named a new emperor from the ruling family. Council members wanted someone skilled in warfare who could lead troops into battle.

Montezuma I (MAHN•tuh•ZOO•muh) was perhaps the most powerful Aztec ruler. He governed from 1440 to 1469. Montezuma used his armies to expand the empire to the Gulf of Mexico. He also built temples, aqueducts, and roads.

By 1500, Aztec armies had conquered much of what is today Mexico. The new empire was a collection of partly independent territories governed by local leaders. The Aztec ruler supported these leaders in return for tribute—goods or money paid by conquered peoples to their conquerors.

AZTEC LIFE

The emperor was at the top of Aztec society. There were four classes of people under the emperor. These were nobles, commoners, unskilled workers, and enslaved people. Most of the Aztec were commoners, who worked as farmers, artisans, or merchants.

From an early age, children learned from their parents about the glories of war and their duties as an Aztec. Boys in Aztec society were taught to be warriors. Girls were trained to work at home, weave cloth, and prepare for motherhood. Although not equal to men, Aztec women could own and inherit property.

Priests played an important role in Aztec society. Some sacrificed war captives because they believed it would please the Gods and prevent the universe from collapsing. Death was considered honorable. The Aztec believed that those sacrificed would be rewarded in the afterlife.

Aztec priests also worked to preserve the religion, history, and literature of their people. Priests recorded

MAKING CONNECTIONS

AZTEC SOCIAL CLASS

The lowest class of the Aztec social order consisted of serfs and slaves. Serfs worked nobles' land and often lived separately from other classes. Slaves were people who had committed certain crimes or who were war prisoners who had not been sacrificed. A person who had considerable debt could also sell himself or a family member into slavery. Slaves could marry and have children, and their children were not considered slaves.

This shield (c. 1500) made of feathers most likely belonged to an Aztec emperor. ▼

INTEGRATING VISUAL INFORMATION Why do you think this animal was chosen to decorate a shield?





According to Aztec legend, in 1325 an eagle was seen atop a cactus with a snake in its mouth. This event fulfilled an Aztec prediction. As a result, this location became the capital of the Aztec Empire, Tenochtitlán. [Painting c. 1300s]

these in books that historians refer to as codices (KOH•duh•seez). Aztec codices were painted on deerskin, cloth, or paper made from the bark of fig trees. Like the Maya, the Aztec developed two different calendars. They used a religious calendar with 260 days to keep track of important ceremonies and festivals. They also had a 365-day calendar for everyday use and for marking the time for planting and harvesting crops. The Aztec made advances in mathematics and astronomy. They created an extensive numbering system using dots, bars, and other symbols. They used astronomy for creating the Aztec calendar and for locating landscapes and cities.

Much of Mexico was not suited for farming. The Aztec overcame this difficulty by irrigating and fertilizing the land. Aztec crafts, as well as fruit, vegetables, and grain from Aztec farms, passed through markets and along trade routes. The trade in these goods and the tribute from conquered peoples helped make the Aztec Empire wealthy.

✓ CHECKING FOR UNDERSTANDING

- 1. EXPLAINING CAUSES** Explain why the Aztec might have chosen Montezuma I to be their leader.
- 2. EXPLAINING ISSUES** Explain how the Aztec overcame the difficulty of Mexico's poor farming conditions.

THE INCA

GUIDING QUESTION *How did the Inca organize their government and society?*

In the late 1300s, the Inca were only one of many groups that fought over scarce fertile land in the valleys of the Andes Mountains. From their capital of Cuzco, the Inca raided nearby groups and seized territory. Within 100 years, the Inca had created a powerful empire.

INCA RULERS

A series of strong emperors helped build the Inca Empire. Pachacuti (PAH•chah•KOO•tee) was the first of these rulers. In the 1430s, he launched a campaign of conquest. The two emperors who followed continued this expansion, building the largest empire in the Americas.

To hold the empire together, Inca rulers created a strong central government. They set up tax bureaus, legal courts, military posts, and other government offices. Inca emperors required people to learn Quechua (KEH•chuh•wuh), the language spoken by the Inca. People also had to work for the government for several weeks each year.

INCA PROJECTS

The Inca had people work on projects such as a system of roads that covered about 25,000 miles (40,234 km). When finished, these roads connected all parts of the empire. This large network helped the Inca overcome geographic barriers. The roads helped move soldiers, goods, and information quickly over the coastal deserts and high mountains.

The Inca also used irrigation and fertilizers to improve the soil. Inca engineers developed terrace farming so that food could be

ANALYZING KEY IDEAS AND DETAILS

1. ANALYZING INTERACTIONS

How did the idea that the sun God protected rulers influence the lives of other Inca?

2. SUMMARIZING

Summarize the structure of Inca social groups.

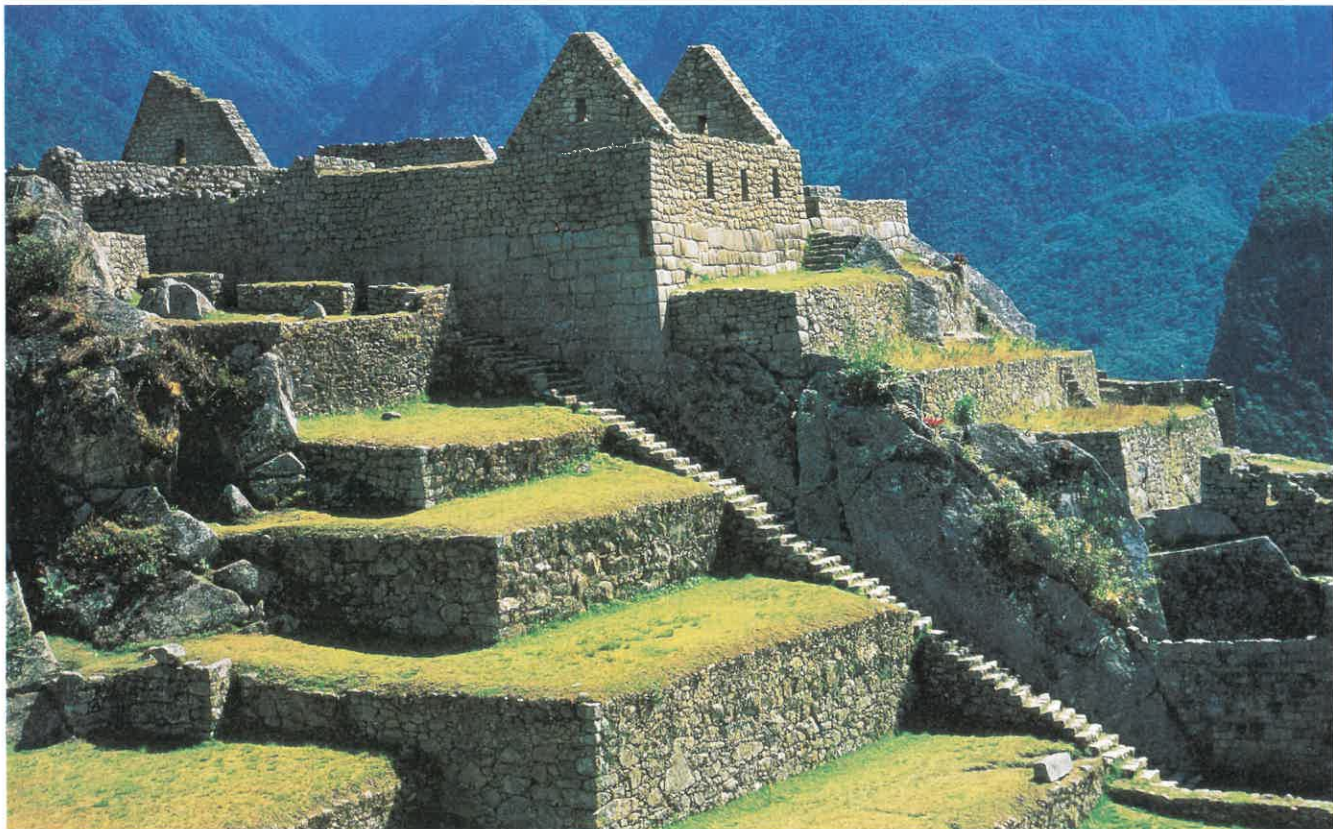
BIOGRAPHY

PACHACUTI (RULED 1438–1471)

As emperor, 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. Pachacuti then asked the other rulers to join his empire. If they accepted willingly, they were treated with respect and given some rights. If they refused, the Inca attacked with brutal force. *[Date of statue unknown]*

INFER Which details in the biography suggest that Pachacuti preferred to expand his empire through peaceful methods?





The ruins of Machu Picchu draw thousands of visitors. Research suggests that this monument was used as a home for the royal family and as a center for celebrations.

DETERMINING MEANING

The prefix *dis-* can mean “to do the opposite of” or “not,” as in *disapprove*, but it also can mean “away” or “apart.” Which meaning of *dis-* is used in the word **distributed**? Explain your answer.

grown in the mountains. Terrace farming uses a series of wide steps built into a mountainside. Each step creates level farmland. Inca farmers grew potatoes and quinoa, a protein-rich grain. Government officials stored food when there were good harvests and **distributed** it when harvests were poor.

HOW WAS INCA SOCIETY ORGANIZED?

The Inca believed their rulers had the protection of the sun God Inti (IHN•tee). As divine rulers, Inca emperors controlled the lives of their subjects. They owned all the land and set rules for growing crops and distributing food.

Below the emperor and his family were the head priest and the leading commander of the army. Next came regional

CITIZENSHIP

CIVIC PARTICIPATION

Cultures have used conscription, which is forced or required enrollment in military service, throughout history. Just as all young Inca men were required to serve in the army, American men were required by the government to serve in the military during the Civil War, World War I, World War II, the Korean War, and the Vietnam War. Men were required to enroll for service through a “draft.” Although the draft is not in use today, many Americans consider military service to be a civic duty.

army leaders. Below them were temple priests, local army commanders, and skilled workers. At the bottom were farmers, herders, and ordinary soldiers.

Like the Aztec Empire, the Inca Empire was built on war. All young men were required to serve in the army, which made it the largest and best-armed military force in the region.

CULTURE OF THE INCA

The Inca believed in many Gods. Unlike the Aztec, the Inca rarely sacrificed humans to honor their Gods. They did, however, build large stone structures to please these Deities. 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 Inca emperors. Constructed of white granite and thousands of feet high, Machu Picchu was located in the Andes.

Building enormous structures like Machu Picchu required the Inca to develop a method for doing mathematics. The Inca used a **quipu** (KEE•poo), a rope with knotted cords of different lengths and colors. This was a useful tool for both mathematics and for record keeping. Like the Aztec, the Inca relied on oral tradition to pass on most of their wisdom and knowledge. The Inca calendar was closely aligned with astronomy. It was based on the sun and moon and their relationship to the stars. It included the names of 12 lunar months and their association with farming.

The Inca were also skilled engineers. Inca workers fit stones so tightly together that they needed no mortar. Because the stone blocks could slide up and down during earthquakes, many Inca structures have survived.

✓ CHECKING FOR UNDERSTANDING

1. **IDENTIFYING EFFECTS** What were the advantages and disadvantages of joining the Inca Empire?
2. **EXPLAINING CAUSES** Why did the Inca build large stone structures?



A quipu was a system of strings that were knotted to represent numbers for record keeping. [c. 1430–1532]

MAKING CONNECTIONS

ORAL TRADITIONS

The Maya, Aztec, and Inca used storytelling, songs, and dance to pass on their knowledge and cultures. Their oral traditions often began as a way to please or worship their Gods. Some oral traditions were meant to ensure a bountiful harvest. The Aztec used songs and dances to train new priests. The Inca used songs and storytelling to communicate their history. Later, the Maya and Aztec developed writing systems. The Maya used their writing system to record oral traditions and history in the *Popul Vuh*, which means “council book.”

PEOPLE AND FOOD SOURCES OF NORTH AMERICA c. 1300–1500



GEOGRAPHIC REASONING

Certain groups lived in different North American regions. Depending on the geography of their region, North Americans found food in different ways.

- 1. EXPLORING PLACE** What was the most common method for obtaining food on the Atlantic coast?
- 2. HUMAN-ENVIRONMENT INTERACTION** Why do you think fishing was more common along the Gulf of Mexico and Florida than along the northern Atlantic coast?

NORTH AMERICAN PEOPLES

GUIDING QUESTION *What were the societies of North American peoples like?*

By 1500, many different groups of Native Americans lived north of Mesoamerica. They spoke about 300 languages and called themselves by thousands of different names. As they spread across North America, these peoples adapted to the different environments.

HOW DID PEOPLE LIVE IN THE FAR NORTH?

The first people to reach the far northern areas of North America called themselves the Inuit (IH•noo•wuht), which means “the people.” They spoke a regional language that had enough similarities to languages of nearby groups that they could understand one another. The Inuit settled along the coasts of the tundra (TUN•drah) region, the treeless land south of the Arctic.

The Inuit adapted well to their cold environment. They used dogsleds on land and seal-skin kayaks (KEYE•aks) at sea. In winter, they built homes from stone and blocks of earth. When they traveled, they built igloos, **temporary** homes made from cut blocks of hard-packed snow.

The Inuit's basic social and economic unit was the family. Families lived in small communities and focused on using resources from the land and the sea. The Inuit were skilled hunters. They used spears made from animal antlers or tusks to hunt seals, walruses, caribou, and polar bears. Blubber, or fat, from seals and whales was a food that provided needed calories and furnished oil for lamps and heat. Among most groups, there was no formal organization of authority.

WEST COAST LIFE

The Pacific coast of North America had a mild climate and reliable food sources. As a result, this was the most heavily populated region north of Mesoamerica. These groups spoke dozens of different languages.

In the Pacific Northwest, peoples such as the Tlingit (TLIHNG•kuht), Haida (HEYE•deh), and Chinook (shuh•NOOK) used cedar trees to build wooden houses and canoes. They hunted and fished for otters, seals, whales, and their main food—salmon. Their economy focused on their well-organized use of natural resources. They made dugout canoes and traveled by water to trade with others. Usually, a select few people controlled the privileges of small groups that hunted, fished, and picked berries for everyone. Communities were divided into the ruling upper class, commoners, and slaves or prisoners.

More than 500 early American cultures thrived in the area that is now California, including the Chumash (choo•MASH), the Cahuilla (kuh•WEE•uh), and the Pomo (POH•moh). Each had its own language and cultural traditions. Typically, a nation consisted of several independent groups of about a hundred to a few thousand people. In some of these groups, all people lived in one village; other groups lived in smaller settlements and traveled to a main village for special occasions. Depending on the region, their homes were made of wood, earth, brush, or thatched palm leaves. Chiefs were the final authority on decisions, but depended on councils or assistant chiefs for help. These groups based their economy on hunting, fishing, and collecting plant foods. The landscape and climate determined their available resources.

In the dry Southwest, most groups lived on waterways. They hunted and gathered their food, but also farmed. They dug irrigation canals to bring water to crops such as corn, beans, squash, and melons. The Hopi (HOH•pee), the Acoma (AHK•eh•meh), and the Zuni (ZOO•nee) built apartment-like homes from sun-dried mud bricks called adobe (uh•DOH•bee). Those who lived along large rivers used logs and branches to build homes. The Pueblo developed a trade network that spread into Mesoamerica. Among the Hopi, women led clans and households.

UNDERSTANDING CRAFT AND STRUCTURE

1. **ANALYZING STRUCTURE** How has the author organized the information in this section?
2. **ANALYZING POINT OF VIEW** What is the author's purpose in organizing the information in this way?

MAKING CONNECTIONS TO GEOGRAPHY

NATIVE AMERICAN CULTURES

Geography played an important role in many Native American cultures. The Iroquois in the northeast took advantage of the region's forests and built dwellings out of trees and bark. They made clothing from animal hides and furs. In the southeast, the Choctaw, Creek, and others used fertile farmland to grow corn, beans, squash, and other crops. Native Americans living on the Great Plains grew crops in the easily tilled land along the rivers of the grasslands. These Native Americans used bison for food and clothing and lived in earthen villages until the late 1500s C.E. Then they began to live in cone-shaped tents called tepees, which provided shelter from the heat and rain in summer and the cold temperatures in winter.

DETERMINING MEANING

Write a sentence using the word **hogan**.

Groups of families formed a band, and many bands formed a tribe. Most had no formal chief, but the group held political power.

In the 1500s, two new groups—the Apache (uh•PAH•chee) and the Navajo (NAH•vah•hoe)—settled in the Southwest. Their languages were closely related. The Apache and Navajo were hunters and gatherers. In time, the Navajo became farmers and settled in villages made up of square wooden homes called **hogans** (HOH•gahnz). The Apache, however, remained hunters. Generally, women were responsible for raising children and gathering plants for food.

LIFE ON THE GREAT PLAINS

Native Americans living on the Great Plains spoke a variety of languages. Some groups also used sign language to communicate with others. Some Plains groups were nomads. They set up temporary villages that lasted for only one or two growing seasons. Their homes were cone-shaped skin tents called tepees. For much of the year, villagers lived in earth lodges that housed several generations. Most Plains peoples were structured in a band—a few dozen to a few hundred people lived and worked together. Leaders had to show talent, skill, wisdom, and bravery in activities such as a hunt or a raid. Farming on the Great Plains was not easy. Peoples such as the Mandan and Pawnee (paw•NEE) planted gardens in the fertile soil along rivers.

Plains women grew beans, corn, and squash. Before the arrival of the horse, men hunted by driving herds of antelope, deer, and bison over cliffs to their deaths. Plains peoples had many uses for the bison. They ate the meat, used the skins for clothing and tepees, and made tools from the bones.

MAKING CONNECTIONS

CONFEDERACIES

Confederacies were formed to create peace or to fight a common enemy among tribes. They were often political organizations of groups that spoke the same language. The Powhatan Confederacy, in Virginia, included at least 30 tribes. Tribes in a confederacy usually lived in a village surrounded by a barricade. Each tribe was led by a member of the confederacy council.

LIFE IN THE EASTERN WOODLANDS

The land east of the Mississippi River was known as the Eastern Woodlands because of its dense forests. The economies of Native American groups in this large region were built on farming and hunting. Farming was widely practiced in the Southeast, where the economy was based on corn. Beans and squash were also important. Communities were generally independent with their own leaders. In the cooler Northeast, people depended more on hunting animals, such as deer, bear, rabbits, and beaver. There, many Native American groups spoke forms of Algonquian and Iroquoian. In the Southeast, forms of Muskogean and Siouan were most widely spoken.

The people of the Eastern Woodlands formed complex societies with different kinds of governments. One plan was formed in the 1500s to end fighting among five groups. The Iroquois (IHR•uh•kwoy) Confederacy created the first constitution, or plan of government, in what is now the United States.

The following excerpt is taken from the Great Law of Peace, c. 1450–1500. The Great Law of Peace is the oral constitution that governed the Iroquois Confederacy:

“If any man or any nation outside the Five Nations shall obey the laws of the Great Peace and make known their disposition [desire] to the Lords of the Confederacy, they may trace the Roots to the Tree and if their minds are clean and they are obedient and promise to obey the wishes of the Confederate Council, they shall be welcomed to take shelter beneath the Tree of the Long Leaves.

We place at the top of the Tree of Long Leaves an Eagle who is able to see afar. If he sees in the distance any evil approaching or any danger threatening he will at once warn the people of the Confederacy.”

—*The Constitution of the Five Nations*, 1916

By the 1700s, two groups, the Chickasaw and the Cherokee, settled much of the area now known as Tennessee. The Chickasaw claimed an enormous area of land, including Middle and West Tennessee and parts of Alabama and Mississippi. They lived along streams and rivers instead of in villages, which was more common to Southeast Native Americans. The Chickasaw economy was based on fishing, hunting, gathering, and farming. The Cherokee controlled parts of East Tennessee, Georgia, and North and South Carolina. They made pottery, wove baskets, and hunted deer, bear, and elk for food and clothing. The Cherokee nation was organized in a confederacy, with a supreme war chief in charge of some towns and a supreme peace chief in charge of other towns.

✓ CHECKING FOR UNDERSTANDING

1. **SUMMARIZING** How did the Inuit adapt to their cold environment?
2. **IDENTIFYING CAUSES** Why did the Iroquois form a confederacy?

ANALYZING PRIMARY SOURCES

1. ANALYZING POINT OF VIEW

What do you think the author's main purpose for writing was?

2. DETERMINING MEANING

Why do you think the author mentions an eagle at the end of the excerpt? What might it represent?

LESSON 2 REVIEW AND ACTIVITIES

Time and Place

1. **SUMMARIZING** List the advantages and disadvantages for the Maya living in the rain forest.

Building History-Social Science Analysis Skills

2. **EXPLAINING CAUSE AND EFFECT** How did sinkholes form, and how did they help the Maya?
3. **ASKING QUESTIONS** What questions might you need to ask an Inca citizen to determine which social class he or she belonged to?
4. **IDENTIFYING PATTERNS** What factor most influenced the food and housing available to Native American groups living on the Pacific Coast and in the Southwest?

Writing About History

5. **NARRATIVE WRITING** Write a description of daily life in a Maya city-state from the point of view of a Maya priest.

Collaborating

6. **ADAPTING SPEECH** You and a partner are members of the Iroquois Confederacy who must persuade other groups to join. Present and explain to the class a list of benefits of membership. Consider what changes you might have to make to your presentation to address different groups.



Include this lesson's information in your Foldable®.

"THE COYOTE AND THE BEAR"

from *Pueblo Indian Folk-Stories* by Charles Lummis

PURPOSE: To explore the events told in a Pueblo folktale, an example of the narrative tradition of a Southwest Native American culture.

BACKGROUND INFORMATION

The author, Charles Lummis, was born in 1859, in Lynn, Massachusetts. Shortly after he dropped out of Harvard University in his senior year, he began working for a newspaper in Cincinnati, Ohio. He was offered a job with the *Los Angeles Times* and set out on foot to make the journey from Ohio to California. It was on this 143-day journey that Lummis became fascinated with Southwestern Native American culture. Lummis suffered a stroke just four years after arriving in Los Angeles. That led him to leave the city and live among the Tiwa people at Isleta Pueblo, New Mexico.

While living at Isleta, Lummis translated their oral traditions and published them in 1894. His affection for the indigenous peoples of the Southwest led him to become a champion of their civil rights, as well as a folklorist, documenting their beliefs and traditions. "The Coyote and the Bear" (date of origin unknown) tells how the Coyote and the Bear went from friends to enemies and why the Coyote no longer interacts with the Bear. While reading this story, think about the real-world knowledge within the tale. Why might the Tiwa people have included it in their oral traditions?

Explore the Text

The Scene: The Coyote and the Bear meet in the New Mexico wilderness, somewhere near the Rio Grande river in an area suitable for growing crops and fishing. They discuss how they can work together.

The Characters: A narrator recounts a series of discussions between the Coyote and the Bear that takes place near the Rio Grande in New Mexico.

The Plot: The Coyote and the Bear agree to partner with each other to harvest crops. They negotiate to decide how to split the yields, but conflict arises when the Coyote comes to believe that the deal they made is unfair.



Once upon a time Ko-íd-deh (the Bear) and Too-wháy-deh (the Coyote) chanced¹ to meet at a certain spot, and sat down to talk.

After a while the Bear said, "Friend Coyote, do you see what good land this is here? What do you say if we farm it together, sharing our labor and the crop?"

The Coyote thought well of it, and said so; and after talking, they agreed to plant potatoes in partnership.

"Now," said the Bear, "I think of a good way to divide the crop. I will take all that grows below the ground, and you take all that grows above it. Then each can take away his share when he is ready, and there will be no trouble to measure²."

The Coyote agreed, and when the time came they plowed the place with a sharp stick and planted their potatoes. All summer they worked together in the field, hoeing³ down the weeds with stone hoes and letting in water now and then from the irrigating-ditch⁴.

When harvest-time⁵ came, the Coyote went and cut off all the potato-tops at the ground and carried them home, and afterward the Bear scratched out the potatoes from the ground with his big claws and took them to his house.

When the Coyote saw this his eyes were opened, and he said, "But this is not fair. You have those round things, which are good to eat, but what I took home we cannot eat at all, neither my wife nor I."

ANALYZING LITERATURE

What is the relationship between the Coyote and the Bear at this point in the story? Cite details to support your answer.

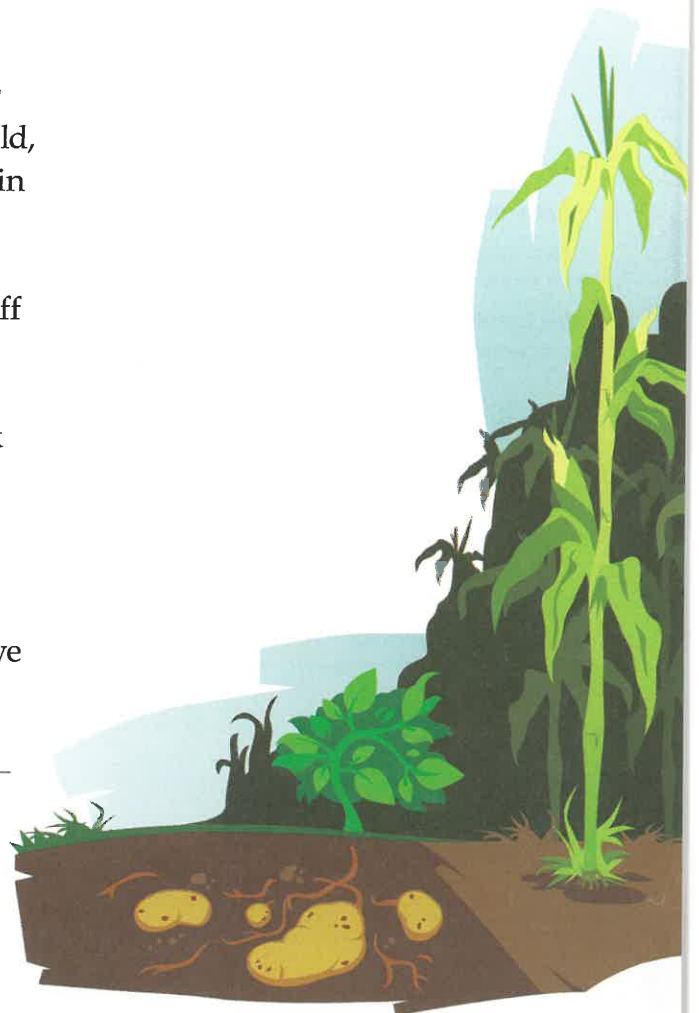
¹*chanced*: do something by accident

²*measure*: determine the amount of something by using an instrument or device

³*hoeing*: breaking up soil by using a long-handled gardening tool

⁴*irrigating-ditch*: a ditch that artificially supplies water to an area of dry land

⁵*harvest-time*: the period of time when crops are gathered



DETERMINING MEANING

Figurative phrases are used to express one idea in terms that are normally used with another idea that may be thought of as similar. What is the phrase “stick to it like men” meant to convey?

DETERMINING MEANING

The connotative meaning of a word is the emotion or feeling that the word brings to mind. What is the phrase “good for nothing” meant to convey?

“But, friend Coyote,” answered the Bear, gravely, “did we not make an agreement? Then we must stick to it like men.” The Coyote could not answer, and went home; but he was not satisfied.

The next spring, as they met one day, the Bear said, “Come, friend Coyote, I think we ought to plant this good land again, and this time let us plant it in corn. But last year you were dissatisfied with your share, so this year we will change. You take what is below the ground for your share, and I will take only what grows above.” This seemed very fair to the Coyote, and he agreed.

They plowed and planted and tended the corn; and when it came harvest-time the Bear gathered all the stalks⁶ and ears⁷ and carried them home. When the Coyote came to dig his share, he found nothing but roots like threads, which were good for nothing. He was very much dissatisfied; but the Bear reminded him of their agreement, and he could say nothing.

That winter the Coyote was walking one day by the river (the Rio Grande⁸), when he saw the Bear sitting on the ice and eating a fish. The Coyote was very fond of fish, and coming up, he said, “Friend Bear, where did you get such a fat fish?”

“Oh, I broke a hole in the ice,” said the Bear, “and fished for them. There are many here.” And he went on eating, without offering any to the Coyote.

“Won’t you show me how, friend?” asked the Coyote, fainting with hunger at the smell of the fish.

“Oh, yes,” said the Bear. “It is very easy.” And he broke a hole in the ice with his paw.



⁶ *stalks*: the main stems of a plant

⁷ *ears*: the seed-bearing heads or spikes of a cereal plant

⁸ *Rio Grande*: a river located in the Southwestern United States

“Now, friend Coyote, sit down and let your tail hang in the water, and very soon you will feel a nibble⁹. But you must not pull it till I tell you.”

So the Coyote sat down with his tail in the cold water. Soon the ice began to form around it, and he called, “Friend Bear, I feel a bite! Let me pull him out.”

“No, no! Not yet!” cried the Bear, “wait till he gets a good hold, and then you will not lose him.”

So the Coyote waited. In a few minutes the hole was frozen solid, and his tail was fast¹⁰.

“Now, friend Coyote,” called the Bear, “I think you have him. Pull!”

The Coyote pulled with all his might, but could not lift his tail from the ice, and there he was—a prisoner. While he pulled and howled, the Bear shouted with laughter, and rolled on the ice and ha-ha’d¹¹ till his sides were sore. Then he took his fish and went home, stopping every little to laugh at the thought of the Coyote.

There on the ice the Coyote had to stay until a thaw liberated¹² him, and when he got home he was very wet and cold and half starved. And from that day to this he has never forgiven the Bear, and will not even speak to him when they meet, and the Bear says, politely, “Good morning, friend Too-wháy-deh.”

⁹nibble: an instance of taking a small bite out of something

¹⁰fast: in a secure manner; tightly

¹¹ha-ha’d: laughed

¹²liberated: freed



Text-Based Discussion

- 1. CITING TEXT EVIDENCE** Based on the behavior of the characters in this story, what can you infer about how indigenous peoples from Isleta viewed the behavior of real coyotes and bears? Cite details to support your answer.
- 2. ANALYZING POINTS OF VIEW** The Coyote refuses to speak to the Bear after getting his tail stuck in the ice, despite the Bear calling him “friend.” What does this reveal about the Coyote’s point of view in his interactions with the Bear?
- 3. DETERMINING MEANING** The author uses the phrase “his eyes were opened” to describe the Coyote’s reaction to discovering that the Bear dug potatoes out of the ground. What is the meaning of this phrase?

How Has Globalization Affected Indigenous Peoples?

Many historians agree that native people were negatively affected by the exploration and colonization of the lands on which they lived. However, strong disagreement exists over whether the process of globalization has negatively or positively impacted indigenous people. While globalization makes it easier for people, goods, and information to travel across borders, not everyone welcomes these changes. Resistance is strong among indigenous people. Often, they see the expansion of trade and outside influences as a threat to their way of life.

VOCABULARY

indigenous: native or characteristic of a particular region

globalization: increased integration and interaction of cultures across the world

explicitly: clearly

multi-pronged: having several aspects

pristine: pure or unspoiled

abundant: plentiful

sovereignty: control

“**Indigenous** people have struggled for centuries to maintain their identity and way of life against the tide of foreign economic investment and the new settlers that often come with it. . . . But indigenous groups are increasingly assertive. **Globalization** has made it easier for indigenous people to organize, raise funds and network with other groups around the world, with greater political reach and impact than before. The United Nations declared 1995–2004 the International Decade for the World’s Indigenous People, and in 2000 the Permanent Forum on Indigenous Issues was created. . . . Many states have laws that **explicitly** recognize indigenous people’s rights over their resources. . . . Respecting cultural identity [is] possible as long as decisions are made democratically—by states, by companies, by international institutions and by indigenous people.”

—Report by the United Nations Development Programme (UNDP), 2004

DETERMINING CENTRAL IDEAS

What two central ideas are communicated in this excerpt?

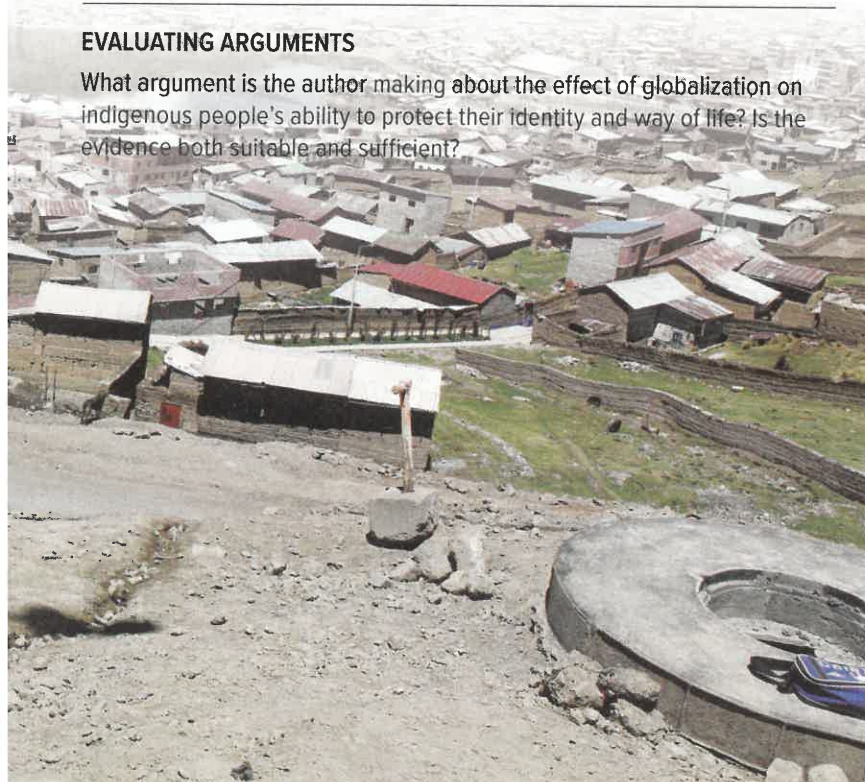


“Globalization . . . is a **multi-pronged** attack on the very foundation of [indigenous people’s] existence and livelihoods. . . . Indigenous people throughout the world . . . occupy the last **pristine** places on earth, where resources are still **abundant**: forests, minerals, water, and genetic diversity. All are ferociously sought by global corporations, trying to push traditional societies off their lands. . . . Traditional **sovereignty** over hunting and gathering rights has been thrown into question as national governments bind themselves to new global economic treaties. . . . Big dams, mines, pipelines, roads, energy developments, military intrusions all threaten native lands. . . . National governments making decisions on export development strategies or international trade and investment rules do not consult native communities. . . . The reality remains that without rapid action, these native communities may be wiped out, taking with them vast indigenous knowledge, rich culture and traditions, and any hope of preserving the natural world, and a simpler . . . way of life for future generations.”

—International Forum on Globalization (IFG), a research and educational organization, 2015

EVALUATING ARGUMENTS

What argument is the author making about the effect of globalization on indigenous people’s ability to protect their identity and way of life? Is the evidence both suitable and sufficient?



What Do YOU Think?

- 1. CITING TEXT EVIDENCE** The first excerpt makes the claim that “many states have laws that explicitly recognize indigenous people’s rights over their resources.” How does the second excerpt suggest that the first excerpt leaves out details about globalization threatening indigenous people’s rights? What evidence from the second excerpt supports your answer?
- 2. ANALYZING RELATIONSHIPS** How do the excerpts differ in the way they describe the relationship between indigenous and governmental organizations?
- 3. DETERMINING POINT OF VIEW** How do the two excerpts differ in their views of how globalization has affected indigenous societies? How are they alike? What evidence from the writing supports your answers?
- 4. EVALUATING ARGUMENTS** Does the argument presented in the second excerpt sufficiently challenge the idea in the first excerpt that globalization has allowed indigenous people to have greater political reach and impact?

A woman carries water to her home in a mining town in central Peru. Protestors argue that aggressive mining practices contaminate the environment and destroy the way of life of indigenous people. [Photo, September 15, 2009]

ANALYZING SOURCES

THE IMPORTANCE OF CORN

Farming began in Mesoamerica between nine and ten thousand years ago. While corn was not the first crop to develop, it became the most important—not only in Mesoamerica but in North America and South America, too. How did these early people view corn and its role in their societies? What did corn represent? How did they celebrate corn as a resource?

VOCABULARY

Deities: Gods or Goddesses

enduring: lasting, durable

breadth: the distance from one side to the other side of something

sanctified: made holy

impersonated: pretended to be another person

altar: a raised place on which sacrifices and gifts are offered in some religions

PRIMARY SOURCE: CREATION STORY

THE POPOL VUH

The Popol Vuh, or “Book of the Community,” tells the Maya creation story. It is depicted on panels dating to c. 300 B.C.E. Through a tale about two Hero Twins and the Lords of the Underworld, the story illustrates the Maya belief that humans were made from corn.

“The Hero Twins became great ball players, and to bring their Father back to life, they challenged the Lords of the Underworld to a game in Xibalbá. The twins were permitted to play the ball game only after they had survived the dangerous trials [tests] set for them in the Underworld. Using great skill and cunning [craftiness], the twins won the ball game, and this allowed their slain father to come back to life as the Maize God. The Hero Twins left Xibalbá and climbed back up to the surface of the Earth. They continued up into the sky, becoming the Sun, and the Moon. Now that the Sun and Moon were in the sky and illuminated the Earth, the **deities** created the final form of human beings using white and yellow corn. Corn is the precious substance that ultimately succeeds in producing true, and **enduring**, humans.”

ANALYZE THE TEXT

1. **CITING TEXT EVIDENCE** According to the story, what had to happen before the twins were allowed to play the ball game?
2. **ANALYZING POINT OF VIEW** Does the author consider corn valuable? What evidence is there in the text to support your answer?

PRIMARY SOURCE: SCHOLARLY ARTICLE

CORN RAISING: THE DECAY OF THE SEED

Frank Hamilton Cushing was an American anthropologist and ethnologist. An ethnologist is someone who studies and compares different cultures. Cushing studied the Zuni Indians of New Mexico in the late 1800s. In this excerpt from his article “Zuñi Breadstuff” (1884), Cushing discusses the treatment and significance of corn in Zuni society.

“In each corn-room or granary of Zuñi, are preserved carefully, four objects: an ear of yellow corn full to the very tip of perfect kernels, called a yá’-po-to; an ear of white corn which has resulted from the inter-growth of two or more

ears within a single husk-fold, called, from its disproportionate [unequal] breadth [width] and flatness, a mi'-k'iap-pan-ne; a moderately large normal ear of corn which has been dipped by a Seed-Priest in the waters of the great sacred Salt Lake far south of Zuíi ("Las Salinas" of New Mexico), and a bunch of unbroken corn-soot [a type of fungus]. The latter two objects are laid side by side on the floor in the middle of the corn-room, and upon them also side by side, usually connected by a bandage of cotton filaments [threads], the yä'-po-to and the mi'-k'iap-pan-ne. . . .

The significance of all this is both interesting and poetic. The corn soot is held to symbolize the 'generation of life,' the salted and **sanctified** [blessed] ear of corn, the material given by the gods and prepared by man, as the means whereby generated life is sustained, and finally, both these are regarded as the 'resting place' or 'couch' of the 'Father and Mother of corn-crops' or Seed; the yä'-po-to being the 'male,' the mi'-k'iap-pan-ne, the 'female.'”

ANALYZE THE TEXT

1. **ANALYZING POINT OF VIEW** What is Cushing's purpose for describing in detail the position of each object?
2. **CITING TEXT EVIDENCE** Explain how Cushing supports his statement that "all this is both interesting and poetic."



MULTIPLE PERSPECTIVES

Compare the ways corn is represented in these three sources. What do these representations have in common? Do you think that Cushing, Steele, and Allen have the same view of corn as the author of the Maya creation story? Explain.

SECONDARY SOURCE: BOOK

THE HANDBOOK OF INCA MYTHOLOGY

Paul Richard Steele and Catherine J. Allen are anthropologists, or scientists who study ancient cultures. In this excerpt from *The Handbook of Inca Mythology*, 2004, authors Paul Richard Steele and Catherine H. Allen describe the role of corn in Inca harvest ceremonies.

“In Inca harvest ceremonies, young women wearing long dresses ritually [according to custom] **impersonated** Pachamama Suyrumama, 'Mother Earth of the long dress that drags over the ground.'

Near Cuzco, a specific field called Ayllipampa, containing miniature women's clothing was dedicated to her. According to Cobo, farmers worshipped her at stone **altars** in the middle of fields. Other female deities [Goddesses] partook [shared] of Pachamama's qualities. These included Mama Oca, Mama Coca, and Mama Sara, the maize mother. At harvest time, unusual ears of corn were placed into a bin known as pirua to ensure the productivity of the crop for the following year: 'Among the objects to be found in the towns are three kinds of zaramama. The first resembles a cornhusk doll dressed like a woman. It has a mantle [anaco] and a shawl [llicla] with its silver clasp [topo]. They believe that this doll has a mother's power to conceive and bring forth much maize.'”

ANALYZE THE TEXT

1. **EXPLAINING EFFECTS** According to the excerpt, why are unusual ears of corn placed into a bin?
2. **DETERMINING CENTRAL IDEAS** What is the significance of the Goddesses of the Earth and of maize being called *mama* or *mother*?

CHAPTER 6 Analysis Skills Activities

Write your answers on a separate piece of paper.

Thinking Like a Historian

1. **SUMMARIZING** Which civilization in this chapter do you think had the greatest achievements? Choose a civilization and list its achievements as well as the reasons those achievements are important. Then debate the issue with a fellow classmate who chose a different civilization.

Understanding Time

2. **SEQUENCING** Create a time line like the one shown. Fill in significant dates and events in the history of the Maya Empire.



300 C.E.
Maya develop civilization in southern Mexico and Central America

Building Citizenship

3. **CIVIC PARTICIPATION** In Inca society, people had to work for the government for several weeks each year. Do you think that people today should have to do the same? Write a paragraph explaining your opinion.

Geographic Reasoning

Use the map to answer the following questions.

4. **EXPLORING PLACE** Match the letters on the map with the numbered groups listed below.

- | | | |
|------------|-----------|-------------------|
| 1. Anasazi | 3. Chavín | 5. Mound Builders |
| 2. Aztec | 4. Maya | 6. Olmec |



CHAPTER 6 Assessment

Write your answers on a separate piece of paper.

Vocabulary Practice

- 1 Use each of the following words in a sentence.
- | | |
|-------------|--------------|
| A. isthmus | F. linked |
| B. maize | G. abandoned |
| C. sinkhole | H. achieved |
| D. hogan | I. predict |
| E. volume | J. relied |

Short Answer

- 2 **EXPLAINING** Based on the geography of the Great Plains, what advantages did people settling in that area have?
- 3 **SEQUENCING** What do scientists theorize happened after the first Americans arriving by boat explored coastal areas?
- 4 **EXPLAINING CAUSE AND EFFECT** Why was it necessary for people to become farmers for civilization to begin?
- 5 **SUMMARIZING** Use your own words to summarize why many different societies developed in North America.
- 6 **IDENTIFYING STEPS** What steps did the Maya take to make the rain forest livable?
- 7 **DESCRIBING** What kind of society did the Inuit create?
- 8 **INFERRING** What impact do you think the Toltec's introduction of metalworking to Mesoamerica might have had?
- 9 **DETERMINING CENTRAL IDEAS** Why did the Maya develop two different types of calendars?
- 10 **IDENTIFYING EFFECTS** What are two examples from the text of how the people of the Pacific Northwest adapted to their environment?

- 11 **IDENTIFYING PATTERNS** In what ways were Mound Builder and Mississippian cultures similar? What conclusion can you draw from this?
- 12 **IDENTIFYING CAUSES** What were two reasons that the Anasazi built their homes in the walls of steep cliffs?
- 13 **PREDICTING** What do you think might have happened if the Inca had not had a complex system of roads?
- 14 **ANALYZING INTERACTIONS** What role did women play in the Maya city-states?
- 15 **CITING TEXT EVIDENCE** What evidence in the text supports the idea that the location of Tenochtitlán was related to the Aztec religion?
- 16 **CITING TEXT EVIDENCE** Do you think it is more likely that the first people who came to the Americas from Asia arrived by boat or walked across a land bridge to Alaska? Cite details from your reading to support your opinion.
- 17 **EXPLAINING** Does Olmec history have more in common with the history of the Aztec or the Maya? Cite details from your reading to support your opinion.
- 18 **INFERRING** The author explains that each Native American group's way of life was based on local resources. The author also states that most North American groups grew corns, beans, and squash. What can you infer from this information?
- 19 **IDENTIFYING CAUSES** Why did farming begin in Mesoamerica?
- 20 **EXPLAINING** How did the Inca use technology to manage their empire?

Need Extra Help?

If You've Missed Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Review Lesson	1, 2	1	1	1	1	2	2	1	2	2	1	1	2	2	2	1	1, 2	1, 2	1	2

CHAPTER 6 Assessment, continued

Write your answers on a separate piece of paper.

Analyzing Primary Sources

Francesco Saverio, in *The History of Mexico*, describes the Aztec emperor, Montezuma I:

“The four electors did not deliberate long on the choice of a new king; there being no surviving brother of the late sovereign [supreme ruler], the election consequently fell on one of his grandsons; and no one appeared more deserving than Montezuma Ilhuicamina, son of Huitzilihuitl, not less on account of his personal virtues [morals] than the important services he had done the nation. He was elected with general applause, advice of which being given to the two allied kings, they not only confirmed the election, but passed many praises on the elected, and sent him presents worthy of his rank and their esteem. . . .

As soon as Montezuma found himself on the throne, his first care was to erect a great temple in that part of the city which they called Huitznahuac. The allied kings, whom he requested to assist him, furnished him with such plenty of materials and workmen, that in a short time that building was finished and consecrated [made holy].”

—Francesco Saverio Clavigiero, *The History of Mexico* (1804)

- 21 **DETERMINING MEANING** Read the phrase from the excerpt.

“ . . . they not only confirmed the election, but passed many praises on the elected, and sent him presents worthy of his rank and their esteem. ”

Which of the following words could replace the underlined words in the phrase?

- A. wealth, position
 - B. position, respect
 - C. respect, wealth
 - D. wealth, virtue
- 22 **SUMMARIZING** Which statement best summarizes the central idea of the excerpt?
- A. Montezuma I was a well-regarded and effective leader.
 - B. Montezuma I was the son of Huitzilihuitl.
 - C. Montezuma I was a great builder of temples.
 - D. Montezuma I had many allies in the Aztec kingdom.

Need Extra Help?

If You've Missed Question	21	22	23	24	25	26
Review Lesson	2	2	2	2	2	1, 2

- 23 **CITING TEXT EVIDENCE** Which of the following phrases from the excerpt indicates that Montezuma I was elected with little resistance?
- A. “there being no surviving brother”
 - B. “the election consequently fell on one of his grandsons”
 - C. “that building was finished and consecrated [made holy]”
 - D. “The four electors did not deliberate long”

- 24 **INFERRING** Which of these inferences is supported by the text?
- A. Huitznahuac was not the first choice for the location of the temple.
 - B. Building the temple was not a priority for Montezuma I.
 - C. Building the temple was a massive undertaking.
 - D. Montezuma I did not intend to share the temple with other kings.

- 25 **DETERMINING MEANING** Read the following sentence from the excerpt.

“No one appeared more deserving than Montezuma Ilhuicamina, son of Huitzilihuitl, not less on account of his personal virtues [morals] than the important services he had done the nation.”

Write a brief explanation of what this sentence means and how it relates to the writer's main point.

Extended Response Essay

- 26 **NARRATIVE WRITING** You are an early Native American. Write a journal entry describing your daily life and the unique characteristics of your culture.