

WORLD HISTORY

Chapter 11 Resources

The Americas, 400–1500

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VB Vocabulary Activity 11

The Americas, 400–1500

DIRECTIONS: Match each term with its definition by writing the correct letter on the blank.

- | | |
|---------------------|-----------------------|
| A. maize | F. pueblo |
| B. longhouse | G. Mesoamerica |
| C. clan | H. hieroglyph |
| D. tepee | I. tribute |
| E. adobe | J. quipu |

CHAPTER 11

- _____ 1. large group of related families
- _____ 2. sun-dried brick
- _____ 3. corn
- _____ 4. areas of Mexico and Central America inhabited by the Maya and the Olmec
- _____ 5. payment of money or goods in acknowledgement of submission
- _____ 6. long communal dwelling built of poles and bark
- _____ 7. picture used in writing
- _____ 8. record-keeping device consisting of knotted colored strings
- _____ 9. dwelling consisting of a conical framework of poles covered with skins or bark
- _____ 10. community of multilevel dwellings clustered around a central plaza

11. DIRECTIONS: In the space below write a paragraph using at least five of the terms listed in the box above.

**Skills Reinforcement Activity 11****Analyzing Primary and Secondary Sources**

Knowing the sources of information found in books and articles is critical to appraising their value as historical sources. Historians need a system to rate the accuracy of the information they collect.

DIRECTIONS: Read the following quotes, and determine which accurately represents the subject being discussed. The criteria to use in making your decisions should be: the type of source, who created it, when and where it was created, its topic, its purpose, and the source's reliability. Then answer the questions below in the space provided.

"The Spaniards had been allowed entry into the city so that they would learn to appreciate the extent of Moctezoma's [Montezuma's] greatness. Instead they seized him as hostage and puppet. As they clustered around him, gazing into his face, touching and prodding him, and then shackled him to teach him fear. His sacred power drained away."

—From *Aztecs: An Interpretation*, by historian Inga Clendinnen, 1991

"When our princes saw the great crowd that had formed there, they ordered that some should set about supplying open-air meals for them all, so that they should not be driven by hunger to disperse again across the heaths. Others were ordered to work on building huts and houses according to plans made by the Inca. Thus our imperial city began to be settled: it was divided into two halves called Hana Cuzco, which as you know, means upper Cuzco, and Hurin Cuzco, or lower Cuzco."

—From *Royal Commentaries of the Incas*, by Garcilaso de la Vega, El Inca, born in Peru in 1539 of Inca and Spanish ancestry. The book was first published in the 1600s and later translated by Harold V. Livermore

"Cicuye is a village of nearly five hundred warriors, who are feared throughout that country. The pueblo is square, situated on a rock, with a large courtyard in the middle containing underground council chambers. The houses are all alike, four stories high. One can go over the top of the whole village without a street to stop him. . . . The people of this village boast that no one has been able to conquer them and they conquer whatever villages they wish."

—From the journal of Pedro de Castañeda, a soldier in the army of Francisco de Coronado, 1560

"In 1531 Francisco Pizarro (ca. 1475–1541) matched Cortes' feat when he conquered the Peruvian empire of the Incas. This conquest vastly extended the territory under Spanish control and became the true source of profit for the crown, when a huge silver mine was discovered in 1545 at Potosí in what is now southern Bolivia. The gold and silver that poured into Spain in the next quarter century helped support Spanish dynastic ambitions in Europe."

—From *Civilizations in the West* by historians Mark Kishlansky, Patrick Geary, and Patricia O'Brien, 1991

1. Which of these sources qualify as primary sources? Secondary sources? Explain your answers.

2. What authority do the authors have?

3. Do you think that materials which have been translated into another language qualify without a doubt as primary sources? Explain your answer.

Critical Thinking Skills Activity 11

Formulating Questions

Knowing how to ask questions—and what questions to ask—is an important research skill. Researchers of all kinds, whether they are working in history, eco-

nomics, biology, or languages, need to formulate questions that will guide their research and lead them to useful information and theories.

DIRECTIONS: Reread the description of the Mayan civilization in Section 2 of your textbook. Consider the question: “What happened to end the golden age of the Maya more than a thousand years ago?” Then complete the activities below.

1. Formulate three questions that scholars studying the ancient city of Palenque may have asked as they worked.

a. _____

b. _____

c. _____

2. List below three research projects you might undertake for classes or activities with which you are involved. After each project, write one question you have formulated to guide your research.

a. Project: _____
Question: _____

b. Project: _____
Question: _____

c. Project: _____
Question: _____

★ HISTORY AND GEOGRAPHY ACTIVITY 11



What's for Dinner?

As early peoples moved across North America, different groups settled in different regions. People who settled in particular regions developed distinctive cultures. The cultures of northern North Americans reflected their local geography and natural resources.

The diets of early people of the Americas were determined by two factors: locally available food sources and the crops they were able to grow. Along the Pacific coast of North America, people depended mainly on the sea as a source of food. They hunted whales and seals and fished for salmon and bass. They also ate berries and acorns found in the forest, but they did not plant crops. The people who lived in the Southwest hunted small animals, such as birds and rabbits. They also grew kidney beans, squash, and—most importantly—maize.

Maize was first grown about 7,000 years ago near what is now Mexico City. Scientists believe that this grain was intentionally developed by early farmers through a process of careful breeding. From Mesoamerica, maize spread north. By the time the first Europeans arrived in the Americas, this staple crop was grown as far north as southern Canada and as far east as the land along the Mississippi River. Maize was such an important crop that people found ways to improve its cultivation. In the Southwest, people developed irrigation methods to bring water into the dry areas and a system of terraces to control erosion in steeply sloped areas.

The plants in an environment affect the culture of the people who settle there. But the people also affect the environment. Farming brings many changes to an environment. In choosing one plant as a crop, people choose not to grow others. Removing

Columbus and the innumerable discoveries that followed his venture across the Atlantic changed many things for the inhabitants of the Old World, but for most people what mattered most was not the new information about the lands, peoples, plants, and animals . . . nor was it the gold and silver treasure. . . . Instead it was a change that historians have often overlooked: the spread of American food crops to Europe, Asia, and Africa.

—William H. McNeill, "American Food Crops in the Old World"



Maize is not one kind of plant but a group of many varieties. Different varieties produce kernels that are white, yellow, red, brown, and even blue.

HISTORY AND GEOGRAPHY ACTIVITY 11 (continued)

some kinds of plants to grow others can affect the mineral content of the soil. It also affects local animal populations by taking away the preferred food of certain animals.

In addition, farming changes the landforms in an environment. Irrigation channels interrupt once-unbroken fields. Terraces change the slope of a hillside.

APPLYING GEOGRAPHY TO HISTORY

DIRECTIONS: Answer the questions below in the space provided.

1. How does the geography of a region affect what people eat?

2. List some ways that people's efforts to get food might affect the geography of where they live.

3. Why did farming peoples such as the Anasazi live in villages while nonfarmers such as the Crow, who lived mainly on bison, did not?

Critical Thinking

4. **Making Inferences** What other aspects of culture might be affected by a region's geography?

5. **Making Inferences** What factors besides geography might affect the culture of a people?

Activity

6. Research the Native Americans who lived in your area before 1500. What was their diet like? What were some other ways that they used the geography and natural resources of the area? How did they change the geography?

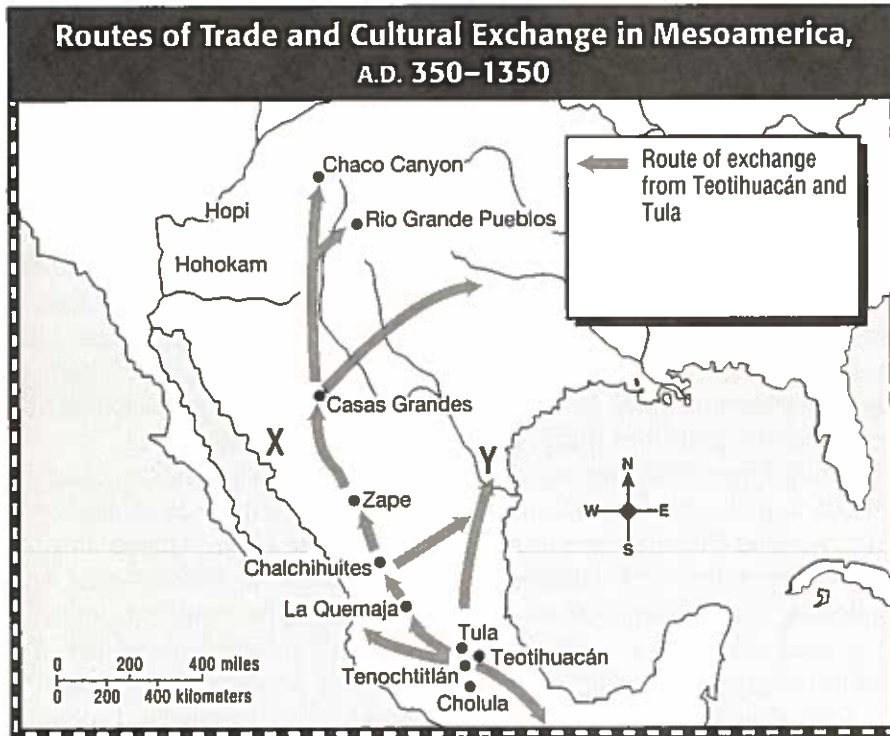
Mapping History Activity 11



Routes of Trade and Cultural Exchange

When the Europeans reached the Americas, native peoples living there already had their own well-established routes of trade and cultural exchange.

DIRECTIONS: The map below shows a network of exchange centered around the cities of Teotihuacán and Tula. Use the map to answer the questions and complete the activity that follow.



1. How far north did the influence of the people of Teotihuacán and Tula extend?

2. Which trade route covers the greater distance, the route from Tula to Zape or the route from Zape to the Rio Grande Pueblos?

3. Using a different type of line or color, draw in the Cholula trade routes as described below. Be sure to add your arrow to the map key.

The people of Cholula used the following routes of trade and cultural exchange:

- northwest from Cholula along the west coast to the X
- northeast from Cholula along the east coast to the Y
- from Cholula to Casas Grandes to the Hohokam communities
- from Cholula to Casas Grandes to the Hopi communities

Historical Significance Activity 11



Earth's Keepers

Many modern Native Americans have become environmental activists in an effort to preserve their ancestral lands that have been so closely linked to their cultures

and heritage. The passage below describes some efforts of Native Americans to improve the environment.

In June 1990, on the windswept rodeo grounds of tiny Dilkon, Arizona, on the Navajo Reservation, 300 activists gathered under a revival tent for what would become a watershed event for the Native American environmental movement.

From Wisconsin came Chippewas talking of a proposed copper/zinc mine that threatened their sacred wild-rice lake. Florida Seminoles and New York Mohawks spoke of fishing areas contaminated by industrial mercury. Choctaw and Lakota sat with Hopi and Athabaskans . . . to talk about their environmental battles. . . .

The activists learned that they were facing common problems and even confronting the same companies in their disputes with the mining, timber, and waste industries. And too often, many agreed, they were depending on white lawyers and scientists to fight their well-heeled opponents. What they needed was a clearinghouse for technical information and strategic advice, staffed with Indian experts who could help educate and organize tribal communities to take on big business and big government. From these shared concerns grew the Indigenous Environmental Network. . . .

While the Native Americans may lay claim to being the continent's original environmentalists, tribal movements like IEN are a recent phenomenon—an outgrowth, in part, of the American Indian Movement and militancy about tribal sovereignty and treaty rights, says sociology professor Al Gedicks, author of a book on Native American struggles with multinational corporations. "What good is it to have the right to hunt and fish on your land," Gedicks asks, "if the animals you're hunting are contaminated with toxins?"

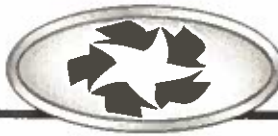
The invocation of tribal sovereignty has also become a tool for protecting the environment. . . . One reservation, the Northern Cheyenne, has sought and received Class I designation under the Clean Air Act, which means the tribe has some control over the location and activity of any industry that could affect air quality over its lands. "Tribal sovereignty," suggests IEN's [spokesperson Tom] Goldtooth, "could emerge as the savior of vast ecosystems in the United States."

—From Bruce Selcraig's "Common Ground: Native Americans Join to Stop the Newest of the Indian Wars,"
Sierra, May/June 1994

DIRECTIONS: Answer the following questions on a separate sheet of paper.

1. In what ways did early Native Americans make use of their environment?
2. How are these traditional uses threatened today?
3. Mining and timber industries have looked to reservations as sources of raw materials. Why do you think tribal leaders have considered, and sometimes accepted, these industries?
4. Why might reservation lands be sought after in the twenty-first century?

★ Cooperative Learning Activity 11 ★



Picture Writing in the Americas

BACKGROUND

Before their contact with Europeans, some North American societies recorded stories using picture writings contained in codices (early books). Today, archaeologists use the codices to learn more about life in these cultures. The record found in the codices describes both major events, such as wars and the arrival of Europeans, and everyday life. Emotions are conveyed by facial expressions and by the relative size and position of the people pictured. By working as a group to create stories based on a picture language you devise, you will better understand the importance and appreciate the complexity of pictorial writing systems.

GROUP DIRECTIONS

1. As a group, find and share examples of picture writings. Devise a system of pictures that symbolizes the activities of a modern high school student during a typical weekday. Brainstorm the key activities and ideas that would require their own picture symbol. Be specific about how different symbols could be used. Be creative. But keep in mind the limits of space and memory for your writing system.
2. As a group, devise a picture book of no fewer than 10 pages to relate the events of a typical day in the life of a typical high school student.
3. Individual students should then create personal codices that reflect aspects of their own lives and identities.

ORGANIZING THE GROUP

1. **Decision Making/Group Work** As a group, brainstorm the most important activities that would need to be conveyed in the day of a high school student. Discuss how much detail picture writing symbols can or should contain. Create a list of agreed-upon “standard” symbols, then assign individuals or pairs to produce pages for the book with English translations for each page.
2. **Individual Work** Using the group list of approved symbols, design the pages for the assigned sections of the picture book and write their translations.
3. **Group Work/Decision Making** Share your pages with your group. Invite comments and extensions of the ideas and pages created by individuals. Determine if, when brought together to form the group’s book, the individual pages are properly ordered and consistent in their use of symbols and detail. Assemble the pages in the agreed upon order to create the group’s picture book.
4. **Group Sharing** Present your book to the class and see if the audience can decipher the meanings of the individual symbols and the overall story.

Cooperative Learning Activity 11 (continued)

5. **Extended Group Work/Sharing** Invite the members of the audience to suggest which symbols in the book were easiest to understand, which were most obscure, and have them draw and suggest alternative ideas for pictures for essential subjects. The group might be interested to examine the advantages and disadvantages of using picture symbols to writing systems; or how pictures might convey differences between verbs and nouns. For example, how could pictures be used to distinguish between the concept of *runner* and the concept *to run*?

GROUP PROCESS QUESTIONS

- What is the most important thing you learned about picture writing systems from this activity?
- What part of the project did you enjoy most?
- What problems did you have?
- How did you solve the problems?
- How was it helpful to work with others?

Quick CHECK ✓

1. Was the goal of the assignment clear at all times?

2. Did you have problems working together? If so, how did you solve them?

3. Were you satisfied with your work on this project? Why or why not?

HISTORY SIMULATION ACTIVITY III

Asking Around

Some of the great civilizations and empires of Mesoamerica and South America lasted hundreds of years. Others were destroyed—prematurely, some might say—with the arrival of European explorers and conquerors.

TEACHER MATERIAL

Learning Objective To practice conducting interviews and recording information about a culture or civilization for purposes of preservation.

Activity In small groups, students will research and record information about a Mesoamerican or South American civilization. Possible topics include government, religion, calendars, foods, art, communications and trade, or rituals and sports.

Teacher Preparation Make one copy of the next page for each student. Bring in supplemental reference books and magazine articles for background information on the Mayan, the Aztec, and the Incan civilizations. If students are to create their volumes in class (see guideline 4), have necessary art supplies such as paper and colored pencils or markers on hand. If students will be using school computers, arrange computer access if necessary.

Activity Guidelines

1. Tell students that much of what we know about the Aztec prior to the Spanish conquest comes from the work of a Franciscan priest, Fray Bernardino de Sahagún, who arrived in the Americas in 1529. He learned Nahuatl, the Aztec language, and, recognizing that the Aztec culture was disappearing, spent decades creating a 12-volume description of every aspect of Aztec culture. His *General*

History of the Things of New Spain is based on interviews with the last of the Aztec who remembered what life was like before the arrival of the Spanish.

2. Organize students into groups of four or six. Assign a civilization (Maya, Aztec, or Inca) and a topic to each group (see Activity). Ask students to decide which members of their group will be interviewers and which will be interviewees speaking as members of the civilization being studied. Distribute a copy of the worksheet to all the interviewers and have students fill in the name of the civilization and the topic.
3. The interviewees in each group will find information about the topic for their civilization, using the reference sources provided. They also will provide a picture—either from a reference source or one they have drawn themselves—of a scene or object that represents an important aspect of their topic. The interviewer will then ask appropriate questions and record the answers on the worksheet.
4. When the interviews are completed, the group will meet to plan a volume of information on the topic they have researched. Using either art supplies or computers, students can create a book that presents and preserves what they have learned.

HISTORY
SIMULATION
ACTIVITY **11**

HANDOUT MATERIAL

Asking Around—Worksheet

Civilization _____

Topic _____

Interviewee _____

Interviewer _____

CHAPTER 11

Ask questions such as the following as you conduct your interview:

What is this called?

Is it used by one person or many?

Where is it found?

How is it used?

Is it hard to find? Are there many of them?

What does it sound like/smell like/taste like/
feel like?

Who uses it?

**Interviewer's Description or
Sketch of Object:**

**Interviewer's Description or
Sketch of Object:**

**Interviewer's Description or
Sketch of Object:**

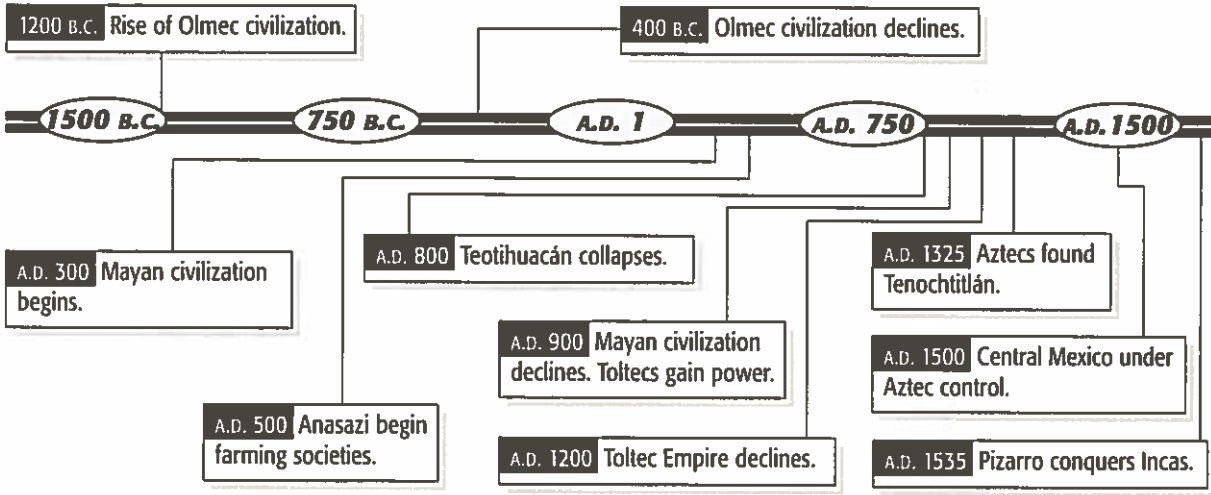
**Interviewer's Description or
Sketch of Object:**

Notes on Interview:

Time Line Activity 11

The Americas

DIRECTIONS: Although information about many of the Mesoamerican civilizations remains sketchy, scholars continue to make discoveries about these peoples and the way they viewed the world. Read the time line below and answer the questions that follow.



1. How many civilizations are charted on the time line?

2. Which other civilizations overlap in time with the Maya?

3. Why do you think these empires existed at the same time without conflict?

4. Some scholars have called the Olmec civilization the “mother culture” of Mexico. Explain why.

5. If you were an archaeologist and you discovered that a design found on an artifact at a Mayan site matched designs found at a Toltec site, what assumptions could you make and not make about that coincidence?

Linking Past and Present Activity 11

Latin American Agriculture: Ancient Wisdom, Modern Mistakes

THEN Mayan civilization developed in regions often inhospitable to farming. In some areas, frequent rainfall created swamps and washed away nutrients. Other areas were dry, hilly, and plagued with infertile soil.

The Maya used the *milpa* system—also known as the slash-and-burn method—to clear land and improve soil quality. Wild growth on a tract of land was cut and then burned. The remaining ash was used as fertilizer.

The Maya often cleared the rain forests to create fields. Newly cleared fields lay fallow from four to seven years. During this time, the growth and decay of wild plants produced rich topsoil.

The Maya developed techniques that helped solve the problems presented by swampy land and irregular terrain. In fields at or above water level, they piled stones on the ground and on the stones. They built terraces in hills to trap the fertile silt that eroded from the slopes. In addition, they dug canals to drain wet areas and irrigate arid ones. The Maya rotated the crops grown on a particular field. Like the Aztec, the Maya probably raised crops on *chinampas* (artificial islands) in marshy lakes.

Advanced farming techniques enabled the Maya to feed their civilization, which at one time consisted of 14 million people. Some scholars believe that despite their best efforts, the Maya eventually found it impossible to keep up with an ever-growing population. According to some, the harsh environment—and the difficulties the Maya faced in farming it—became the primary reason for the eventual decline of the Mayan civilization.

CRITICAL THINKING

Directions: Answer the following questions on a separate sheet of paper.

- 1. Drawing comparisons:** How are Mayan and modern Latin American agricultural techniques similar? How are they different?
- 2. Making inferences:** What might be some advantages of a *chinampa*, or floating island?

NOW Ranchers and plantation owners throughout Latin America continue to use the slash-and-burn technique to clear land for cultivation. But since these farmers do not let the land lie fallow—as the Maya once did—vast areas have become useless for farming. The owners of large farms also use chemical fertilizers and weed killers on their crops. Eventually, these chemicals poison the surrounding forests and rivers.

As ever-increasing tracts of rain forest are cleared, then misused by farmers and developers, severe ecological changes have begun to take place: the region's pattern of rainfall has become affected, and natural disasters such as droughts and floods have increased.

Latin American plantations and ranches are expensive enterprises. For the most part, their owners do not plant crops that will feed their country's population or put nutrients back into the soil. Instead, they raise cash crops that can be exported for large profits. The economies of some Latin American countries have become dependent on these cash crops. When their value on the world market drops, the countries' economies suffer. In recent years, however, some Latin American countries have begun to diversify their economies.

Various organizations are trying to persuade Latin American leaders that agricultural planners must pay close attention to the story of the Maya. These organizations believe plantation owners should begin to follow the conservation techniques employed long ago by the Maya, as well as develop new ways to successfully farm in a constantly challenging environment.

- 3. Synthesizing information:** How do rain forests benefit the world's ecology? Do research in the library and on the Internet to discover why it is important to keep animals and plants in the rain forest from becoming extinct. Write a brief report on your findings.

People in World History Activity 11

Profile 1

Pachacuti (ruled 1438–1471)

The riches that were gathered in the city of Cuzco alone, as capital and court of the Empire, were incredible, for therein were many palaces of dead kings with all the treasure that each amassed in life; and he who began to reign did not touch the estate and wealth of his predecessor but . . . built a new palace and acquired for himself silver and gold and all the rest.

Jesuit Father Bernabé Cobo

A prince once claimed to have seen the lord creator in a dream. When he became the Inca (meaning “king”), he set out to conquer everyone outside the city of Cuzco. He lost many battles to the Chanca peoples, and was even forced to abandon Cuzco. It looked like the end of the Inca dynasty.

His son, Yupanqui, called warriors to defend the Inca from the Chanca army. The Inca captured their enemy’s sacred idol, pursued the fleeing Chanca, and destroyed them. Soon, Yupanqui became the new Inca and named himself Pachacuti.

Pachacuti expanded his empire to the sea. He transformed Cuzco into an imperial capital and had a gold-arrayed Sun Temple built to worship Inti, the sun god.

Pachacuti perfected the art of imperial management. He decreed that farmland be used for three purposes: to be cultivated for religious ceremonies in which food and textiles were burned as offerings; to support

the government and fill warehouses for distribution in war or famine; and to provide enough food for the populace. He enforced

laws that regulated travel, dress, marriage, worship, and proper behavior. He also oversaw the building of the fortress Sacsahuaman. So gigantic is Sacsahuaman that some Spaniards thought it was the work of giants; and some believed the Incas knew an herb for softening and shaping rocks! Actually, some 20,000 men labored 30 years to shape and position the rocks—some weighing more than 100 tons.

When Pachacuti died in 1471, many of his supporters followed him into death by committing suicide. A year of mourning festivals followed in Cuzco. To this day, descendants of the Inca honor Pachacuti in more songs and poems than any other king. Pachacuti created an unprecedented empire. The Inca rule, laws, religion, and language expanded to almost a hundred nations. At its peak, it stretched from what is now central Chile into southern Colombia.

**REVIEWING THE PROFILE**

Directions: Answer the following questions on a separate sheet of paper.

1. What evidence tells you that Pachacuti was a popular ruler?
2. **Critical Thinking Analyzing Information.** How did Pachacuti’s three uses of farmland show that he was a great leader?
3. **Critical Thinking Drawing Conclusions.** Pachacuti’s son, Topa Inca, expanded the Inca Empire as far north as present-day Ecuador. What does the quote by Father Cobo tell you about Topa Inca?

People in World History Activity 11

Profile 2

Itzcoatl (ruled 1424–1440)

In war these people are the cruelest in the world since they do not spare a brother, kinsman or friend, nor will they pardon the life of anyone they capture. Even beautiful women are slaughtered and then eaten.

Spanish conquistador commenting on the fierceness of the Aztec warriors

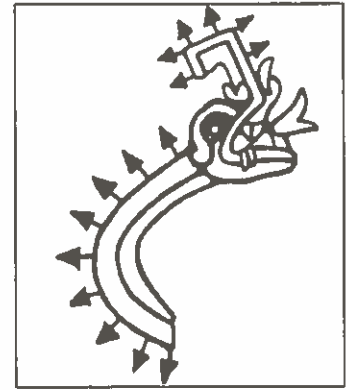
Itzcoatl was the first and greatest of the Aztec empire builders. He expanded Aztec rule from a single island city-state to an empire of city-states.

This empire builder, however, had surprisingly humble origins. Itzcoatl was born the son of an enslaved girl. One of the unique aspects of Aztec slavery was that it was not hereditary: all children were born free, even the children of the enslaved. There was no shame to being the child of enslaved heritage, and for such a child to become the emperor was not impossible.

Soon after his ascension to emperor, Itzcoatl allied the Aztec city-state Tenochtitlán with the nearby city-state Texcoco. Through the marriage of his sister to a member of Texcoco's royal family, he turned a potential enemy into an ally and began Aztec expansion.

Itzcoatl also began to prepare for war. He seemed determined to resolve the long-standing conflict between Tenochtitlán and the city-state Azcapotzalco. The warriors of

Azcapotzalco would kill Aztec on sight. Itzcoatl persuaded his nephew to go to the city and meet with the king to beg for peace. The king refused, and war was



Name glyph for Itzcoatl, whose name translates as "obsidian serpent"

declared. Itzcoatl promised the people of Tenochtitlán victory and rallied them against the enemy. Itzcoatl, true to his word, led them to a bloody victory. His warriors destroyed Azcapotzalco and killed virtually every man, woman, and child. The few survivors were enslaved. Itzcoatl honored his victorious Aztec warriors—many of them his own brothers, cousins, and nephews—with noble titles.

The destruction of Azcapotzalco was the first of many victories for Itzcoatl. Through war, intimidation, and massacre, Itzcoatl led the growth of the Aztec from an island city-state to an empire. As Itzcoatl lay dying, he requested that the king who would take his place build a lavish temple to the gods. He ordered that his image be carved in stone for an everlasting memorial. Itzcoatl's funeral rites lasted for 80 days.

REVIEWING THE PROFILE

Directions: Answer the following questions on a separate sheet of paper.

1. What aspect of Aztec culture made it possible for the son of an enslaved girl to become emperor?
2. **Critical Thinking Making Comparisons.** Compare Itzcoatl's approaches to dealing with the rival city-states of Texcoco and Azcapotzalco.
3. **Critical Thinking Recognizing Bias.** Spanish invaders destroyed the Aztec Empire in the early 1500s. How might this knowledge affect your understanding of the conquistador's comments? How might descendants of Itzcoatl describe the invading conquistadors?



PRIMARY SOURCE READING 11

“Raven’s Great Adventure” and “The Origin of Yosemite”

Long before the first Europeans arrived in North America, Native Americans lived throughout the continent. Each group handed down stories to explain how or why something in nature originated. These legends are sometimes based on facts, but they often contain exaggerated details and characters. “Raven’s Great Adventure” tells about a bird believed to possess extraordinary powers. “The Origin of Yosemite” tells how the “Ah-wah-nees,” the “Deep Grass Valley” people, became known as the Yosemite of America’s West.

Guided Reading *In this selection, read to learn how these Native American peoples explain how Raven lost his beak and how the Yosemite people got their name.*

Raven’s Great Adventure

One day, Raven took the form of a little, bent-over old man to walk through a forest. He wore a long white beard and walked slowly. After a while, Raven felt hungry. As he thought about this, he came to the edge of the forest near a village on the beach. There, many people were fishing for halibut.

In a flash, Raven thought of a scheme. He dived into the sea and swam to the spot where the fishermen dangled their hooks. Raven gobbled their bait, swimming from one hook to another. Each time Raven stole bait, the fishermen felt a tug on their lines. When the lines were pulled in, there was neither fish nor bait.

But Raven worked his trick once too often. When Houskana, an expert fisherman, felt a tug, he jerked his line quickly, hooking something heavy. Raven’s jaw had caught on the hook! While Houskana tugged on his line, Raven pulled in the opposite direction. Then Raven grabbed hold of some rocks at the bottom of the sea and called, “O rocks, O please help me!” But the rocks paid no attention.

Because of his great pain, Raven said to his jaw, “Break off, O jaw, for I am too tired.” His jaw obeyed, and it broke off.

Houskana pulled in his line immediately. On his hook was a man’s jaw with a long white beard! It looked horrible enough to scare anyone. Houskana and the other fishermen were very frightened, because they thought the jaw might belong to some evil spirit. They picked up their feet and ran as fast as they could to the chief’s house.

Raven came out of the water and followed the fishermen. Though he was in great pain for lack of his jaw, no one noticed anything wrong because he covered the lower part of his face with his blanket.

The chief and the people examined the jaw that was hanging on the halibut hook. It was handed from one to another, and finally to Raven, who said, “Oh, this is a wonder to behold!” as he threw back his blanket and replaced his jaw.

Raven performed his magic so quickly that no one had time to see what was happening. As soon as Raven’s jaw was firmly in place again, he turned himself into a bird and flew out through the smoke hole of the chief’s house. Only then did the people begin to realize it was the trickster Raven who had stolen their bait and been hooked on Houskana’s fishing line.

On the totem pole, Raven was carved, not as the old man, but as himself without his beak, a reminder of how the old man lost his jaw.

The Origin of Yosemite

Ah-wah-nees were proud of their Chief, a tall and young athletic man. Early one spring morning, he started off with his spears in hand to hunt for trout in the nearby lake known as Sleeping Water.

Imagine his astonishment when he rounded a large boulder and came face to face with an enormous grizzly bear, probably just out of its winter hibernation!

Such an unexpected meeting caused both of them to rear back in stunned surprise. Immediately, however, all of the fighting spirit



PRIMARY SOURCE READING II

within each arose. They attacked one another furiously! The Chief realized his fighting power was not equal to the great strength of the grizzly.

"What can I do to help myself?" he wondered.

At that moment, he saw an oak limb within reach and grabbed it for a weapon.

"I must do everything possible to subdue this bear, even if it means my own death," he thought while he fought. "I am determined that future Ah-wah-nee children will always remember the proud and brave blood that flowed in the veins of their ancestors."

He pounded heavy blows, one after another, upon the head of the grizzly bear. In return, the young Chief received innumerable cuts from the bear's teeth and claws. They exchanged blows that could have been death blows to either one, if each had not been determined to survive. The grizzly bear's hunger drove him to attack; the Chief's pride, courage, and great height strengthened his defense.

On and on they fought. Then when the Chief saw the eyes of the bear glaze with a cold stare, he knew his great moment had come. With his club raised overhead, the Chief brought down a whopping smash upon the head of the bear, who then slowly slumped to the ground. The Chief charged in to finish the task, making sure the grizzly bear was dead.

Exhausted, the young Chief withdrew a short way to rest, but kept his eyes upon the grizzly bear in case it revived. After some time,

when he was certain of the bear's death, the Chief stepped forward and skinned the animal.

Later, dragging the bearskin behind him, the Chief returned to his village and proclaimed his victory. Young and old braves gathered to welcome him and to praise his success. The young braves took off, following the trail where the bearskin dragged upon the ground. They found the grizzly bear before any other wild animal had a chance to claim it. Immediately, they set to work and butchered the bear and then carried the parts back to their camp.

In the meantime, the braves prepared a huge fire and sent young runners to the outlying camps, inviting all the people to an evening of feasting.

The victory of their young Chief over the enormous grizzly bear astounded all of the Ah-wah-nees. They cheered and cheered their admiration for their great Chief. They renamed their hero, Chief Yo Semitee, which means "Grizzly Bear."

Following the feast, the entire tribe gathered for a victory dance, attired in all their fine beads and fine feathers. Chief Yo Semitee sat and overlooked the celebration, smoking the peace pipe with his tribal council. More feasting and dancing continued most of the night, as Ah-wah-nees showed their affection for their young and strong Chief.

Yo Semitee's children, and finally all of the tribe, became known as Yo Semitees in honor of their brave Chief.

INTERPRETING THE READING

Directions Use information from the reading to answer the following questions on a separate sheet of paper.

1. What powers does Raven have?
2. Why does the young chief in "The Origin of Yosemite" fight so fiercely against the grizzly bear?
3. How do the Ah-wah-nees honor their chief's great victory over the bear?

Critical Thinking

4. **Evaluating Information** How would you describe Raven's character?
5. **Recognizing Ideologies** Why was it important that the chief in "The Origin of Yosemite" subdue the bear on his own without help from other Ah-wah-nees?



Reteaching Activity II

The Americas

Between 30 and 100 million people belonging to more than 2,000 different groups lived in the Americas before the arrival of European explorers. The way these groups lived was affected by local geography as well as by other factors.

DIRECTIONS: The chart below lists three large areas of the Western Hemisphere. Write the names of the peoples listed in the box below in the appropriate columns of the chart.

- | | | |
|------------|------------------|------------------|
| • Aztec | • Maya | • Anasazi |
| • Inca | • Moche | • Plains Indians |
| • Inuit | • Mound Builders | • Toltec |
| • Iroquois | • Olmec | |

Regions of Western Hemisphere		
Northern North America	Mesoamerica	South America

★ Enrichment Activity 11



The Mayan Belief System

In 1970, a young art teacher named Linda Schele visited Mexico as a tourist. She went to Palenque, planning to spend a couple of hours looking at some Mayan ruins. Instead, she spent her entire vacation

studying them. She went back to Mexico again and again, and today she is one of the foremost authorities on the meanings of the glyphs, or icons, of the Mayan writing system.

The Maya conception of time, however was very different from our own. Our old adage, "He who does not know history is doomed to repeat it" might have been expressed by the Maya as "He who does not know history cannot predict his own destiny." The Maya believed in a past which has always returned, in historical symmetries—endless cycles repeating patterns already set into the fabric of time and space. By understanding and manipulating this eternal, cyclic framework of possibility, divine rulers hoped to create a favorable destiny for their people. But while the Maya ahauob [rulers] could know only the immediate results of the events they put into motion, we are gradually reclaiming the full scope of their historical accomplishments from the obscurity of the past.

Our challenge then is to interpret this history, recorded in their words, images, and ruins, in a manner comprehensible to the modern mind yet true to the Maya's perceptions of themselves. . . . History unlocks the humanity of the Maya in a way not possible by any other means, for it reveals not only what they did, but how they thought and felt about the nature of reality.

It is important that we acknowledge this history, because only then will a true picture of the Americas emerge. The American chronicle does not begin with the landing of Columbus or the arrival of the Pilgrims, but with the lives of Maya kings in the second century B.C. We who live in this part of the world inherit a written history two millennia old and as important to us as the history of the ancient Egyptians or the Chinese, a history equal in longevity to that of Europe or Asia.

—From *A Forest of Kings: The Untold Story of the Ancient Maya* by Linda Schele and David Freidel.

DIRECTIONS: Answer the questions below in the space provided.

1. Why did the Maya think it was important to record their history? _____

2. What do Linda Schele and David Freidel hope to accomplish through their study of Mayan ruins? _____

3. What do the authors mean by the "American chronicle" beginning in the second century B.C.? _____

4. Do you agree or disagree that it is important to understand the history of the Maya? Explain your answer on a separate sheet of paper.

World Art and Music Activity 11



Totem Poles

European explorers in North America were amazed by the wood sculptures carved by Northwest Coast Native Americans. They immediately recognized them as art. There were no professional “artists,” although some craftspeople were considered by their peers as more gifted. Anyone could produce art; however, carving usually was done by men, while women specialized in pottery, painting, and textiles. What were these carvings for?

DIRECTIONS: Read the passage below. Then answer the questions in the space provided.

Northwest Coast wood carvings, especially totem poles, differed from group to group and from family to family. Totem poles had a number of functions, ranging from religious to social. They were used to commemorate special events, as memorials to the dead, and as grave markers. Each totem pole identified its group or family through specific historical, mythical, and legendary images. Often, the size of the pole communicated the social status of its possessors—the higher the pole, the higher the status.

Totem poles were carved from cedar trees, an abundant resource of the Northwest Coast. The trunks were cut away or hollowed out on one side. The people, gods, and animals were intricately carved one above the other. Sometimes, a single figure comprised the entire pole. After the carving was completed, the pole would be painted in bright colors.

Craftworkers used a variety of tools to make their carvings, including axes, hatchets, stone and wooden hammers, knives, and chisels. The blades of these tools were made of a hard stone called nephrite, as well as shell and animal horn. As the European presence increased, blades were made of metal as well. Additionally, sharkskin was used as sandpaper.

The oldest form of totem pole was the house post, which supported the roof beams of individual houses. They usually displayed the occupant’s family crest, as well as guardian spirits. Guardian spirits were most often animals. They helped and protected a family and even gave it special gifts, such as success in the hunt or an ability to heal. For example, the house post in the “eagle’s nest house” illustrates



Northwest Coast totem pole

the young eagle that saved a girl after an epidemic killed her clan. The bird is painted brown, blue, and red, with a bright yellow beak. Its wing feathers protect the girl’s face. Other house posts had bears, sharks, wolves, beavers, thunderbirds, and sea monsters, each of which had some special significance.

Totem poles were also given to the dead. Memorial poles were commissioned by a relative in order to claim the status of the deceased. Mortuary poles held the coffin at the top of the carvings. Other poles were erected to mark graves. One represents the legendary shaman Stone Eagle, who could

(continued)

World Art and Music Activity 11



change himself into other beings. Others show eagles, killer whales, beavers, thunderbirds, and a bear holding a child and protectively licking her head.

A common image is a mother bear and her two cubs. The mother bear is Xpisunt, a woman who lived with bears and had twins who were half human and half bear. Legend has it that Xpisunt's brothers killed her bear husband and rescued her and the twins. The twins helped Xpisunt set bear traps, and as a

result, all of her descendants were excellent bear hunters.

The thunderbird also appears on many totem poles. It resembles an eagle and it could swallow whales whole. Lightning comes out of its eyes, and when it flies, its wings make the sound of thunder. These powerful beings sometimes acted as people's guardians and guides. They also could be friendly and kind helpers.

Reviewing the Selection

1. How were totem poles made?

2. Why were totem poles made?

Critical Thinking

3. **Making Inferences** What inferences can you make about Native American attitudes toward animals based on the way animals are used in totem pole carvings?

4. **Analyzing Information** Study the photograph of the totem pole. What do you think its function might have been?

Glencoe

WORLD HISTORY



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SECTIONS



Guided Reading Activity 11-1

The Peoples of North America

DIRECTIONS: Answer the following questions as you read Section 1.

1. How far does the land area of the Americas extend from the north to the south?

2. What created the Bering Strait between the Asian and North American continents?

3. When the Inuit moved into North America from Asia, what did they have to learn?

4. What are the Hopewell people of the Ohio River valley best known for?

5. Describe the dwelling places of the Iroquois people.

6. How did the activities of Iroquois men and women differ?

7. The Iroquois settled differences among their people by what means?

8. What was the summer activity of the men of the Plains Indians?

9. List the innovations and skills of the Anasazi people between A.D. 500 and 1200.

10. Describe a pueblo.



Guided Reading Activity 11-2

Early Civilizations in Mesoamerica

DIRECTIONS: As you are reading the section, decide if a statement is true or false. Write **T** if the statement is true or **F** if the statement is false. For all false statements write a corrected statement.

- _____ 1. Mesoamerica is a name we use for areas of Alaska and Canada.

- _____ 2. The Olmec people carved colossal stone heads, probably to represent their gods.

- _____ 3. The Maya built very crude and primitive structures as places of worship.

- _____ 4. Mayan cities were built around a central pyramid topped by a religious shrine.

- _____ 5. Rulers of the Mayan city-states claimed to be descended from the Spanish conquerors that invaded their country.

- _____ 6. The name of the supreme god of the Mayans was Thor, god of Thunder.

- _____ 7. In Central America, the Maya practiced human sacrifice as a way to appease the gods.

- _____ 8. The Maya created a sophisticated writing system based on hieroglyphs, or pictures.

- _____ 9. The Toltec were a peace-loving people who rarely strayed into lands other than their own.

- _____ 10. According to their legends, when the Aztec arrived in the Valley of Mexico, other peoples drove them into a snake-infested region.

- _____ 11. When the Aztec saw the Spanish with a cross on their breastplates, they thought that representatives from the Church in Rome had arrived.

 **Guided Reading Activity 11-3**

Early Civilizations in South America

DIRECTIONS: Fill in the blanks below as you read Section 3.

(1) _____ is believed to be one thousand years older than the ancient cities previously known in the (2) _____. The city is located in the (3) _____ River valley of Peru. A major urban center arose at (4) _____ sometime about (5) _____.

The (6) _____ lived in a small community in the mountains of (7) _____ Peru in the late 1300s. In the 1440s, under the leadership of their ruler (8) _____, the Inca launched a campaign of conquest that eventually brought the entire region under their control. The Incan state was built on (9) _____, so all young men were required to serve in the (10) _____. Because they did not make use of the (11) _____, supplies were carried on the back of (12) _____. A system of some 24,800 miles (39,903 km) of (13) _____ extended from the border of modern-day (14) _____ to a point south of modern-day (15) _____. Various types of bridges, including some of the finest examples of (16) _____ bridges in premodern times, were built over (17) _____.

The (18) _____ of the capital city of Cuzco were the wonder of early (19) _____ visitors. Nothing shows the (20) _____ genius of the Inca more than the ruins of the abandoned city of (21) _____. The Inca had no writing system but instead kept records using a system of (22) _____ called the (23) _____.

Like the Aztec, the Inca had no immunities to European (24) _____. All too soon, (25) _____ was devastating entire villages. Even the Incan (26) _____ was a victim. By 1535, (27) _____ had established a new capital at (28) _____ for a new colony of the Spanish Empire.

SECTION 11-3