

CHAPTER

11

The Americas 400–1500

Section 1 The Peoples of North America

Section 2 Early Civilizations in Mesoamerica

Section 3 Early Civilizations in South America

MAKING CONNECTIONS

What can ruins teach us about civilization?

The sacred city of Chichén Itzá is one of the most important archaeological sites of the Maya and Toltec cultures. El Caracol, the observatory shown in the photo, was used by the Maya and the Toltec to measure the movement of the moon, stars, and planets. It exhibits the advanced engineering and astronomy skills of its builders. In this chapter you will learn about the early civilizations of the Americas.

- Why do you think the Maya and the Toltec went to such efforts to understand the movement of the moon, stars, and planets?
- Why do archaeologists study ancient ruins today?

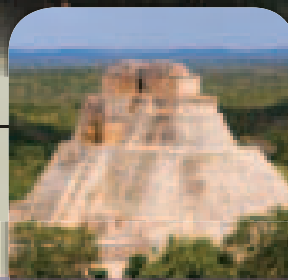


THE AMERICAS ►

C. 3000 B.C.
People move into North America from Asia

C. 250 B.C.
City of Teotihuacán established

C. A.D. 300
Maya civilization begins to flourish



1000 B.C.

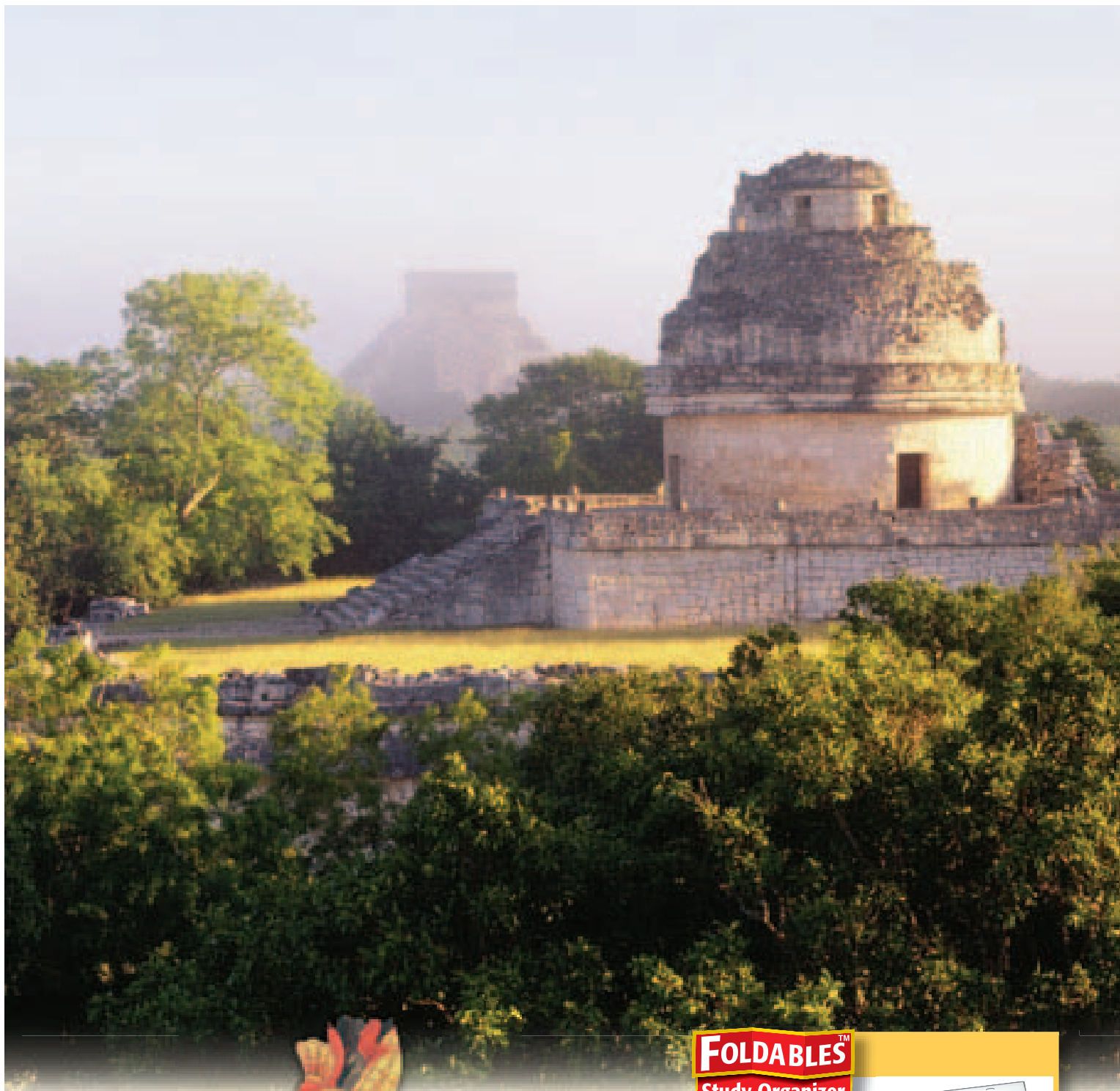
C. 2000 B.C.
Trade thrives between Egypt and Nubia

A.D. 400

THE WORLD ►

A.D. 100
Christianity becomes established in the Roman Empire





C. A.D. 700

Hopewell people
shift to full-time
farming



1440

Inca leader Pachacuti
launches campaign
of conquest

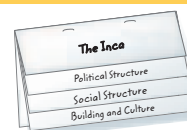
A.D. 950

1500

A.D. 825

Al-Khowarizmi advances use of Hindu
numbers and algebra in Arab world

FOLDABLES™ Study Organizer



Organizing Create
a Layered-Look
Book to organize facts about the Inca.
Read the related text and conduct
research to learn more about the
political structure, social structure,
and buildings and culture of the Inca.

History  **ONLINE**

Chapter Overview—Visit glencoe.com to preview Chapter 11.

The Peoples of North America

GUIDE TO READING

The BIG Idea

Physical Geography Hunters and gatherers spread into the North American continent and established their unique ways of living.

Content Vocabulary

- longhouse (p. 370)
- adobe (p. 371)
- clan (p. 370)
- pueblo (p. 371)
- tepee (p. 371)

Academic Vocabulary

- survive (p. 368)
- temporary (p. 368)

People and Places

- Bering Strait (p. 368)
- Iroquois (p. 370)
- Inuit (p. 368)
- Plains Indians (p. 371)
- Gulf of Mexico (p. 369)
- Anasazi (p. 371)
- Hopewell (p. 369)
- Mesa Verde (p. 371)
- Cahokia (p. 370)

Reading Strategy

Summarizing Information As you read, complete a separate chart for each of the five major peoples discussed in this section. Identify the characteristics listed below for each group.

People	
Region	
Types of Food	
Shelter	

During the last Ice Age, a natural land bridge connected the Asian and North American continents. Early hunters used this land bridge when they followed herds of bison and caribou into North America. These hunters became the first people to live in North America.

The First North Americans

MAIN IDEA Early hunters and gatherers moved across the Bering Strait into North America, later forming distinct cultures.

HISTORY & YOU Who lived in your region thousands of years ago? Read to learn about some early peoples of North America, including the Iroquois, the Hopewell, and the Anasazi.

The Americas make up an enormous land area, stretching about 9,000 miles (more than 14,000 km) from the Arctic Ocean in the north to Cape Horn at the tip of South America. The North American continent is large and has varying climates and geographical features. It has ice-covered lands and hot, dry deserts. Dense forests cover some areas, and fertile river valleys are ideal for hunting and farming. Many years ago, these different geographical areas became home to various peoples, who created their own distinctive ways of living.

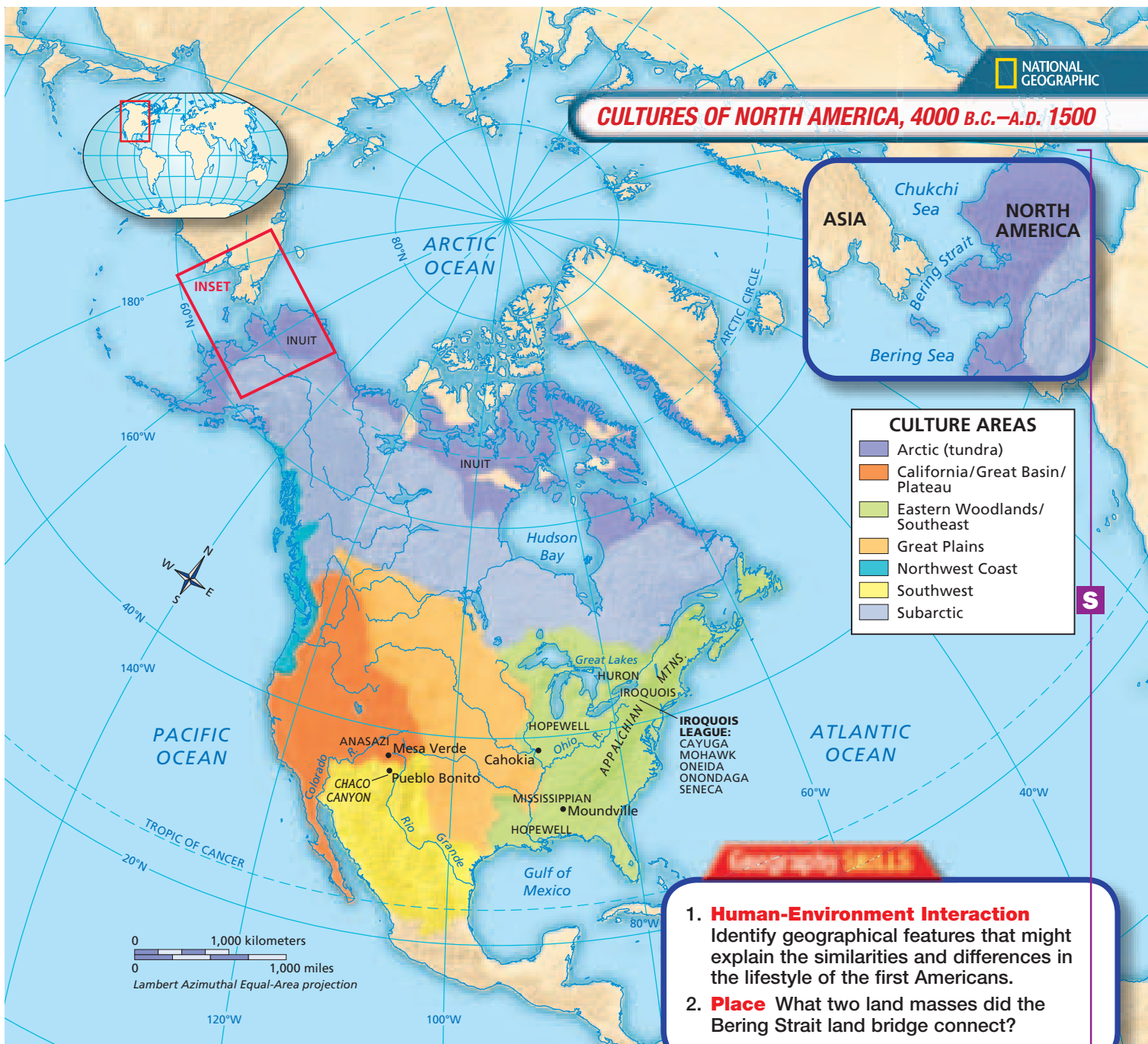
Between 15,000 and 20,000 years ago, the last Ice Age caused sea levels to drop. Low sea levels in turn created a land bridge connecting the Asian and North American continents. Many scholars believe that people from Asia used this land bridge to cross the **Bering Strait** into North America. Most likely, these first Americans were hunters, pursuing herds of bison and caribou. They lived in small, nomadic communities. To **survive**, they needed to remain close to the source of their food supply.

Arctic and Northwest: The Inuit

About 3000 B.C., the **Inuit** moved into North America from Asia. They had to learn very specific skills to survive in such a cold and harsh environment. Most Inuit settled along the coasts of the tundra region, the treeless land south of the Arctic.

Using harpoons and spears made from antler or narwhal tusk, the Inuit were skilled hunters. Seal, caribou, and fish provided both food and clothing. In winter, the Inuit built homes of stones and turf. The traditional igloo, made out of cut blocks of hard-packed snow, was only a **temporary** shelter used during traveling.

CULTURES OF NORTH AMERICA, 4000 B.C.–A.D. 1500



Eastern Woodlands: Mound Builders and Iroquois

Around 1000 B.C., farming villages appeared in the Eastern Woodlands, the land in eastern North America from the Great Lakes to the **Gulf of Mexico**. Although people in the Eastern Woodlands region grew crops, they also continued to gather wild plants for food.

One Eastern Woodlands group was the **Hopewell** peoples in the Ohio River valley.

They extended their culture along the Mississippi River. The Hopewell people, known as the Mound Builders, built large, elaborate earth mounds that were used as tombs or for ceremonies. Some were built in the shape of animals.

The shift to full-time farming about A.D. 700 led to a prosperous culture in the Mississippi River valley. This Mississippian culture grew corn, squash, and beans together to provide plants with nutrients, support, and shade.

Cities began to appear, some of them containing 10,000 people or more. At the site of **Cahokia** (kuh•HOH•kee•uh), near the modern city of East St. Louis, Illinois, archaeologists found a burial mound over 98 feet (30 m) high. It had a base larger than that of the Great Pyramid in Egypt. Between A.D. 850 and 1150, Cahokia flourished and served as the seat of government. For reasons unknown, Cahokia collapsed during the 1200s.

To the northeast of the Mississippian culture were people known as the **Iroquois** (IHR•uh•kwoy). The Iroquois lived in villages that consisted of **longhouses** surrounded by wooden fences for protection. Each longhouse, built of wooden poles covered with sheets of bark, was 150 to 200 feet (46 to 61 m) in length and housed about a dozen families.

Iroquois men hunted deer, bear, caribou, and small animals like rabbits and beaver. They were also warriors who protected the community. Women owned the dwellings, gathered wild plants, and grew crops. The

most important crops were the “three sisters”—corn, beans, and squash. In addition, women cooked, made baskets, and took care of the children.

Wars were common, especially among groups of Iroquois who lived in much of present-day Pennsylvania, New York, and parts of southern Canada. Legend holds that sometime during the 1500s, the Iroquois peoples were nearly torn apart by warfare. Deganawida, an elder of one Iroquois group, appeared and preached the need for peace.

One who listened was Hiawatha, a member of the Onondaga (AH•nuhn•DAW•guh) group. From the combined efforts of Deganawida and Hiawatha came the Great Peace, which created an alliance of five groups called the Iroquois League.

A council of representatives, a group of 50 Iroquois leaders, known as the Grand Council met regularly to settle differences. Representatives were chosen in a special way. Each Iroquois group was made up of **clans**, groups of related families. The

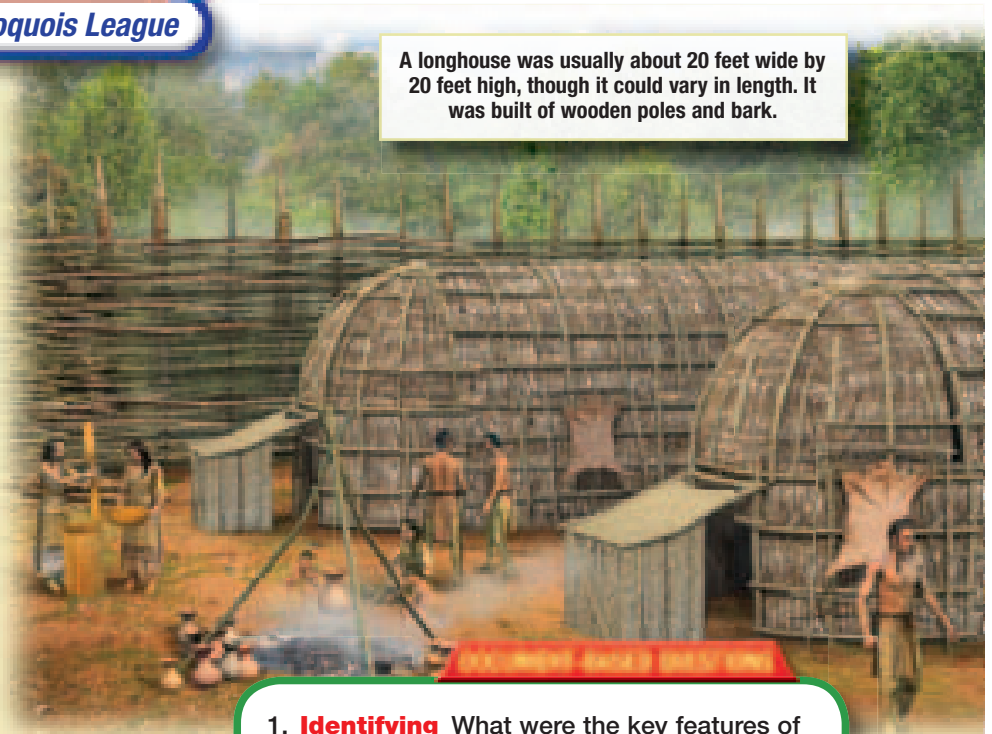
INFOGRAPHICS

The Iroquois League

According to Iroquois legend, the five nations of the Iroquois League came together sometime during the 1500s after a period of warfare. The members of the Iroquois League referred to their union by a word which means “people building a longhouse.” In other words, they saw the Iroquois League as an enormous longhouse that stretched across the five nations and sheltered its members.

League members were joined together by common laws. The Iroquois Constitution includes guidelines on religious tolerance, impeachment, succession, illness of a leader, treason, dissolution, declaration of war, emigration, asylum, and rights of foreign nations. In 1754 Benjamin Franklin used the Iroquois League as a model for a Plan of Union for the British colonies. Thomas Jefferson later referred to these similarities when he called the United States Constitution a “tree of peace,” the symbol of the Iroquois League.

A longhouse was usually about 20 feet wide by 20 feet high, though it could vary in length. It was built of wooden poles and bark.



1. **Identifying** What were the key features of an Iroquois longhouse?
2. **Making Connections** In what ways did the Iroquois League resemble a longhouse?

women of each clan singled out a well-respected woman as the clan mother. The clan mothers, in turn, chose the male members of the Grand Council. Much was expected of these men—patience and firmness, but also a tenderness for their people and calm deliberation. The Grand Council, an experiment in democracy, brought the Iroquois a new way to deal with their problems.

Peoples of the Great Plains

West of the Mississippi River basin, the **Plains Indians** cultivated beans, corn, and squash along the river valleys of the eastern Great Plains. Every summer, the men left their villages to hunt buffalo, a very important animal to the Plains culture. Hunters would work together to frighten a herd of buffalo, causing them to stampede over a cliff.

The buffalo served many uses for Plains peoples. They ate the meat, used the skins for clothing, and made tools from the bones. By stretching buffalo skins over wooden poles, they made circular tents called **tepees**. Tepees provided excellent shelter; they were warm in winter and cool in summer.

Peoples of the Southwest: The Anasazi

The Southwest covers the territory of present-day New Mexico, Arizona, Utah, and Colorado. Conditions are dry, but there is sufficient rain in some areas for farming. The **Anasazi** (AH•nuh•SAH•zee) peoples established an extensive farming society there.

Between A.D. 500 and 1200, the Anasazi used canals and earthen dams to turn parts of the desert into fertile gardens. They were skilled at making baskets and beautifully crafted pottery. They used stone and **adobe** (sun-dried brick) to build **pueblos**, multistoried structures that housed many people.

At Chaco Canyon in northwestern New Mexico, they built an elaborate center for their civilization. At the heart of Chaco Canyon was Pueblo Bonito. This was a large complex that contained some 800 rooms housing more than 1,000 people. The Pueblo Bonito complex included communal rooms where people assembled to perform religious rituals. This flourishing center could not survive a series of droughts that occurred over a 50-year period. Finally the Anasazi had to abandon the center.

The Anasazi culture itself did not die. To the north in southern Colorado, a large community had formed at **Mesa Verde** (MAY•suh•VEHR•dee). Today, this is a national park in the United States. Groups of Anasazi there built a remarkable series of buildings in the recesses of the cliff walls. However, the Anasazi abandoned the settlement in the late 1200s because of a prolonged drought.

✓ Reading Check **Explaining** What may have led hunters to cross the land bridge to North America?

SECTION 1 REVIEW

Vocabulary

1. **Explain** the significance of: Bering Strait, survive, Inuit, temporary, Gulf of Mexico, Hopewell, Cahokia, Iroquois, longhouse, clan, Plains Indians, tepee, Anasazi, adobe, pueblo, Mesa Verde.

Main Idea

2. **Identify** some reasons why early peoples migrated from place to place.
3. **Describe** the Cahokia site of the Hopewell peoples.
4. **Summarize** the features of the Anasazi culture. Use a graph like the one below to highlight the features.



Critical Thinking

5. **The BIG Idea** **Determining Cause and Effect** What was the relationship between early peoples and their environment?
6. **Evaluating** Why was the Iroquois League politically significant?
7. **Analyzing Visuals** Examine the Iroquois village pictured on page 370. What purpose do you think the fences served?

Writing About History

8. **Expository Writing** Identify the leadership roles that women took in the Iroquois society and compare these roles with women's roles in American society today. Write a one-page comparison after doing your research.

History ONLINE

For help with the concepts in this section of *Glencoe World History*, go to glencoe.com and click Study Central.

Early Civilizations in Mesoamerica

GUIDE TO READING

The BIG Idea

Ideas, Beliefs, and Values Early Mesoamerican civilizations flourished with fully developed political, religious, and social structures.

Content Vocabulary

- hieroglyph (p. 375)
- tribute (p. 378)

Academic Vocabulary

- estimate (p. 374)
- accurate (p. 374)

People and Places

- Mesoamerica (p. 372)
- Tikal (p. 375)
- Olmec (p. 372)
- Toltec (p. 376)
- Teotihuacán (p. 373)
- Chichén Itzá (p. 377)
- Yucatán Peninsula (p. 374)
- Aztec (p. 377)
- Tenochtitlán (p. 377)
- Maya (p. 374)
- Lake Texcoco (p. 377)

Reading Strategy

Summarizing Information As you read, create a separate chart, like the one shown here, for each of the cultures discussed in this section.

People	
Location	
Religion	
Architecture	
Year/Reason Declined	

Archaeology tells us about the ancient societies that once existed in Mesoamerica. First came the Olmec, whose culture influenced those that followed. Later, the Maya became one of the most sophisticated cultures of the early Americas. The civilizations that followed, the Toltec and the Aztec, incorporated Maya traditions into their cultures.

The Olmec

MAIN IDEA The Olmec, the first Mesoamerican civilization, appeared around 1200 B.C., and the city of Teotihuacán thrived until A.D. 800.

HISTORY & YOU Do you use an electronic calendar to keep you organized? Read about the Olmec calendar and numerical system.

Not until the late 1800s did archaeologists begin excavating ancient ruins found in **Mesoamerica**. This is a name used for areas of Mexico and Central America where ancient empires flourished. Detailed excavations revealed that the Maya once lived there. Later excavations told of an even older society, the **Olmec**.

Olmec Culture

Archaeologists first discovered the Olmec society in the 1940s. They called these people the Olmec, or “rubber people,” because of the rubber trees that grew in the area where they lived. The Olmec, the first-known civilization in Mesoamerica, appeared around 1200 B.C. They farmed along riverbanks in the hot, swampy lowlands along the coast of the Gulf of Mexico south of Veracruz. They traded with other peoples of Mesoamerica for jade and obsidian to make their tools, jewelry, and monuments. Olmec objects have been found in central Mexico.

The Olmec had large cities that were centers for their religious rituals. The oldest city was San Lorenzo, which contained pyramids and other stone monuments. In La Venta a 30-foot-high (9-m high) pyramid towered above the city. Olmec skilled artisans also carved a series of colossal stone heads, probably to represent their gods or rulers. These huge heads, 10 feet (3 m) high and weighing 20 tons (18 t), are especially remarkable because the Olmec had no metal tools. Carving them with instruments of stone must have taken a great deal of time.

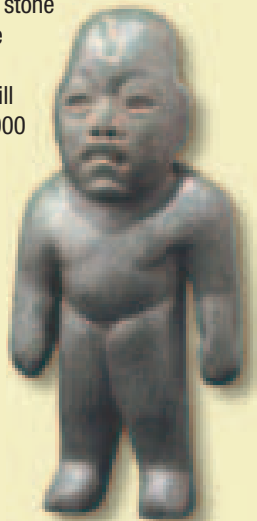
Around 400 B.C., for reasons not yet fully understood, the Olmec civilization declined and eventually collapsed. However, some aspects of their tradition influenced later Mesoamerican societies. The Olmec played a ceremonial game on a stone ball court, a ritual

Olmec Stone Carvings

Giant heads are the most famous stone carvings of the Olmec civilization, which flourished from 1200 B.C. to 400 B.C. in what we know today as Mexico. The massive heads were carved of basalt, a rock that the workers floated to the current location by river raft from as far as 50 to 60 miles away. The heads depict different faces with full lips, slanted eyes, and broad noses. Every head wears what resembles a helmet, though each helmet has a different symbol or decoration.

The Olmec also carved smaller sculptures from jade, obsidian, and other stone—including creatures with bat wings, realistic human ears, religious figures, and fish. Even the tools that the Olmec used for carving were themselves made of stone.

The stone-carving skill of the Olmec artisans went beyond sculpture and tool making. The Olmec created the first drainage system in Mesoamerica. The carvers hollowed out long stones, giving them U-shape channels. Then they put these channels end-to-end and put rounded stone covers on them to make pipes. These stone channels show great skill in engineering. Even 3,000 years later, parts of the ancient drainage system still work today when it rains.



An Olmec
standing figure



▲ An Olmec stone head in the Parque Museo de La Venta museum in Mexico

CRITICAL THINKING SKILLS

1. **Identifying** Name the different objects created by Olmec stone carvers.
2. **Drawing Conclusions** Based on their large sculptures, what can we conclude about the Olmec peoples?

that the Maya people would later practice. The Maya also continued the Olmec fascination with a jaguar-like god and adopted the Olmec calendar and numerical system.

The City of Teotihuacán

The first major city in Mesoamerica was **Teotihuacán** (TAY•oh•TEE•wuh•KAHN), or “Place of the Gods.” This city was the capital of an early kingdom that arose around 250 B.C. and collapsed around A.D. 800. Located about 30 miles (48 km)

northeast of Mexico City in a fertile valley, Teotihuacán occupied an area of 8 square miles (21 sq. km). It had as many as 200,000 inhabitants at its height. Along its main thoroughfare, known as the “Avenue of the Dead,” were temples and palaces. All of them, however, were dominated by a massive Pyramid of the Sun. This monument rose in four tiers to a height of over 200 feet (60 m).

Most of the people of Teotihuacán were farmers. Fertile soil made their valley one of the richest farming areas in Mesoamerica.

Teotihuacán was also a busy center for trade. In scores of workshops throughout the city, skilled artisans made tools, weapons, pottery, and jewelry. Especially famous were their obsidian tools. Obsidian, a volcanic glass, was prized in Mesoamerica. It was used in tools, mirrors, and the knives with razor-sharp blades used in human and animal sacrifices. Archaeologists **estimate** that there were 400 obsidian workshops in the city.

R The goods made in Teotihuacán were shipped to Central America, Mexico, and even southwestern North America. In return, the city's inhabitants received luxury items and the raw materials, such as shells and bird feathers, used in their crafts.

Sometime during the eighth century, for reasons yet unknown, the city's power declined. Eventually the ruling class left the city and around A.D. 800, the city was destroyed and abandoned.

✓ Reading Check Explaining Where was Mesoamerica, and who were some its first inhabitants?

The Maya and the Toltec

MAIN IDEA The Maya and the Toltec ruled Mesoamerica for nearly nine centuries.

HISTORY & YOU How would dividing each year into 18 months affect you? Read to learn about the Maya calendar.

Far to the east of Teotihuacán, on the **Yucatán Peninsula**, another major civilization had arisen. This was the civilization of the **Maya**, which flourished between A.D. 300 and 900. It was one of the most sophisticated civilizations in the Americas.

The Maya built splendid temples and pyramids and developed a complicated calendar as **accurate** as any in existence in the world at that time. The Maya were a farming people who cleared the dense rain forests, developed farming, and centered their culture in city-states. Maya civilization included much of Central America and southern Mexico.

Sometime around 800, the Maya civilization in the central Yucatán Peninsula began

NATIONAL GEOGRAPHIC

CULTURES OF MESOAMERICA, 900 B.C.—A.D. 1500



- 1. Location** Which cultures developed in the same heartland?
- 2. Human-Environment Interaction** Suggest reasons for patterns you can see in areas where cities are located.

to decline. Why did this happen? Explanations include invasion, internal revolt, or a volcanic eruption. A more recent theory is that overuse of the land led to reduced crop yields.

Whatever the case, cities like Tikal and Palenque were abandoned and covered by dense jungle growth. They were not rediscovered until the nineteenth and twentieth centuries.

Political and Social Structures

Maya cities were built around a central pyramid topped by a shrine to the gods. Nearby were other temples, palaces, and a sacred ball court. Some scholars believe that over 100,000 inhabitants may have lived in urban centers such as **Tikal** in present-day Guatemala.

Maya civilization was composed of city-states, each governed by a hereditary ruling class. These Maya city-states were often at war with each other. Ordinary soldiers who were captured in battle became slaves. Captured nobles and war leaders were used for human sacrifice.

Rulers of the Maya city-states claimed to be descended from the gods. The Maya rulers were helped by nobles and a class of scribes who may also have been priests. In addition, Maya society contained peasants and townspeople who worked as skilled artisans, officials, and merchants.

Most of the Maya people were peasant farmers. They lived on tiny plots or on terraced hills in the highlands. Houses were built of adobe and thatch. There was a fairly clear-cut division of labor. Men did the fighting and hunting; women, the homemaking and raising of children. Women also made cornmeal, the basic food of much of the population. The Maya also cultivated cacao trees, which were the source of chocolate. Chocolate was used as a beverage by the upper classes. Cocoa beans, the fruit of the cacao tree, were used as money in markets throughout the region.

Crucial to Maya civilization was its spiritual perspective. For the Maya, all of life was in the hands of divine powers. The name of their supreme god was Itzamna (eet•SAWM•nuh) or “Lizard House.”

Gods were ranked in order of importance. Some, like the jaguar god of night, were evil rather than good.

Like other ancient civilizations in Mesoamerica, the Maya practiced human sacrifice as a way to appease the gods. Human sacrifices were also used for special ceremonial occasions. When a male heir was presented to the throne, war captives were tortured and then beheaded. In A.D. 790, one Maya ruler took his troops into battle to gain prisoners for a celebration honoring his son.

Writings and Calendar

The Maya created a sophisticated writing system based on **hieroglyphs** or pictures. Unfortunately, the Spanish conquerors of the sixteenth century had little respect for the Mayan language and made no effort to decipher it. Instead, the Spaniards assumed the writings were evil or of no value. As one Spanish bishop wrote:

PRIMARY SOURCE

“We found a large number of books in these characters and, as they contained nothing in which there were not to be seen superstition and lies of the devil, we burned them all, which they regretted to an amazing degree, and which caused them much affliction.”

—Bishop Diego de Landa, sixteenth century

C2

When the Spanish colonized the Americas, they repeated this behavior over and over. They would apply their own religious views to the native civilizations with which they came in contact. The Spaniards’ subsequent destruction of religious objects, and sometimes entire cities, helped bring an end to these civilizations.

The Maya wrote on bark, folding it like an accordion, then covering the outside with thin plaster. Four of these books have survived. Maya writing was also carved onto clay, jade, bone, shells, and stone monuments.

Mayan hieroglyphs remained a mystery for centuries. Then, scholars discovered that many passages contained symbols that recorded dates in the Maya calendar.



Student Web Activity—

Visit glencoe.com and complete the activity on early civilizations in the Americas.

C1

The Pyramid of Kukulcan

The Pyramid of Kukulcan (the Plumed Serpent) illustrates the importance of the Maya solar calendar. The 91 steps on each of the pyramid's four sides represent the days between seasonal equinoxes and solstices. The combined steps total 364, and the temple platform represents 365, the final day in the year. The pyramid's diagonal axis aligns with the sunrise at summer solstice (the longest day in the year). During the spring and fall equinoxes (when days and night are of equal length), the stepped sides of the pyramid show a snake-like pattern.

S

A carved snake head completes the effect.

Triangles of light form the snake's body.

1. **Identifying** Name the celestial events that shaped the design of the pyramid at Kukulcan.
2. **Analyzing** Why might the Maya have constructed a pyramid to show these solar events?

This calendar, known as the Long Count, was based on a belief in cycles of creation and destruction. According to Maya belief, our present world was created in 3114 B.C. and is scheduled to complete its downward cycle on December 23, A.D. 2012.

The Maya used two different systems for measuring time. One was based on a solar calendar of 365 days, divided into 18 months of 20 days each, with an extra 5 days at the end. The other system was based on a sacred calendar of 260 days divided into 13 weeks of 20 days. Only trained priests could read and use this calendar to foretell the future and know the omens associated with each day.

Many Mayan hieroglyphs record important events in Maya history, especially events in the lives of Maya rulers. One of the most important collections of Mayan hieroglyphs is located at a city called Palenque (puh•LEHNG•KAY). There, archaeologists discovered a royal tomb covered with hieroglyphs that record the

accomplishments of a ruler named Pacal, whose body was buried in the tomb.

The Toltec

After the collapse of Teotihuacán, new peoples rose to prominence in central Mexico. Most significant were the **Toltec**. The Toltec Empire reached its high point between A.D. 950 and 1150. The center of the empire was at Tula, built on a high ridge about 30 miles (48 km) northwest of present-day Mexico City. The Aztec later plundered Tula and destroyed much historical evidence. Therefore, much of what is known about the Toltec comes from legends that later cultures told of them.

The Toltec irrigated their fields with water from the Tula River and grew a number of crops, including beans, maize, and peppers. This flourishing agriculture enabled Tula to support a population of between 40,000 to 60,000 people. Another 60,000 people lived in the surrounding

territory. The city itself was between 5 and 6 square miles (13 to 16 sq. km).

The Toltec were a warlike people. Their empire included much of northern and central Mexico. They also extended their conquests into the Maya lands of Guatemala and the northern Yucatán. The Toltec controlled the upper Yucatán Peninsula from **Chichén Itzá** for centuries.

The Toltec were also builders who constructed pyramids and palaces. They brought metal-working to Mesoamerica and were the first people in the region to work in gold, silver, and copper.

Important to Toltec religion were two major gods. Quetzalcoatl (ket•suhl•KWAH•tul), the god of learning and culture, took on different forms. In one form, he was the god of wind. In another form, he was the feathered serpent. In the Aztec language, which might be related to the language of the Toltec, *quetzal* is the name of a green-feathered bird, while *coatl* means serpent. Representations of Quetzalcoatl—the Feathered Serpent—have also been found in Teotihuacán and the later Aztec Empire.

The Toltec thought of their leaders as having a connection to deities. The greatest leader was Topiltzin, who was also a high priest of Quetzalcoatl. According to legend, Topiltzin and his followers went into exile as a result of a struggle with other religious groups. Topiltzin vowed to return to Tula from the east in one of his sacred years and to reclaim his throne. A later Mesoamerican empire, the Aztec, knew the legend of Topiltzin-Quetzalcoatl well. Indeed, it may have influenced their response when European explorers arrived in the Americas.

The Toltec Empire began to decline around A.D. 1125 as a result of fighting among different groups in Tula. Around 1170, the city was sacked and much of it burned. There was no single ruling group for nearly 200 years. The Aztec Empire then gained control and carried on many Toltec traditions.

✓ Reading Check

Describing How did the Maya measure time?

The Aztec

FACT FILE The Aztec ruled Mesoamerica until the arrival of the Spanish in the 1500s.

HISTORY & YOU Have you seen pictures of present-day Mexico City? Read to learn about the city's ancient beginnings as Tenochtitlán, the Aztec capital.

The origins of the **Aztec** are uncertain. Sometime during the twelfth century A.D., they began a long migration that brought them to the Valley of Mexico. They eventually established a capital at **Tenochtitlán** (tay•NAWCH•teet•LAHN), now Mexico City. There they would rule until the Spanish conquest.

Rise of the Aztec

According to their legends, when the Aztec arrived in the Valley of Mexico, other peoples drove them into a snake-infested region.

The Aztec survived, however, strengthened by their belief in a sign that would come from their god of war and of the sun, Huitzilopochtli (wee•tsee•loh•POHKT•lee). The god had told them that when they saw an eagle perched on a cactus growing out of a rock, their journey would end.

In 1325, under attack by another people, they were driven into the swamps and islands of **Lake Texcoco** (tehs•KOH•koh). On one island, they saw an eagle standing on a prickly pear cactus on a rock. There they built Tenochtitlán (or “place of the prickly pear cactus”): “Now we have found the land promised to us. We have found peace for our weary people. Now we want for nothing.”

For the next 100 years, the Aztec constructed temples, other public buildings, and houses. They built roadways of stone across Lake Texcoco to the north, south, and west, linking the islands to the mainland.



The Aztec consolidated their rule over much of what is modern Mexico. The new kingdom was not a centralized state but a collection of semi-independent territories that local lords governed. The Aztec ruler supported these rulers in return for **tribute**, goods or money paid by conquered peoples to their conquerors.

Political and Social Structures

By 1500, as many as four million Aztec lived in the Valley of Mexico and the surrounding valleys of central Mexico. Like all great empires in ancient times, the Aztec state was authoritarian. The monarch, who claimed lineage with the gods, held all power. A council of lords and government officials assisted the Aztec ruler.

R The nobility, the elite of society, held positions in the government. Male children in noble families were sent to temple schools, which stressed military training. Once adults, males would select a career in the military service, the government bureaucracy, or the priesthood. As a reward

for their services, nobles received large estates from the government.

The rest of the population consisted of commoners, indentured workers, and slaves. Indentured workers were landless laborers who contracted to work on the nobles' estates. Slaves worked in the households of the wealthy. Male and female slaves were sold in the markets.

Most people were commoners, and many commoners were farmers. Farmers built *chinampas*, swampy islands crisscrossed by canals that provided water for their crops. The canals also provided easy travel to local markets. Aztec merchants were also active traders. Merchants exported and traded goods made by Aztec craftspeople from imported raw materials. In exchange for their goods, the traders obtained tropical feathers, cacao beans, animal skins, and gold.

W From the beginnings of their lives, boys and girls in Aztec society had very different roles. The midwife who attended the birth of a male infant said, "You must

INFOGRAPHICS

PRIMARY SOURCE

The Education of Aztec Boys and Girls

Like children in every culture, Aztec youths were educated in the skills and values they needed in their society. This illustration from an Aztec book shows parents teaching their 13- and 14-year-old children.

From sources like this, historians know that Aztec boys went to school at age 15, after learning basic tasks at home from their fathers. At school they studied citizenship, history, religion, and arts and crafts. Boys also learned to be warriors. On the other hand, most Aztec girls were taught at home, learning to cook, shop, take care of children, and weave. Both boys and girls could study to be priests or priestesses.

Each dot represents a year. The children in this row are 14 years old.

On the left an Aztec father teaches his son to haul a load, paddle a boat, and fish. On the right an Aztec mother teaches her daughter how to grind maize and weave cloth.

DOCUMENT ANALYSIS

1. **Analyzing Visuals** According to the illustration, at what age would a girl learn to weave on a loom?
2. **Synthesizing** How does the different educational focus of Aztec boys and girls reflect the different roles of Aztec men and women?



understand that your home is not here where you have been born, for you are a warrior.” To a female infant, the midwife said, “As the heart stays in the body, so you must stay in the house.”

Though not equal to men, Aztec women could own and inherit property and enter into contracts, something not often allowed in other world cultures at the time. Women were expected to work in the home, weave textiles, and raise children. However, some were also trained to become priestesses.

Religion and Culture

Like other peoples in Central America and around the world, the Aztec believed in many gods. There was a supreme god, called Omoteotl, who represented the all-powerful forces of the heavens. Huitzilopochtli, the god of the sun and of war, was particularly important to Aztec warriors as they expanded control over neighboring peoples.

Another important god was Quetzalcoatl, who had a more direct impact on the lives of the people. According to Aztec tradition, Quetzalcoatl had left his homeland in the Valley of Mexico in the tenth century, promising to return in triumph. When the Aztec first saw Spanish explorers in the 1500s, they believed that representatives of Quetzalcoatl had returned.

Aztec religion was based on a belief in an unending struggle between the forces of good and evil throughout the universe. This struggle had created and destroyed four worlds, or suns. People believed they were now living in the time of the fifth sun. This world, too, was destined to end with the destruction of Earth by earthquakes. To postpone the day of reckoning, the Aztec practiced human sacrifice. They believed they could delay the final destruction of their world by appeasing the sun god Huitzilopochtli with sacrifices.

Aztec religion had a significant influence on their art and architecture. For example, a chief feature of Aztec culture was its monumental architecture. At the center of Tenochtitlán was the sacred district, dominated by a massive pyramid dedicated to Huitzilopochtli. At the top was a platform containing shrines to the gods and an altar for performing human sacrifices.

A Strong Empire

With the help of two other city-states, Tenochtitlán formed a Triple Alliance. This alliance enabled the Aztec to dominate an empire that included much of today's Mexico, from the Atlantic to the Pacific Ocean and as far south as the Guatemalan border.

✓ Reading Check **Summarizing** What aspect of Aztec culture is reflected in their architecture?

SECTION 2 REVIEW

Vocabulary

1. **Explain** the significance of: Mesoamerica, Olmec, Teotihuacán, estimate, Yucatán Peninsula, Maya, accurate, Tikal, hieroglyphs, Toltec, Chichén Itzá, Aztec, Tenochtitlán, Lake Texcoco, tribute.

Main Ideas

2. **Explain** why obsidian was prized in Mesoamerica.
3. **List** some accomplishments of the Maya. Use a chart like the one below to make your list.

Maya Accomplishments
1.
2.
3.

4. **Summarize** the role of women in the Aztec Empire.

Critical Thinking

5. **The BIG Idea Theorizing** Why do you think the Maya Empire declined?
6. **Evaluating** Why was trade important to early Mesoamerican civilizations?
7. **Analyzing Visuals** Examine the Olmec sculptures shown on page 373. How are the two sculptures similar, and how are they different?

Writing About History

8. **Informative Writing** Write a paragraph that explains the historical significance of one of the Aztec legends discussed in this section.

History ONLINE

For help with the concepts in this section of *Glencoe World History*, go to glencoe.com and click Study Central.

The Home of the Gods

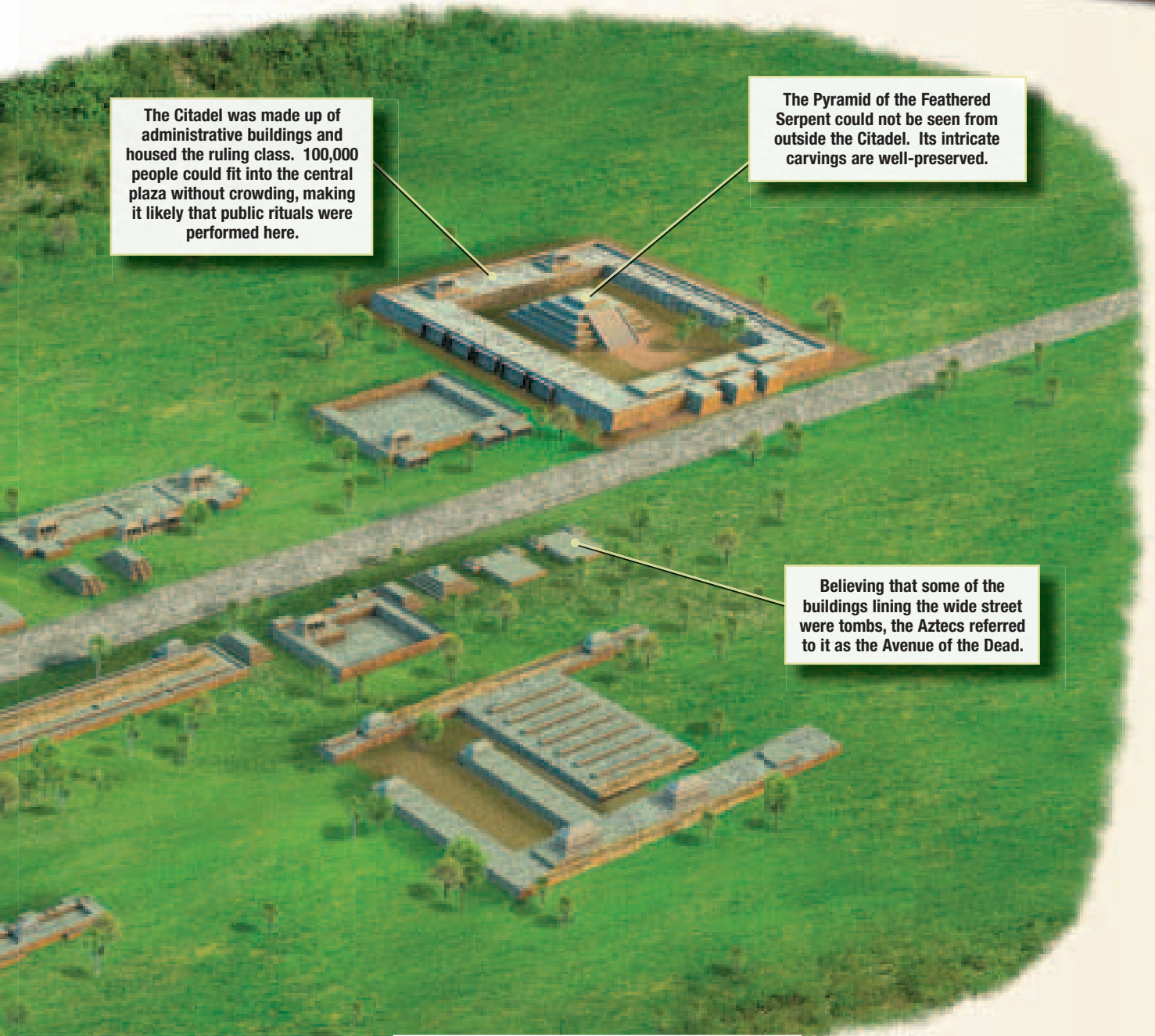
Teotihuacán was the first major city in Mesoamerica. Although there is evidence this city emerged around 250 B.C., its “classic” period (when it was at its height) began around A.D. 200. During this time, monumental architecture projects were undertaken, and religious art was created. Little is known about the people who built the city because there are no written records. The name “Teotihuacán” comes from the Aztec centuries later, who called it “the home of the gods.”

The Pyramid of the Sun is the third largest pyramid in the world and the largest structure in the city. Under the pyramid there is a large cave that is believed to have been used for religious rituals.

D The Pyramid of the Moon dominates the northern end of the Avenue of the Dead. To consecrate the temple, human and animal sacrifices were buried beneath the temple. **C**

CITY PLANNING

Archaeologists have discovered that Teotihuacán was laid out on two axes. These two roads, running North-South and East-West, divided the city into four parts. This number could have religious significance since the figure 4 was sacred in Mesoamerica. The North-South road, or the “Avenue of the Dead,” contained many of the city’s public and cultural buildings. Teotihuacán’s inhabitants lived on narrow roads in the city and out in the suburbs. In direct opposition to the city’s organization, the suburbs looked more like a labyrinth.

An aerial photograph of the ancient city of Teotihuacán, showing the Citadel, the Avenue of the Dead, and various pyramids and buildings. The city is built on a green hillside. The Citadel is a large rectangular complex with a central plaza. The Avenue of the Dead is a wide, straight road that runs through the center of the city. The Pyramid of the Feathered Serpent is a large pyramid located at the end of the Avenue of the Dead. The city is surrounded by a green landscape with some trees and a body of water in the background.

The Citadel was made up of administrative buildings and housed the ruling class. 100,000 people could fit into the central plaza without crowding, making it likely that public rituals were performed here.

The Pyramid of the Feathered Serpent could not be seen from outside the Citadel. Its intricate carvings are well-preserved.

Believing that some of the buildings lining the wide street were tombs, the Aztecs referred to it as the Avenue of the Dead.

SHROUDED IN MYSTERY

Although little is known about life in Teotihuacán, there is evidence of an early irrigation system surrounding the city, meaning that many in the city were farmers. The city was also heavily involved in trading finished goods. Artifacts from Teotihuacán have been discovered throughout Mesoamerica. After A.D. 600 the city began to decline in size, and around 800 was destroyed completely. Archaeologists have been unable to determine the cause of the city's destruction.

ANALYZING VISUALS

1. **Concluding** How does the evidence of city planning support the presence of a civilization?
2. **Considering** What might the placement of the pyramids at Teotihuacán indicate about the role of religion in this society?

Early Civilizations in South America

GUIDE TO READING

The BIG Idea

Order and Security The Inca developed a well-organized and militaristic empire with a distinct Inca culture.

Content Vocabulary

- maize (p. 383)
- quipu (p. 385)

Academic Vocabulary

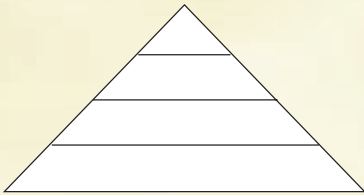
- instructed (p. 384)
- residents (p. 384)

People and Places

- Caral (p. 382)
- Chavin (p. 382)
- Nazca (p. 382)
- Ecuador (p. 383)
- Moche (p. 383)
- Inca (p. 384)
- Cuzco (p. 384)
- Pachacuti (p. 384)
- Machu Picchu (p. 385)
- Urubamba River (p. 385)

Reading Strategy

Organizing Information As you read, complete a pyramid diagram showing the hierarchy of the Inca's political organization.



The Chavin, Nazca, and Moche cultures, which existed in South America before the Inca, built stone buildings and sophisticated irrigation systems. Later, the Inca became a spectacular, well-organized empire. The Inca Empire was still flourishing when the Spanish arrived in the sixteenth century.

Early Civilizations

MAIN IDEA The Chavin, Nazca, and Moche cultures existed in South America before the Inca came to power.

HISTORY & YOU What objects might provide future archaeologists with information about twenty-first-century America? Read to learn what archaeologists have learned about the Chavin, Nazca, and Moche peoples.

As in Mesoamerica, great civilizations flourished in early South America. The people of the Chavin, Nazca, and Moche cultures lived before the Inca gained power in South America. The cities, buildings, and artifacts these peoples left behind provide clues about their cultures.

The Chavin and Nazca Cultures

In the Supe River valley of Peru, **Caral** is the oldest major city in the Americas. It is believed to be 1,000 years older than the cities previously known in the Western Hemisphere. The city has stone buildings for officials, apartment buildings, and grand residences. The inhabitants of Caral also developed a sophisticated system of irrigation. Caral was abandoned between 2000 and 1500 B.C.

Around 900 B.C., the **Chavin** people in the coastal regions of modern-day Peru and Ecuador built a temple with stones gathered from nearby hills. Part of a larger ceremonial complex, the temple was surrounded by stone figures depicting different gods and two pyramids. For unknown reasons, the Chavin declined around 200 B.C.

Around the same time, the **Nazca** culture appeared in Peru. The Nazca prospered from around 200 B.C. to A.D. 600. Nazca culture preserved some aspects of Chavin culture, especially its style of pottery. However, the Nazca culture built no great temples. They may have practiced their religion out of doors, as suggested by ancient formations known as the Nazca Lines. These are grooves etched into the rocky soil of southern Peru in the image of animals, especially birds, as well as humans and other geometric shapes. The images are so large, however, that their shapes can only be seen from the air.

CULTURES OF SOUTH AMERICA, A.D. 700–1530



- Location** Estimate in miles the length of the Inca Empire.
- Region** Examine the dates on the map legend. Then, explain what the map suggests about the relationship between these civilizations.

The Moche

Around A.D. 300, another civilization developed near the Pacific coast not far south of the border of **Ecuador**. At **Moche** (MOH•chey), a major urban center arose amid irrigated fields in the valley of the Moche River. This river flows from the foothills of the Andes into the Pacific Ocean. Farmers in the area grew enough **maize** (corn), peanuts, potatoes, and cotton to supply much of the region.

Moche was the capital of a powerful state. The authority of the Moche rulers may have extended as far as 400 miles (644 km) along the coast. The people of Moche had no written language, but we are able to understand something about their warlike culture from their arts and crafts. Moche paintings and pottery frequently portray warriors, prisoners, and sacrificial victims.

✓ Reading Check Identifying What is the oldest major city in the Americas?

The Inca

MAIN IDEA The Inca developed a well-organized, militaristic empire with a highly structured society.

HISTORY & YOU How do you keep track of your school records? Read to learn about the Inca's record-keeping system.

After the collapse of the Moche civilization in the eighth century A.D., a period of decline set in until the rise of a new power about 300 years later. The kingdom of Chimor dominated the area for nearly four centuries until the Inca destroyed it and created a spectacular empire.

In the late 1300s, the **Inca** (IHNG•kuh) were only a small community in the area of **Cuzco** (KOOS•koh), a city located at 11,000 feet (3,353 m) in the mountains of southern Peru. In the 1440s, however, under the leadership of the ruler **Pachacuti**, the Inca launched a campaign of conquest. Eventually the entire region was under Inca control.

Political Structures

Pachacuti and his immediate successors, Topa Inca and Huayna Inca—*Inca* means “ruler”—extended the boundaries of the Inca Empire as far as Ecuador, central Chile, and the edge of the Amazon basin. The empire included perhaps 12 million people. The Inca state was built on war, so all young men were required to serve in the Inca army. With some 200,000 members, the army was the largest and best armed in the region. Because the Inca, like other people in the early Americas, did not make use of the wheel, supplies were carried on the backs of llamas.

Once an area was under Inca control, the local inhabitants were **instructed** in the Quechua (KECH•uh•wuh) language. Control of new territories was carefully regulated. A noble of high rank was sent out to govern the new region. Local leaders could keep their posts as long as they were loyal to the Inca ruler.

To create a well-organized empire, Pachacuti divided it into four quarters, with each ruled by a governor. In turn, the quarters were divided into provinces, each also ruled by a governor. Each province was supposed to contain about 10,000 **residents**. At the top of the entire system was the emperor, who was believed to be descended from Inti, the sun god.

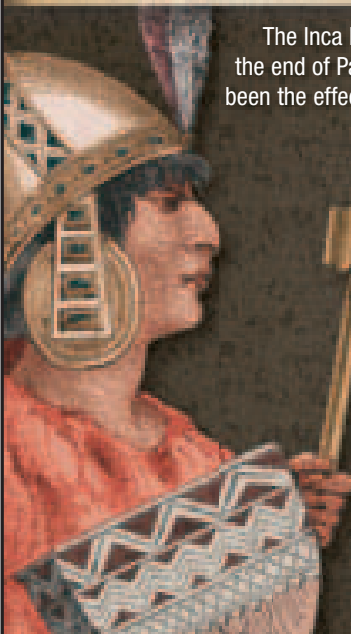
Forced labor was another important feature of the state. All Inca subjects were responsible for labor service, usually for several weeks each year. Laborers, often with their entire communities, were moved according to need from one part of the country to another to take part in building projects. One such project was a system of some 24,800 miles (around 40,000 km) of roads extending from the border of modern-day Colombia to a point south of modern-day Santiago, Chile. Two major roadways extended in a north-south direction, one through the Andes and the other along the coast, with connecting routes between them.

Rest houses and storage depots were placed along the roads. Various types of bridges, including some fine, pre-modern examples of suspension bridges, were built over ravines and waterways.

PEOPLE in HISTORY

Pachacuti

?–1471 Inca ruler



The Inca Empire had grown large and powerful by the end of Pachacuti's reign. As a ruler, his strength had been the effective organization of the empire's great power—and he wanted to ensure that it remained well-organized after his death. Before he died, Pachacuti named his son Topa Inca as his successor, requiring his other sons to swear allegiance to their brother. He told Topa Inca, “Son! You now see how many great nations I leave to you, and you know what labor they have cost me. Mind that you are the man to keep and augment them. No one must raise his two eyes against you and live, even if he be your own brother.” **Why did Pachacuti require his other sons to declare allegiance to Topa Inca?**

Social Structures

Inca society was highly regimented. So, too, were marriage and the lives of women. Men and women were required to select a marriage partner from within their own social groups. After marriage, women were expected to care for the children and to weave cloth. For women, there was only one alternative to a life of working in the home. Some young girls were chosen to serve as priestesses in temples.

In rural areas, the people lived chiefly by farming. In the mountains, they used terraced farms, watered by irrigation systems that carried precise amounts of water into the fields. These were planted with corn, potatoes, and other crops. The farmers' houses, built of stone or adobe with thatched roofs, were located near the fields.

Building and Culture

The Inca were great builders, the best engineers among Native American peoples. They built roadways over mountains and tunnels through them, as well as bridges and aqueducts. The buildings and monuments of the capital city of Cuzco were the wonder of early European visitors. These structures were built of close-fitting stones without mortar—the better to withstand the frequent earthquakes in the area.

Nothing shows the architectural genius of the Inca more than the ruins of the abandoned city of Machu Picchu (MAH•CHOO PEE•CHOO). **Machu Picchu**, elevation 8,000 feet (2,400 m), was built on a lofty hilltop surrounded by mountain peaks far above the **Urubamba River**. Machu Picchu was hardly a city, containing only about 200 buildings.

In one part of Machu Picchu, a long stairway leads to an elegant stone known to the Inca as the “hitching post of the sun.” Carved from the mountain, this “hitching post” may have been used as a solar observatory. During the sun festivals held in June and December, the people of Machu Picchu gathered here to chant and say prayers to Inti, the sun god.

The Inca had no writing system. Instead, they kept records using a system of knotted strings called the **quipu**. The lack of a fully developed writing system, however, did not prevent the Inca from attaining a high level of cultural achievement.

The Inca had a well-developed tradition of court theater, consisting of both tragic and comic works. Plays often involved the recounting of valiant deeds and other historical events. Actors were not professionals but rather members of the nobility or senior officials who memorized their parts. Poetry was also recited, often accompanied by music played on reed instruments.



Reading Check **Describing** What technology helped the Inca to farm in the mountains?

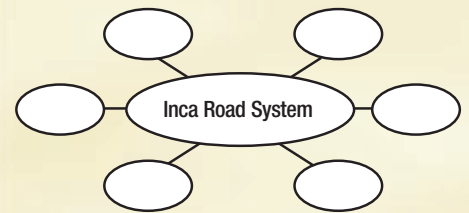
SECTION 3 REVIEW

Vocabulary

1. **Explain** the significance of: Caral, Chavin, Nazca, Ecuador, maize, Moche, Inca, Cuzco, Pachacuti, instructed, residents, Machu Picchu, Urubamba River, *quipu*.

Main Ideas

2. **Specify** what the Moche pottery tells of their culture.
3. **Summarize** the ways that the Inca system of roads unified the empire.



4. **Explain** the role of women in Inca society.

Critical Thinking

5. **The BIG Idea Evaluating** How did Pachacuti's system of political organization contribute to the success of the Inca Empire?
6. **Assessing** How did the Inca's *quipu* serve their needs for recordkeeping?
7. **Analyzing Visuals** Examine the image of Pachacuti on page 384. What do the items he holds tell you about the Inca?

Writing About History

8. **Expository Writing** Write an essay about how Pachacuti ruled the Inca Empire. You may use outside sources for research. Your essay should describe Pachacuti's achievements as well as his failures.

History ONLINE

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What was the Role of Religion in Aztec Society?

How did the Aztec worship their gods? Religion was an important feature of Aztec life. Prayers, legends, and ceremonies at great temples were all part of Aztec religious practice.

How did outsiders view Aztec religion? After their arrival in Mexico in 1519, the Spanish were shocked by the Aztec religious rituals. The Spaniards immediately worked to convert the Aztec to Christianity.

The Aztec and the Spanish had extremely different viewpoints about Aztec religion. Read the passages and study the illustration to learn more about the role religion played in Aztec society.

SOURCE 1

The Aztec king Ahuizotl, who ruled from 1486 to 1502, offered the following prayer to the god Huitzilopochtli while celebrating a successful military campaign.

O almighty, powerful lord of All Created Things,
You who give us life, and whose **vassals**¹ and slaves we are,
Lord of the Day and of the Night, of the Wind and the Water,
Whose strength keeps us alive! I give you infinite thanks
For having brought me back to your city of Mexico
With the victory which you granted me.
I have returned. . . .
Since you did not frown upon my extreme youth
Or my lack of strength or the weakness of my chest,
You have subjected those remote and barbarous nations
To my power. You did all of these things!
All is yours!
All was won to give you honor and praise!
Therefore, O powerful and heroic Huitzilopochtli,
You have brought us back to this place which was only water
Before, which was enclosed by our ancestors,
And where they built our city.

SOURCE 2

Spanish conquistador Hernán Cortés wrote the following description of a temple in the Aztec capital in a 1520 letter to the Spanish king, Charles V.

Three halls are in this grand temple, which contain the principal idols; these are of wonderful extent and height, and admirable workmanship, adorned with figures sculptured in stone and wood; leading from the halls are chapels with very small doors . . . In these chapels are the images of idols, although, as I have before said, many of them are also found on the outside; the principal ones, in which the people have greatest faith and confidence, I **precipitated**² from their pedestals, and cast them down the steps of the temple, purifying the chapels in which they had stood, as they were all polluted with human blood, shed ill the sacrifices. In the place of these I put images of Our Lady and the Saints, which excited not a little feeling in **Moctezuma**³ and the inhabitants, who at first **remonstrated**⁴, declaring that if my proceedings were known throughout the country, the people would rise against me; for they believed that their idols bestowed on them all **temporal**⁵ good, and if they permitted them to be ill-treated, they would be angry and without their gifts, and by this means the people would be deprived of the fruits of the earth and perish with famine. . . .

¹ **vassals**: people in a subordinate position

² **precipitated**: threw down

³ **Moctezuma**: the Aztec king in 1520

⁴ **remonstrated**: vocally protested



▲ Tenochtitlán priests sacrifice warriors to the sun god in this Aztec drawing dated after 1519.

SOURCE 3

Human sacrifice was a central part of Aztec religion. The Aztec believed their deities, such as the war god Huitzilopochtli, demanded a steady supply of human sacrifices. At the dedication of the great pyramid of Tenochtitlán, for example, Aztec priests sacrificed more than 20,000 people. Most of the Aztec's sacrifice victims were prisoners captured from enemy tribes. For this purpose, Aztec warriors were trained to capture, rather than kill, their enemies in battle.

The above image is an Aztec drawing of a sacrifice ritual. During these ceremonies, priests cut out the victim's heart and held it up to the sun as an offering. As shown in the image, the victim's body was then thrown down the steps of the pyramid temple.

CRITICAL THINKING QUESTIONS

1. **Explaining** Why did King Ahuizotl pray to the god Huitzilopochtli?
2. **Identifying Points of View** How did Cortés's background influence his actions in the Aztec temple?
3. **Drawing Conclusions** What does this image reveal about the Aztec's relationship with their gods?
4. **Contrasting** How would Ahuizotl's description of the scene in the above image have contrasted from Cortés's description of the same image?
5. **Synthesizing** On what points do Ahuizotl and Cortés agree in their description of Aztec religious beliefs?
6. **Recognizing Bias** Consider the question "What was the role of religion in Aztec society?" How would an Aztec have answered that question differently than a Spaniard? Which answer do you think would have been most similar to your own answer to the question?

⁵ **temporal**: relating to earthly life

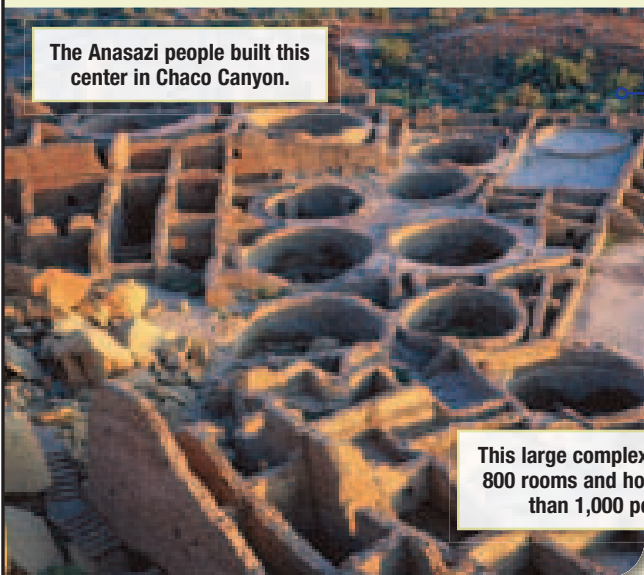
CHAPTER 11 Visual Summary



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RUINS OF PUEBLO BONITO

The Anasazi people built this center in Chaco Canyon.

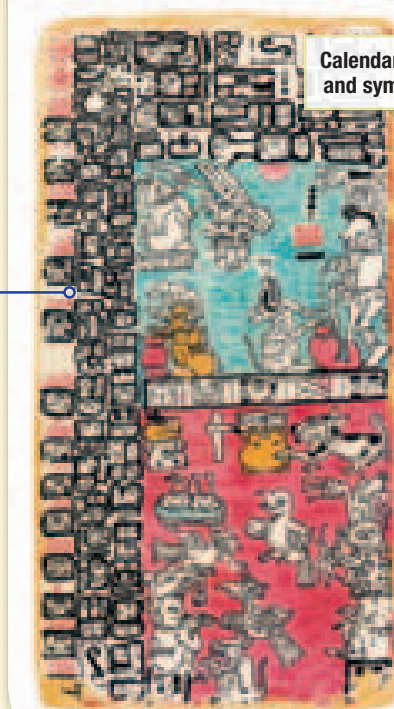


This large complex had about 800 rooms and housed more than 1,000 people.

The Peoples of NORTH AMERICA

- During the last Ice Age, hunters and gatherers from Asia may have crossed the land bridge in the Bering Strait to North America.
- In North America these first Americans formed distinct cultures, including Inuit, Mound Builders, Iroquois, Plains Indians, and Anasazi.

CODEX TROANO

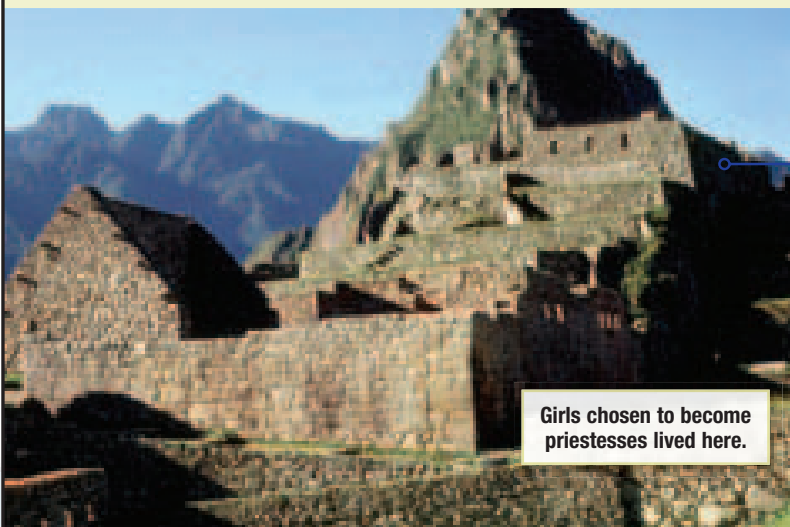


Calendars depicted gods and symbolic creatures.

The Peoples of MESOAMERICA

- The Olmec (c. 1200–400 B.C.) carved huge stone heads, possibly to represent their gods.
- Teotihuacán (c. 250 B.C.–A.D. 800) was Mesoamerica's first major city.
- The Maya (c. A.D. 300–900) built temples and pyramids and developed a calendar.
- The Toltec (c. A.D. 900–1200) introduced metal-working to Mesoamerica.
- The Aztec flourished from the twelfth century A.D. until the Spanish conquest in the 1500s.

HOUSE OF THE CHOSEN WOMEN—AN INCA TEMPLE



Girls chosen to become priestesses lived here.

The Peoples of SOUTH AMERICA

- Caral, the oldest-known major city in the Americas, was abandoned by 1500 B.C.
- The Chavin, Nazca, and Moche cultures existed in South America before the Inca.
- The Inca conquered a large area under their leader Pachacuti and his successors.
- The Inca created a highly structured society with an extensive road system linking its four quarters.