

# The Aztec and Inca Empires



## California Standards

### History–Social Science

**7.7** Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.

### Analysis Skills

**CS 3** Students use maps to identify cultural features of neighborhoods, cities, states, and countries.

### English–Language Arts

**Writing 7.2.1c** Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).

**Reading 7.2.0** Students describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.

### FOCUS ON WRITING



**A Lively Dialogue** Imagine that a child your age from Tenochtitlán, the capital of the Aztec Empire, met a child from Cuzco, the capital of the Inca Empire, and became friends. What might the children say to each other? As you read this chapter, you'll gather material to write a dialogue between the two children in which they talk about their lives.



**c. 1325** The Aztecs set up their capital at Tenochtitlán.



### CHAPTER EVENTS

1300

### WORLD EVENTS

1337

The Hundred Years' War between France and England begins.



**History's Impact**▶ **video series**

Watch the video to understand the impact of Mayan achievements on math and astronomy.

**What You Will Learn...**

In this chapter you will learn about the accomplishments of the Aztec and Inca empires. The ruins of the Inca city Machu Picchu, shown here, lie high in the Andes Mountains.



**c. 1440**  
Pachacuti  
begins to expand  
the Inca Empire.

**1502**  
Moctezuma II  
becomes emperor  
of the Aztecs.

**1519**  
Cortés  
arrives  
in Mexico.

**1537**  
Pizarro  
conquers  
the Inca  
Empire.

**1375**

**1433**  
China's emperor  
ends ocean  
exploration  
of Asia and  
Africa.

**1450**

**1453**  
The  
Ottomans  
conquer  
Constantinople.

**1525**

**1517**  
Martin Luther  
announces his  
Ninety-Five Theses.

**1600**

Economics

Geography

Politics

Religion

Society  
and Culture

Science and  
Technology

**Focus on Themes** This chapter describes two of the greatest empires in the Americas, the Aztec and Inca empires. You will read about the development of these civilizations, including people's daily lives there. You will also learn about


the **political** systems they used to govern their nations and the **scientific and technological** advancements they made. Finally, you will see how both empires were defeated and conquered by invaders from across the sea.

## Main Ideas and Their Support

**Focus on Reading** You know that if you take the legs out from under a table it will fall flat to the floor. In just the same way, a main idea will fall flat without details to support it.

**Understanding a Writer's Support for Ideas** A writer can support main ideas with several kinds of details. These details might be facts, brief stories, examples, definitions, or comments from experts on the subject.

Additional reading support can be found in the

.....  
**Interactive**  
  
**Reader and Study Guide**

Notice the types of details the writer uses to support the main idea in the passage below.

The Incas are known for their massive buildings and forts made of huge, stone blocks. Workers cut the blocks so precisely that they didn't have to use cement to hold them together. Inca masonry, or stonework, was of such high quality that even today it is nearly impossible to fit a knife blade between the stones. In fact, many Inca buildings in Cuzco are still being used.

*From Chapter 15, p. 430*

The **main idea** is stated first.

This is an **example** of the way the Incas cut the stone for their buildings and forts.

The **definition** of masonry helps tie this example to the main idea.

This **fact** about the building helps explain why the Incas would be known for them—they lasted a long time.



**ELA Reading 7.2.0** Students describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.

## You Try It!

The following passage is from the chapter you are about to read. As you read it, try to identify the writer's proposition and the details that support it.

### Tenochtitlán

Through the Aztecs' efforts, Tenochtitlán became the greatest city in the Americas. It had huge temples, a busy market, clean streets, and a magnificent palace. The first Europeans in the city were stunned by what they saw.

*From  
Chapter 15,  
p. 413*

"These great towns and pyramids and buildings rising from the water, all made of stone, seemed like an enchanted vision . . . It was all so wonderful that I do not know how to describe the first glimpse of things never heard of, seen, or dreamed of before."

—Bernal Diaz del Castillo, from  
*The Conquest of New Spain*

At its height, Tenochtitlán was one of the world's largest cities, with some 200,000 people.

After you read the passage, answer the following questions.

- Which sentence best states the main idea of the passage?
  - The first Europeans were stunned by what they saw.
  - It had huge temples, a busy market, and a great palace.
  - Through the Aztecs' efforts, Tenochtitlán became the greatest city in the Americas.
- Which of the following is a fact used to support the main idea?
  - At its height, Tenochtitlán was one of the world's largest cities.
  - "These great towns . . . seemed like an enchanted vision."
- The quotation in the passage by Bernal Díaz del Castillo is an example of a(n)
  - fact.
  - comment from an expert.
  - definition.
  - example.

# Key Terms and People

## Chapter 15

### Section 1

causeways (p. 411)  
conquistadors (p. 413)  
Hernán Cortés (p. 413)  
Moctezuma II (p. 413)

### Section 2

codex (p. 420)

### Section 3

Pachacuti (p. 423)  
Quechua (p. 424)  
llamas (p. 425)  
Atahualpa (p. 425)  
Francisco Pizarro (p. 425)

### Section 4

masonry (p. 430)

## Academic Vocabulary

Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic words:

motive (p. 413)  
distribute (p. 425)

As you read Chapter 15, look for the details that the writer used to support main ideas. What types of details do you see?

# The Aztec Empire

## What You Will Learn...

### Main Ideas

1. The Aztecs built an empire through warfare and trade and created an impressive capital city in Mesoamerica.
2. Hernán Cortés conquered the Aztec Empire.

### The Big Idea

The Aztecs built a great empire in central Mexico but were conquered by the Spanish in 1521.

## Key Terms and People

causeways, p. 411  
 conquistadors, p. 413  
 Hernán Cortés, p. 413  
 Moctezuma II, p. 413



**HSS 7.7.1** Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.

**7.7.3** Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.

## If YOU were there...

You live in a village in southeast Mexico that is ruled by the powerful Aztec Empire. Each year your village must send many baskets of corn to the emperor. You have to dig gold for him, too. One day some strangers arrive by sea. They tell you they want to overthrow the emperor. They ask for your help.

## Should you help the strangers? Why or why not?

**BUILDING BACKGROUND** The Aztecs ruled a large empire in Mesoamerica. Each village they conquered had to contribute to the Aztec economy. This system helped create a very powerful empire, but one that lasted only about a century.

## The Aztecs Build an Empire

The first Aztecs were farmers from northern Mexico. Around the 1100s they migrated south. When they arrived in central Mexico, they found that other tribes had taken all the good farmland. All that was left for the Aztecs was a swampy island in the middle of Lake Texcoco (tays-KOH-koh). To survive, the Aztecs hired themselves out as skilled fighters.

## War, Tribute, and Trade

War was a key factor in the Aztecs' rise to power. The fierce Aztec warriors conquered many towns. In addition, the Aztecs sometimes made alliances, or partnerships, to build their empire. For example, in the late 1420s the Aztecs formed a secret alliance with two other cities on Lake Texcoco. With their allies' help, they defeated the other towns around the lake.

The Aztecs made people they conquered pay tribute. Tribute is a payment to a more powerful ruler or country. Conquered tribes had to pay the Aztecs with goods such as cotton, gold, or food. This system was the basis of the Aztec economy.

## The Aztec Empire, 1519



The Aztecs' magnificent capital, Tenochtitlán, was built on an island in Lake Texcoco.



### GEOGRAPHY SKILLS

#### INTERPRETING MAPS

1. **Place** What bodies of water bordered the Aztec Empire?
2. **Location** Which cities were located on Lake Texcoco?

The Aztecs also controlled a huge trade network. Most towns in the empire had a market where local farmers and artisans brought their goods to trade. One enormous market near the capital drew buyers and sellers from all over the Aztec Empire. Merchants carried luxury goods such as gems and rare foods to sell there. Because these merchants dealt with people in many parts of the empire, the emperors used them as spies. These spy merchants reported trouble building in the empire.

War, tribute, and trade made the Aztecs rich. As they grew rich, they grew even stronger and conquered more people. By the early 1500s they ruled the most powerful state in Mesoamerica.

### Tenochtitlán

Nowhere was the Aztec Empire's power and wealth more visible than in its capital, Tenochtitlán (tay-NAWCH-teet-LAHN). To build this amazing city, the Aztecs had to overcome many geographical challenges.

The city's island location made travel and trade difficult. To make it easier to get to and from their city, the Aztecs built three wide **causeways**—**raised roads across water or wet ground**—to connect the island to the shore. The causeways were made of rocks covered with dirt.

Tenochtitlán was surrounded by water, but the water was undrinkable. As a result, the Aztecs built a stone aqueduct, or channel, to bring fresh water to the city.

### THE IMPACT TODAY

On the site of Tenochtitlán workers filled the lake to build Mexico City, the modern capital of Mexico.

# Tenochtitlán

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

The Great Temple stood at the heart of the city. On top of the temple were two shrines—a blue shrine for the rain god and a red shrine for the sun god.

Gold, silver, cloaks, and precious stones were among the many items sold at the market.

A network of canals linked different parts of the city.

Aztec farmers grew crops on "floating gardens" called *chinampas*.

**ANALYSIS SKILL** ANALYZING VISUALS

What is the most important building in this picture?



The city's island location also limited land available for farming. To create more land for farming, they built "floating gardens" called *chinampas* (chee-NAHM-pahs). They made the gardens by putting soil on rafts anchored to trees in the water. The *chinampas* surrounded a central island that was the heart of the city.

Through the Aztecs' efforts, Tenochtitlán became the greatest city in the Americas. It had huge temples, a busy market, clean streets, and a magnificent palace. The first Europeans in the city were stunned by what they saw.

"These great towns and pyramids and buildings rising from the water, all made of stone, seemed like an enchanted vision . . . It was all so wonderful that I do not know how to describe this first glimpse of things never heard of, seen, or dreamed of before."

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

At its height, Tenochtitlán was one of the world's largest cities, with some 200,000 people. But the arrival of Europeans soon destroyed both the city and the rest of the Aztec Empire.

**READING CHECK** **Finding Main Ideas** What was one key factor in the Aztecs' rise to power?

## Cortés Conquers the Aztecs

In the late 1400s Spanish explorers and soldiers arrived in the Americas. The soldiers, or conquistadors (kahn-kees-tuh-DOHRZ), came to explore new lands, search for gold, and spread their Catholic religion.

### Cortés and Moctezuma

A small group of conquistadors led by **Hernán Cortés** (er-NAHN kawr-TAYS) reached Mexico in 1519. They were looking for gold. Hearing of this arrival, the Aztec emperor, **Moctezuma II** (MAWK-tay-SOO-mah), believed Cortés to be a god. According to an Aztec legend, the god Quetzalcoatl (ket-suhl-kuh-WAH-tuhl) was to return to Mexico in 1519. Cortés resembled the god's description from the legend.

Thinking that the god had returned, Moctezuma sent Cortés gifts, including gold. With getting more gold his **motive**, Cortés marched to the Aztec capital. When he got there Moctezuma welcomed him, but Cortés took the emperor prisoner.

Enraged, the Aztecs attacked and drove the Spanish out. In the confusion Moctezuma was killed. Cortés and his men came back, though, with many Indian allies. In 1521 they conquered Tenochtitlán.

#### ACADEMIC VOCABULARY

**motive** reason for doing something

## BIOGRAPHIES



### Hernán Cortés

1485–1547

After arriving on the coast of Mexico, Hernán Cortés burned his ships so his men couldn't return home. They had no choice but to stay and fight with

Cortés. In the end they conquered the Aztecs, partly due to Cortés's leadership and determination to find gold.

**Drawing Inferences** What choices do you think Cortés' men had after he burned the ships?



### Moctezuma II

1466–1520

Moctezuma II ruled the Aztec Empire at its height, but he also contributed to its downfall. The tribute he demanded from neighboring tribes

made the Aztecs unpopular. In addition, his belief that Cortés was Quetzalcoatl allowed Cortés to capture him and eventually conquer the empire.

**Summarizing** How did Moctezuma II contribute to the downfall of the Aztec Empire?



## Causes of the Defeat of the Aztecs

How did a few conquistadors defeat a powerful empire? Four factors were vital in the Spanish victory: alliances, weapons and horses, geography, and disease.

First, alliances in the region helped the Spanish forces. One important ally was an American Indian woman named Malintzin (mah-LINT-suhn), also known as Malinche. She was a guide and interpreter for Cortés. With her help, he made alliances with tribes who did not like losing battles and paying tribute to the Aztecs. The allies gave the Spaniards supplies, information, and warriors to help defeat the Aztecs.

The Spaniards also had better weapons. The Aztecs couldn't match their armor, cannons, and swords. In addition to these weapons, the Spaniards brought horses to Mexico. The Aztecs had never seen horses and at first were terrified of them.

The third factor, geography, gave the Spanish another advantage. They blocked Tenochtitlán's causeways, bridges, and waterways. This cut off drinking water and other supplies. Thousands of Aztecs died from starvation.

The final factor in the Spanish success was disease. Unknowingly, the Spanish had brought deadly diseases such as smallpox to the Americas. These new diseases swept through Aztec communities. Many Aztecs became very weak or died from the diseases because they didn't have strength to defend themselves.

Together, these four factors gave the Spanish forces a tremendous advantage and weakened the Aztecs. When the Spanish conquered Tenochtitlán, the Aztec Empire came to an end.

**READING CHECK** Summarizing What four factors helped the Spanish defeat the Aztecs?

**SUMMARY AND PREVIEW** The Aztecs built a powerful empire and established a great capital city on a swampy island in central Mexico. A few hundred years later their empire ended in defeat by Spanish conquistadors. In the next section you will learn about life and society in the Aztec Empire before it was defeated by the Spanish.

## Section 1 Assessment

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Online Quiz

KEYWORD: SQ7 HP15

### Reviewing Ideas, Terms, and People **HSS** 7.7.1, 7.7.3

- a. Define** What is a **causeway**? Where did the Aztecs build causeways?

**b. Explain** How did the Aztecs adapt to their island location?

**c. Elaborate** How might Tenochtitlán's location have been both a benefit and a hindrance to the Aztecs?
- a. Identify** Who was the ruler of the Aztecs when Cortés and the conquistadors arrived in Mexico?

**b. Make Generalizations** How and why did allies help Cortés conquer the Aztec Empire?

**c. Evaluate** Judge Moctezuma's decisions as the Aztec leader.

### Critical Thinking

- Evaluating** Draw a diagram like the one shown. On each level of the pyramid, list a factor that led to the growth of a strong Aztec Empire. List the factor you think was most important on the top level and the least important on the bottom. Explain your choices.



### FOCUS ON WRITING

- Thinking about the Aztec Empire** Think about things in this section that you could include in your dialogue. For example, how might an Aztec describe Tenochtitlán to a new friend? What do *chinampas* and other features of the city look like?

## Malintzin

**Would you have helped a conqueror take control of your people?**

**When did she live?** c. 1501–1550

**Where did she live?** the Aztec Empire

**What did she do?** Malintzin became Cortés's companion and interpreter. She played a major role in the Spanish conquest of the Aztec Empire.

**Why is she important?** Malintzin was from a noble Aztec family but was sold into slavery as a child. While enslaved, Malintzin learned the Mayan language. After she was given to Cortés, Malintzin's knowledge of languages helped him make deals with the Aztecs' enemies.

However, because Malintzin helped the Spanish defeat the native Aztecs, today many Mexicans consider her a traitor. Some Mexicans use the word *malinchista* to describe someone who betrays his or her own people.

**Drawing Inferences** Why do you think Malintzin helped the Spanish rather than the Aztecs?

### KEY FACTS

**Communication between Cortés and the Aztecs involved four steps:**

- 1 Cortés spoke in Spanish to his original interpreter, who also spoke Mayan.
- 2 The original interpreter translated the message from Spanish into Mayan for Malintzin.
- 3 Malintzin translated the message from Mayan into Nahuatl, the Aztec language.
- 4 Malintzin spoke Nahuatl to the Aztecs and the Aztecs' enemies.



In this drawing, Cortés makes a treaty with the Aztecs. Malintzin is standing by his side interpreting.



# Aztec Life and Society

## What You Will Learn...

### Main Ideas

1. Aztec society was divided by social roles and by class.
2. Aztec religion required human sacrifice for keeping the gods happy.
3. The Aztecs had many achievements in science, art, and language.

### The Big Idea

The Aztecs developed complex social, religious, artistic, and scientific systems in their empire.

### Key Term

codex, p. 420

## If YOU were there...

You belong to an important family of Aztec artisans. You make fine gold jewelry and ornaments for the emperor and his nobles. Your brother wants to break this family tradition and become a warrior. Your family is upset by this news. Your brother asks what you think of his plans.

## What will you tell your brother?

**BUILDING BACKGROUND** Most Aztec children grew up to be what their parents were. The artisan family described above would enjoy many privileges of the upper class. Warriors played an important role in Aztec society, so many young men wanted to be warriors.

## Aztec Society

People in Aztec society had clearly defined roles. These roles, along with social class, determined how Aztec men and women lived. Aztec society was organized into groups called *calpullis* (kah1-POOH-yees). A *calpulli* was a community of families that

## People in Aztec Society

### QUICK FACTS

**HSS 7.7.2** Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.

**7.7.4** Describe the artistic and oral traditions and architecture in the three civilizations.

**7.7.5** Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems.

### Kings

Aztec kings ruled the empire and lived in luxury.



### Nobles

Nobles served as important officials, such as tax collectors and judges.



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shared land, schools, and a temple. Each *calpulli* elected a leader who took orders from the king.

## Kings and Nobles

The king was the most important person in Aztec society. He lived in a great palace that had gardens, a zoo, and an aviary full of beautiful birds. Some 3,000 servants attended to his every need. Of these servants, 300 did nothing but tend to the animals in the zoo, and 300 more tended to the birds in the aviary! Other servants fed and entertained the emperor.

The king was in charge of law, trade and tribute, and warfare. These were huge responsibilities, and the king couldn't have managed them without people to help. These people, including tax collectors and judges, were Aztec nobles. Noble positions were passed down from fathers to their sons. As a result, young nobles went to special schools to learn the responsibilities they would face as government officials, military leaders, or priests.

## Priests and Warriors

Just below the king and his nobles were priests and warriors. Priests in particular had a great influence over Aztecs' lives. They had many duties in society, including:

## Primary Source

### BOOK

## An Aztec Festival

*The Aztecs often used the occasion of the crowning of a new king to remind the leaders of their conquered territories just who the true masters were. An observer in Tenochtitlán recalled one such event:*

“The intentions of the Mexicans [Aztecs], in preparing a festival . . . was to make known their king, and to ensure that their enemies . . . should be terrorized and filled with fear; and that they should know, by the . . . wealth of jewels and other presents, given away at the ceremonies, how great was the abundance of Mexico, its valor and its excellence. Finally, all was based on ostentation [extravagance] and vain glory, with the object of being feared, as the owners of all the riches of the earth and of its finest provinces. To this end they ordered these feasts and ceremonies so splendidly.”

—Fray Diego Durán, from *Historia de Las Indias de Nueva España e Islas de la Tierra Firme*

### ANALYSIS SKILL

### ANALYZING PRIMARY SOURCES

Do you think Fray Diego Durán admired the Aztecs? Why or why not?

- keeping calendars and deciding when to plant crops or perform ceremonies,
- passing down Aztec history and stories to keep their tradition alive,
- performing various religious ceremonies, including human sacrifice.

### Priests

Priests performed many important duties, such as keeping calendars.



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### Warriors

Warriors fought to conquer other peoples and capture victims for sacrifice.



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### Merchants

Aztec merchants traded goods like food, clothing, and tools.



Aztec warriors also had many duties. They fought fiercely to capture victims for religious sacrifices. Partly because they played this role in religious life, warriors had many privileges and were highly respected. Warriors were also respected for the wealth they brought to the empire. They fought to conquer new lands and people, bringing more tribute and trade goods to enrich the Aztec civilization.

### Merchants and Artisans

Not really members of the upper class, merchants and artisans fell just below priests and warriors in Aztec society. Merchants gathered goods from all over Mesoamerica and sold them in the main market. By controlling trade in the empire, they became very rich. Many used their wealth to build large, impressive houses and to send their sons to special schools.

Like merchants, most artisans were also rich and important. They made goods like beautiful feather headdresses and gold jewelry that they could sell at high prices. Many of the richest artisans lived in Tenochtitlán. Other artisans, who lived outside the capital and made items for everyday use, lived more like the lower class. Artisans from other tribes often sent crafts to the Aztecs as tribute.

### Farmers and Slaves

Farmers and slaves were in the lower class of Aztec society. However, some people could improve their lives and positions by becoming warriors in the army or studying at special schools.

Most of the empire's people were farmers who grew maize, beans, and a few other crops. Farmers did not own their land, and they were very poor. They had to pay so much in tribute that they often found it tough to survive. Farmers lived outside Tenochtitlán in huts made of sticks and mud and wore rough capes.

No one in the Aztec Empire suffered as much as slaves did. Most of the slaves had been captured in battle or couldn't pay their debts. Slaves had little to look forward to. Most were sold as laborers to nobles or merchants. Slaves who disobeyed orders were sacrificed to the gods.

**READING CHECK** Summarizing What groups of people were in the upper class in Aztec society?

### Aztec Religion

The Aztecs believed gods ruled all parts of life. Their gods' powers could be seen in nature, such as in trees or storms, and in great people, such as kings or ancestors.

#### People in Aztec Society *(continued)*

##### Artisans

Skilled artisans made a wide variety of goods that people needed.



##### Farmers

Most Aztecs were farmers who lived in simple huts.



##### Slaves

Prisoners of war became slaves. They were forced to work or were sacrificed.



Like other Mesoamericans, the Aztecs always tried to please their gods. They believed sacrifice was necessary to keep the gods strong and the world safe.

Aztecs made their greatest number of sacrifices to the war god Huitzilopochtli (wee-tsee-loh-POHCHT-lee) and the rain god Tlaloc (TLAH-lohk). The Aztecs believed the former made the sun rise every day, and the latter made the rain fall. Without them, their crops would die, and they would have no food.

To prevent this, Aztec priests led bloody ceremonies on the top of the Great Temple in Tenochtitlán. These priests cut themselves to give their blood to the gods.

Priests also sacrificed human victims to their gods. Many of the victims for these sacrifices were warriors from other tribes who had been captured in battle. Priests would sacrifice these victims to “feed” their gods human hearts and blood, which they thought would make the gods strong. Aztec priests sacrificed as many as 10,000 victims a year in religious ceremonies.

**READING CHECK** Finding Main Ideas Why was human sacrifice part of Aztec religion?

## Science, Art, and Language

The Aztecs valued learning and art. Aztec scientific achievements, artistic traditions, and language contributed to their culture.

### Scientific Achievements

The Aztecs made several advances in science. Many of these they accomplished by building on the achievements of the peoples they conquered. The Aztec system of tribute and their large trading network allowed them to learn skills from people all over the empire. For example, they learned how to build their floating gardens called *chinampas* from neighboring tribes.

## Aztec Gods

The Aztecs worshipped hundreds of gods. Two of the most important were Tlaloc and Huitzilopochtli, who are shown below.

Tlaloc was the Aztec god of rain. The Aztecs believed he made the rain fall. A mask of Tlaloc decorates this vessel.



Huitzilopochtli was the Aztec god of war. The Aztecs believed he made the sun rise. The eyes of this statue of Huitzilopochtli are made of shell and obsidian.

## Aztec Arts

Aztec artists were very skilled. They created detailed and brightly colored items like the ones you see here. Many were used in religious ceremonies.

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

### Ceremonial Mask

This mask represented the god Quetzalcoatl. It is made of turquoise, shell, and wood.



### Ceremonial Jewelry

This double-headed serpent was probably worn during ceremonies. The man above is wearing it on his chest.



The Aztecs also studied astronomy and created a calendar much like the Maya one. The calendar helped the Aztecs choose the best days for ceremonies, for battles, or for planting and harvesting crops. The Aztecs also knew many different uses for plants. For example, they knew of more than 100 plants that could be used as medicines.

### Artistic Traditions

In addition to their achievements in science, the Aztecs had a rich artistic tradition that included architecture, sculpture, and jewelry. Both the architecture and the sculpture made use of stone. Workers built bridges and lined canals with stone. Carpenters and stonecutters built huge pyramid-shaped stone temples. Hundreds of such temples stood in Tenochtitlán.

Talented Aztec artisans used turquoise mosaics to decorate knife handles and masks. Artisans also used gold and colorful feathers to make jewelry. Aztec women wove cloth from cotton and other fibers and embroidered it with colorful designs.

### Writing and Literature

The Aztecs had a complex writing system. They kept written historical records in books made of separate pages. **Another name for this type of ancient book is a codex** (KOH-deks). Many pages of Aztec books were made of bark or animal skins.

In addition to their written records, the Aztecs had a strong oral tradition. They considered fine speeches very important, and they also enjoyed riddles. These were some popular Aztec riddles at the time when the Spaniards arrived:

“What is a little blue-green jar filled with popcorn? Someone is sure to guess our riddle: it is the sky.

What is a mountainside that has a spring of water in it? Our nose.”

—Bernardino de Sahagún, from *Florentine Codex*

Knowing the answers to riddles showed that one had paid attention in school.

Stories about ancestors and gods formed another part of the Aztec oral tradition. The Aztecs told these stories to their children, passing them down from one generation

### FOCUS ON READING

What information supports the main idea of this section?



### Aztec Calendar

This modern drawing shows the Aztec calendar with brightly painted colors.

to the next. After the Spanish conquered the Aztec Empire, these stories were written down. Much of what historians know about the Aztecs they learned from these written stories.

**READING CHECK** Summarizing What was one purpose of the Aztec oral tradition?

**SUMMARY AND PREVIEW** The Aztec Empire had a strict social structure, an influential religion, and strong scientific and artistic traditions. In the next section you will learn about another empire of the Americas—the Inca Empire—and the vast area that it included.

## Section 2 Assessment

### Reviewing Ideas, Terms, and People **HSS 7.7.2, 7.7.4, 7.7.5**

- a. Describe** How was it decided when the Aztecs should plant crops or hold ceremonies?

**b. Rate** Who do you think had the most difficult social role in Aztec society? Why?
- a. Identify** What did the Aztecs feed their gods?

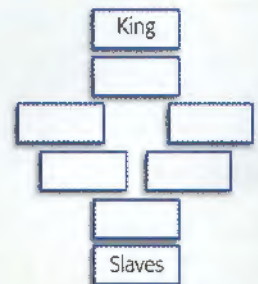
**b. Explain** Why did the Aztecs think human sacrifice was important?
- a. Identify** What might you find in an Aztec codex?

**b. Make Inferences** Why do you think the Aztecs used so much stone in their art and building?

**c. Develop** Make up a riddle like the Aztecs would have had in their oral tradition.

### Critical Thinking

- Categorizing** Copy the graphic organizer on the right. Write the names of the different social groups in Aztec society in each of the empty boxes.



### FOCUS ON WRITING

- Describing Aztec Society** To which social class do you want the Aztec child in your dialogue to belong? Make a list of details about Aztec social structure, religion, and culture that he or she might describe to a friend.

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**Online Quiz**  
KEYWORD: SQ7 CH15



# The Inca Empire

## If YOU were there...

You live in the Andes Mountains, where you raise llamas. You weave their wool into warm cloth. Last year, soldiers from the powerful Inca Empire took over your village and took your leaders away. Now you have new leaders—and they have totally different rules! They say you must all learn to speak a new language and send much of your woven cloth to the Inca ruler.

## How do you feel about living in the Inca Empire?

**BUILDING BACKGROUND** The Incas built their empire by taking over villages like the one in the paragraph you just read. They brought many changes to the villages they conquered.

## The Rise of the Inca Empire

The Aztecs arose in Mesoamerica, in what is now Mexico. In South America another great empire arose. That empire belonged to the Incas. However, South America was the home of several civilizations before the Incas built their empire. These civilizations provided a foundation for the Incas. The Incas borrowed from the scientific and cultural achievements, such as farming techniques and craft-making skills, of these cultures.

The Incas lived in a region of high plains and mountains.



## What You Will Learn...

### Main Ideas

1. The rise of the Inca Empire was due to conquest and the achievements of the Inca people.
2. Pizarro conquered the Incas and took control of the region.

### The Big Idea

The Incas built a huge empire in South America, but they were conquered by the Spanish.

## Key Terms and People

Pachacuti, p. 423

Quechua, p. 424

llamas, p. 425

Atahualpa, p. 425

Francisco Pizarro, p. 425



**HSS 7.7.1** Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.

**7.7.3** Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.

## Pre-Inca Civilizations

Around 900 BC, complex civilizations began to develop in what is now Peru. These included the Chavín (chah-VEEN) culture in the highlands, and the Nazca, Moche (MOH-chay), and Chimú (chee-MOO) cultures on the coast.

Each of these cultures learned to adapt to its environment. In doing so they made scientific advances. For example, in the steep mountains, people made terraces for farming. On the coast they developed irrigation systems so they could farm in the desert. As a result, farming could support large populations both in the highlands and on the coast.

These early cultures also built some of South America's first cities. In these cities people developed crafts such as textiles, pottery, and gold jewelry. Because the cities were also religious centers, religious symbols often appeared in the crafts. The influence of these early civilizations set the stage for the Inca civilization.

## The Early Incas

The Incas began as a small tribe in the Andes. Their capital was Cuzco (KOO-skoh). In the mid-1400s a ruler named **Pachacuti** (pah-chah-KOO-tee) led the Incas to expand their territory. He gained territory through agreements with other tribes or conquest.



## BIOGRAPHY

### Pachacuti

Died 1471

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

## The Inca Empire, 1530



## GEOGRAPHY SKILLS

### INTERPRETING MAPS

**Place** About how many miles did the Inca Empire stretch from north to south?



## Preserving Food

Did you know that astronauts have something in common with the Incas? Both groups have made use of freeze-dried foods.

The Incas learned how to freeze-dry potatoes so they would last for a long time without spoiling. First, they left the potatoes on the ground overnight in the cold Andean weather to freeze. Then they stomped on the potatoes to squeeze out the water. Next, they soaked the potatoes in water for a few weeks. Finally, they dried them in the sun. The result was a very light potato that was easy to carry and could last for several years.

The Incas kept freeze-dried potatoes in storehouses in Cuzco until they needed them. The Incas' potatoes lasted a long time. They were also easy to prepare—just like the astronauts' food in space and the food in your pantry.



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### ANALYSIS SKILL

#### ANALYZING INFORMATION

**How do you think the Incas' freeze-dried potatoes might be different from frozen potatoes available today?**

Later Inca leaders continued to expand their territory. By the early 1500s the Inca Empire was huge, as the map on the previous page shows. It stretched from what is now northern Ecuador to central Chile and included coastal deserts, snowy mountains, fertile valleys, and thick forests.

Around 12 million people lived in the Inca Empire. To rule this empire, the Incas formed a strong central government.

### Central Government and Language

The Incas didn't want the people they conquered to have too much power. So they made the leaders of conquered areas move out of their villages. Then they brought in new leaders who were loyal to the Inca government.

The Incas also made the children of conquered leaders travel to the capital to learn about Inca government and religion.

After awhile, the children went back to rule their villages, where they taught people the Inca way of life.

The Incas knew that to control their empire they had to communicate with the people. But the people spoke many different languages. To unify their empire, the Incas established an official language, **Quechua** (KE-chuh-wuh). All official business had to be done in that language.

Although the Inca had no written language, they kept records with cords called **quipus** (KEE-pooz). Knots in the cords represented numbers. Different colors stood for information about crops, land, and other important topics.

### Economy

The Inca government also controlled the economy. Instead of paying taxes, Incas had to "pay" their government in labor.

This labor tax system was called the *mita* (MEE-tah). Under the *mita*, the government told each household what work to do.

Most Incas were farmers. They grew crops such as maize and peanuts in valleys where the climate was warm. In the cooler mountains they grew potatoes. In the highest mountains, people raised animals such as **llamas** (LAH-muhz), animals that are related to camels but native to South America, for meat and wool.

As part of the *mita*, people also had to work for the government. Farmers worked on government-owned farms in addition to their own farms. Villagers produced cloth and grain for the army. Other Incas worked in mines, served in the army, or built roads to pay their labor tax.

There were no merchants or markets in the Inca Empire. Instead, government officials would **distribute** goods collected through the *mita*. Leftover goods were stored in the capital for emergencies. But their well-organized government couldn't protect the Incas from a new threat—the Spanish.

**READING CHECK** Summarizing How did the Incas control government and language?

## Pizarro Conquers the Incas

A civil war began in the Inca Empire around 1530. After the Inca ruler died his two sons, **Atahualpa** (ah-tah-WAHL-pah) and Huáscar (WAHS-kahr), fought to become the new ruler. Atahualpa won the war, but fierce fighting had weakened the Inca army.

### The Capture of the King

On his way to be crowned, Atahualpa got news that a group of Spaniards had come to Peru. They were conquistadors led by **Francisco Pizarro**. Stories about the Spaniards amazed Atahualpa. One Inca reported:

“They and their horses were supposed to nourish [feed] themselves on gold and silver . . . All day and all night the Spaniards talked to their books and papers . . . They were all dressed alike and talked together like brothers and ate at the same table.”

—Anonymous Inca, quoted in *Letter to a King* by Huamán Poma

After he had heard of the Spaniards' arrival, Atahualpa agreed to meet Pizarro. At that meeting, the Spaniards told Atahualpa to convert to Christianity. When he refused, they attacked. They captured Atahualpa and killed thousands of Inca soldiers.

#### ACADEMIC VOCABULARY

**distribute** to divide among a group of people



### BIOGRAPHIES

#### Atahualpa

1502–1533

Atahualpa was the last Inca king. He was brave and popular with the Inca army, but he didn't rule for long. A Spanish friar offered Atahualpa a religious book to convince him he should accept Christianity. Atahualpa held the book to his ear and listened to it. When the book didn't speak, he threw it on the ground. The Spaniards used this as a reason to attack.

**Drawing Inferences** Why do you think Atahualpa refused to accept Christianity?

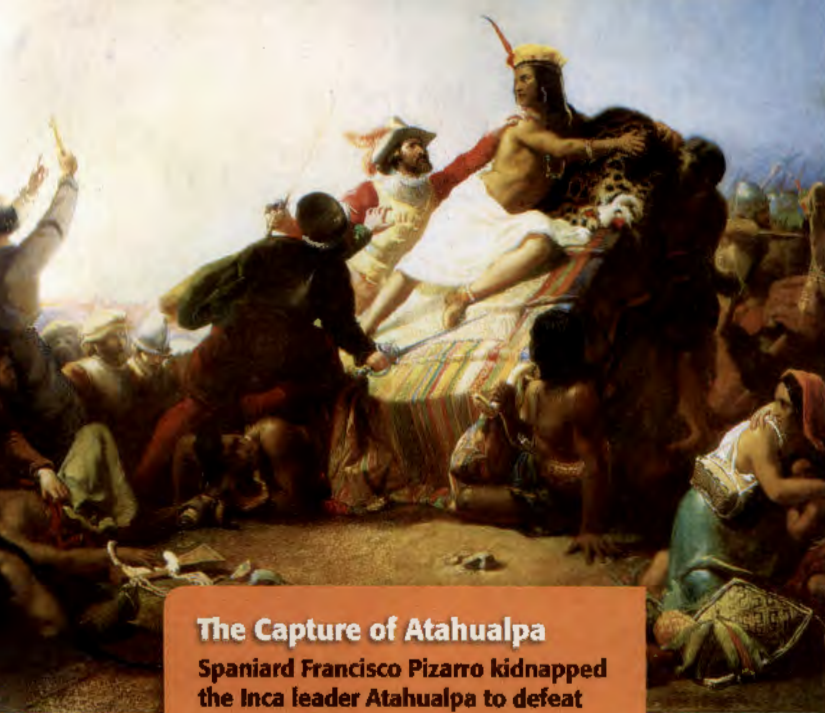


#### Francisco Pizarro

1475–1541

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

**Drawing Inferences** Why do you think Lima, and not the Inca city of Cuzco, became Peru's capital?



### The Capture of Atahualpa

Spaniard Francisco Pizarro kidnapped the Inca leader Atahualpa to defeat the Incas. This painting from the 1800s shows Pizarro leading the attack on the Inca ruler.

but in 1537 the Spaniards defeated the last of the Incas and gained control over the entire region.

The fall of the Inca Empire was similar to the fall of the Aztec Empire.

- Both empires had internal problems when the Spanish arrived.
- Cortés and Pizarro captured the leaders of each empire.
- Guns and horses gave the Spanish a great military advantage.
- Disease weakened native peoples.

After defeating both the Aztecs and Incas, the Spanish ruled their lands for about the next 300 years.

#### READING CHECK Identifying Cause and Effect

What events led to the end of the Inca Empire?

### Spanish Control

To win his freedom, Atahualpa asked his people to fill a room with gold and silver for Pizarro. The people rushed to bring jewelry, statues, and other objects. Melted down, the precious metals may have totaled 24 tons. However, the Spaniards killed Atahualpa anyway. Some Incas fought the Spaniards,

**SUMMARY AND PREVIEW** The Inca Empire's strong central government helped it control a huge area. But it could not survive the challenge posed by the Spanish. In the next section you will read about life and society in the Inca Empire at its height, before it was conquered by the Spanish.

## Section 3 Assessment

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Online Quiz

KEYWORD: SQ7 CH15

### Reviewing Ideas, Terms, and People **HSS** 7.7.1, 7.7.3

- Identify** What were two things the central Inca government controlled?
  - Explain** How did pre-Inca civilizations adapt to their environment?
  - Evaluate** Do you think the *mita* system was a good government policy? Why or why not?
- Recall** When did the Spanish gain full control over the entire Inca region?
  - Compare** How was the end of the Inca Empire similar to the end of the Aztec Empire?
  - Predict** Predict what might have happened if Atahualpa had told Pizarro he accepted Christianity.

### Critical Thinking

- Sequencing** Draw a time line like the one below. Use it to identify three key dates and events in the history of the Inca Empire.



### FOCUS ON WRITING

- Thinking about the Inca Empire** Think about how you will describe the Inca Empire in your dialogue. Write down some notes about Inca language, government, food, and economy.

# Inca Life and Society

## If YOU were there...

You are an Inca noble. One day, you travel with the king and the army to take over new lands for the empire. There is a bloody battle, and you win a major victory. You want to make sure that later generations know about this important event, but your language has no written form.

## How will you pass on your knowledge of history?

**BUILDING BACKGROUND** Certain people in the Inca Empire were responsible for making sure Inca history, legends, and customs got passed down to the next generation. To do this, they sang songs and wrote poems telling about everything from great battles to daily life.

## Society and Daily Life

Inca society had two main social classes—an upper class and a lower class. The Incas from Cuzco made up the upper class. As they conquered new lands, the conquered people became Inca subjects and joined the lower class.

### Daily Life for the Upper Class

The king, priests, and government officials made up the Inca upper class. While most noble men worked for the government, women from noble families had household duties such as cooking and making clothes. They also took care of children.

Sons of upper-class families went to school in Cuzco. They studied Quechua, religion, history, and law to prepare for lives as government or religious officials.

Upper-class families had many privileges. They lived in stone houses in Cuzco and wore the best clothes. They didn't have to pay the labor tax, and they often had servants. Still, as part of the Inca government, they had a duty to make sure that people in the empire had what they needed.

## What You Will Learn...

### Main Ideas

1. For the Incas, position in society affected daily life.
2. The Incas made great achievements in building, art, and oral literature.

### The Big Idea

Many kinds of people made up Inca society in an empire known for grand architecture and complex oral literature.

### Key Term

masonry, p. 430



**HSS 7.7.2** Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.

**7.7.4** Describe the artistic and oral traditions and architecture in the three civilizations.

## Daily Life for the Lower Class

Most Incas were farmers, artisans, or servants. There were no slaves in Inca society. Lower-class men and women farmed on government lands, served in the army, worked in mines, and built roads.

Parents taught their children how to work, so most children didn't go to school.

But some carefully chosen young girls did go to school to learn weaving, cooking, and religion. Then they were sent to serve the king or work in the temple in Cuzco.

Lower-class Incas lived outside Cuzco in small houses. By law they had to wear plain clothes. Also, they couldn't own more goods than they needed.

## History Close-up

# Machu Picchu

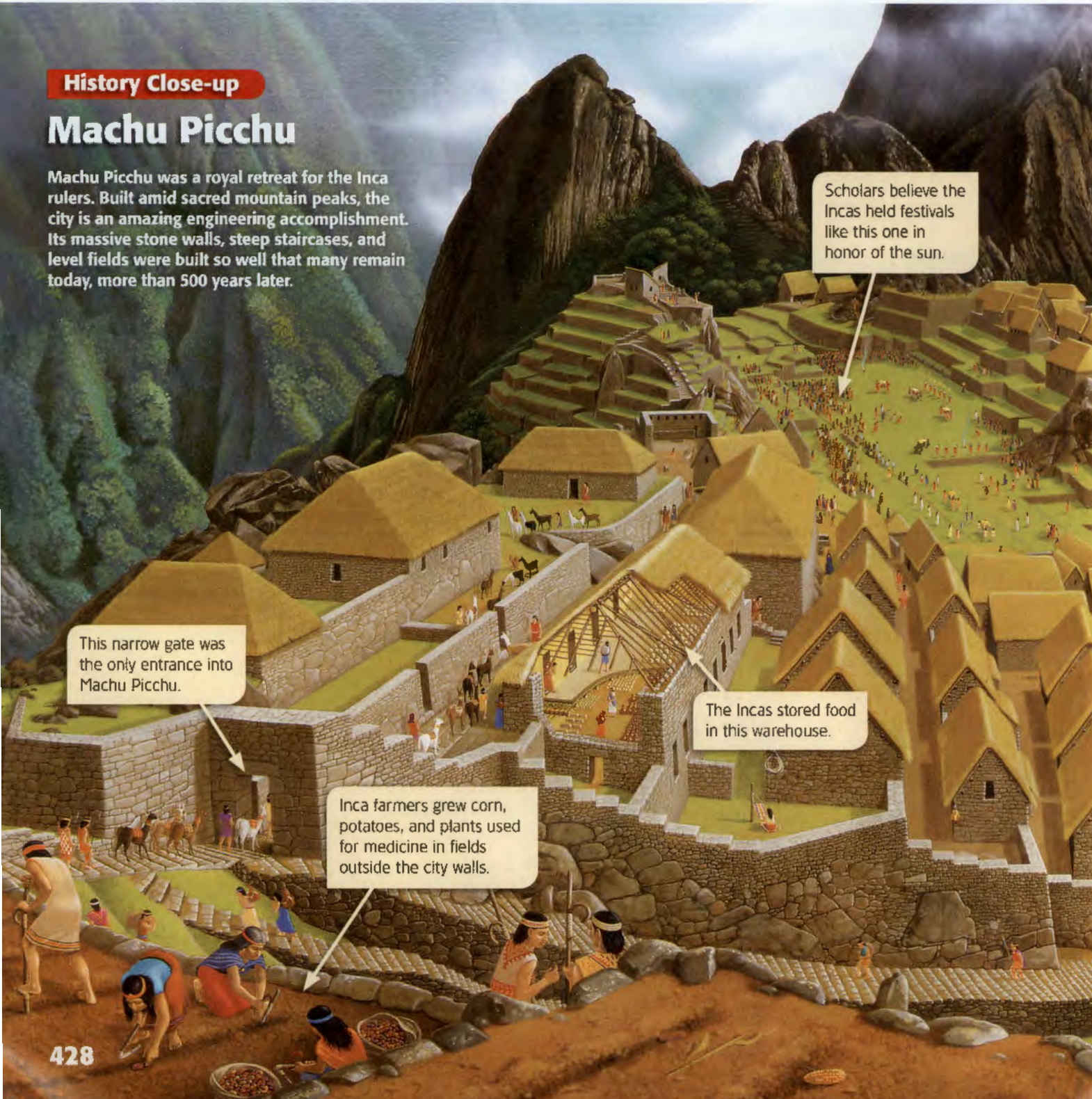
Machu Picchu was a royal retreat for the Inca rulers. Built amid sacred mountain peaks, the city is an amazing engineering accomplishment. Its massive stone walls, steep staircases, and level fields were built so well that many remain today, more than 500 years later.

Scholars believe the Incas held festivals like this one in honor of the sun.

This narrow gate was the only entrance into Machu Picchu.

The Incas stored food in this warehouse.

Inca farmers grew corn, potatoes, and plants used for medicine in fields outside the city walls.



## Religion

The Inca Empire had an official religion. When the Incas conquered new territories, they taught this religion to the conquered peoples. But the people could still worship their own gods, too. As a result, the many groups of people who made up the empire worshipped many different gods.

The sun god was important to Inca religion. As the sun set earlier each day in the winter, at Machu Picchu priests performed a ceremony to tie down the sun and keep it from disappearing completely. The Incas believed their kings were related to the sun god. As a result, the Incas thought their kings never really died.



This unique building had a bathroom, private garden, and guard area. Scholars think this is where the Inca ruler may have lived.

This canal built of rock brought water into the city.

**ANALYSIS SKILL**

**ANALYZING VISUALS**

What features of Inca technology can you see in this illustration?



## Inca Arts

Inca arts included beautiful textiles and gold and silver objects. While many gold and silver objects have been lost, some Inca textiles have survived for hundreds of years.

This llama is made of silver. Inca artisans made many silver offerings to the gods.



The Incas are famous for their textiles, which featured bright colors and detailed designs. Inca artists made cloth from cotton and from the wool of llamas.



In fact, priests brought mummies of former kings to many ceremonies. People gave these royal mummies food and gifts. Some Inca rulers even asked them for advice.

Inca ceremonies often included sacrifice. But unlike the Maya and the Aztecs, the Incas rarely sacrificed humans. They usually sacrificed llamas, cloth, or food.

Incas outside Cuzco worshipped their gods at local sacred places. The Incas believed certain mountaintops, rocks, and springs had magical powers. Incas performed sacrifices at these places as well as at the temple in Cuzco.

**READING CHECK** **Contrasting** How was daily life different for upper- and lower-class Incas?

### Building, Art, and Oral Literature

The Incas had strong traditions of building, art, and storytelling. Many of their creations still exist today.

#### Building

The Incas are known for their massive buildings and forts made of huge, stone blocks. Workers cut the blocks so precisely that they didn't have to use cement to hold them together. Inca **masonry, or stonework**, was of such high quality that even today it is nearly impossible to fit a knife blade between the stones. In fact, many Inca buildings in Cuzco are still being used.

The Incas also built a system of very good roads in their empire. Two major highways that ran the length of the empire formed the basis of the system. Roads paved with stone crossed mountains and deserts. With these roads and rope bridges spanning rivers and canyons, the Incas connected all parts of the empire.

#### Art

The Incas produced works of art as well. Artisans made gold and silver jewelry and offerings to the gods. They even created a

Inca artisans also worked in gold. They made many beautiful objects such as this mask.



**ANALYSIS SKILL**

**ANALYZING VISUALS**

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

life-sized field of corn out of gold and silver in a temple courtyard. Each cob, leaf, and stalk was individually crafted.

Incas also made some of the best textiles in the Americas. Archaeologists have found brightly colored Inca textiles that are still in excellent condition.

## Oral Literature

While archaeologists have found many Inca artifacts, there are no written records about the empire produced before the Spanish conquest. Instead, Incas passed down stories and songs orally. Incas sang about daily life and military victories. Official “memorizers” learned long poems about Inca legends and history.

After the conquistadors came, some Incas learned how to speak and write in Spanish. They wrote about Inca legends and history. We know about the Incas from these records and from the stories that survive in the songs, dances, and religious practices of people in the region today.

**READING CHECK Drawing Inferences** How might the Inca road system have helped strengthen the empire?

**SUMMARY AND PREVIEW** The Aztec and Inca empires had some similarities in their rise and fall and in their culture. In the next chapter you will learn about the European explorations that caused the end of these two empires in the Americas.

## Section 4 Assessment

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Online Quiz

KEYWORD: SQ7 CH15

### Reviewing Ideas, Terms, and People **HSS** 7.7.2, 7.7.4

- Identify** Who were members of the Inca upper class?
  - Explain** How were Inca government and religion related?
  - Elaborate** Why do you think Inca law outlined what clothes people of various classes could wear?
- Describe** What was impressive about Inca masonry?
  - Draw Conclusions** Were Inca oral traditions successful in preserving information? Why or why not?
  - Predict** Why do you think the Incas wanted to connect all parts of their empire with roads?

### Critical Thinking

- Categorizing** Draw a chart like the one below. Use it to categorize different aspects of daily life among upper-class and lower-class Incas.

	Upper class	Lower class
Work		
School		
Clothing and shelter		
Religion		

### FOCUS ON WRITING

- Describing Inca Society** From what social class is the Inca child in your dialogue? Make some notes about his or her daily life.

# Inca Roads

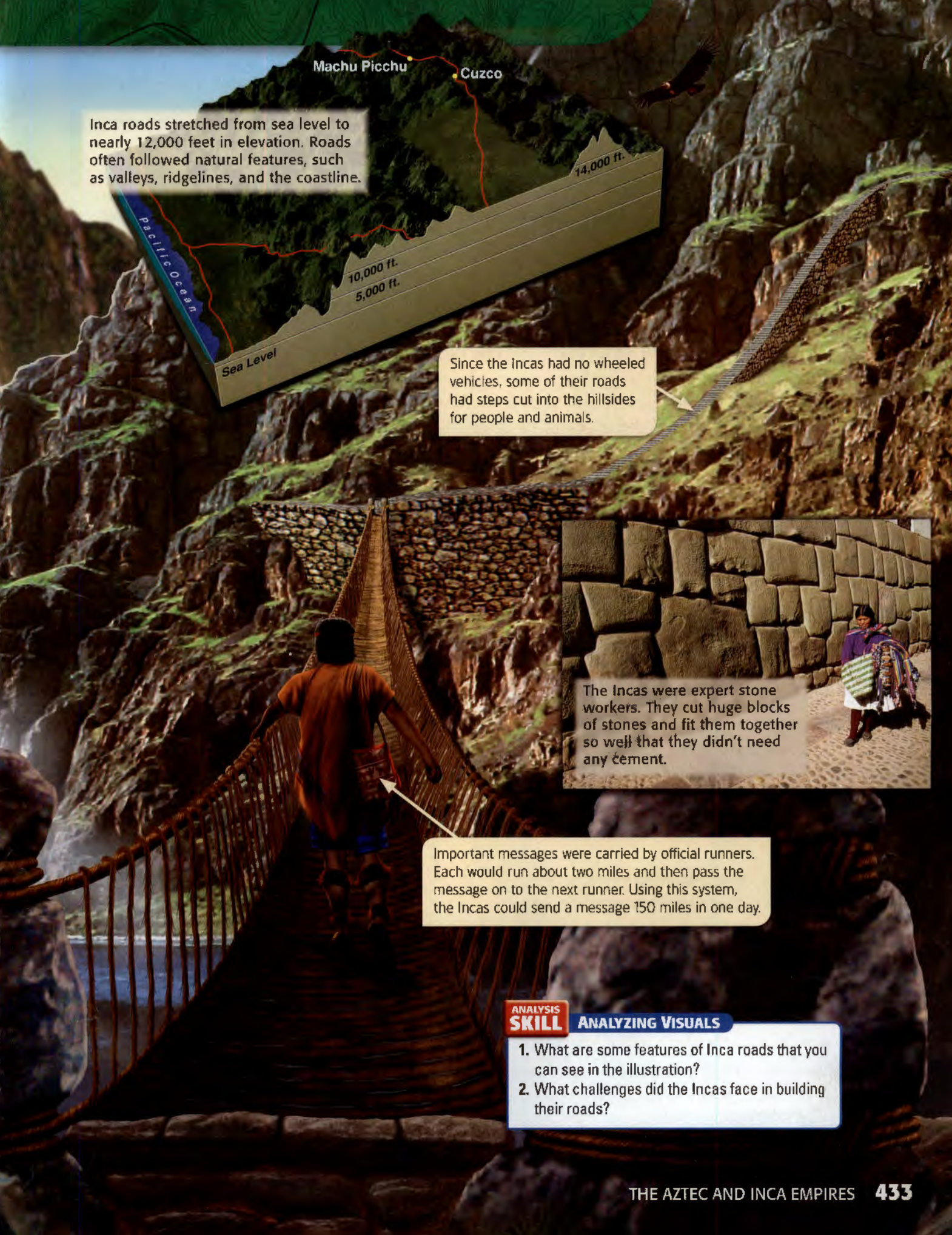
Inca roads were more than just roads—they were engineering marvels. The Incas built roads across almost every kind of terrain imaginable: coasts, deserts, forests, grasslands, plains, and mountains. In doing so, they overcame the geography of their rugged empire.

Although the Incas had no wheeled vehicles, they relied on their roads for transportation, communication, and government administration. The roads symbolized the power of the Inca government.



Many roads were just three to six feet wide, but that was wide enough for people on foot and for llamas, which the Incas used as pack animals.

Inca engineers built rope bridges to cross the valleys of the Andes Mountains. Rope bridges could stretch more than 200 feet across high gorges.



Inca roads stretched from sea level to nearly 12,000 feet in elevation. Roads often followed natural features, such as valleys, ridgelines, and the coastline.

Since the Incas had no wheeled vehicles, some of their roads had steps cut into the hillsides for people and animals.



The Incas were expert stone workers. They cut huge blocks of stones and fit them together so well that they didn't need any cement.

Important messages were carried by official runners. Each would run about two miles and then pass the message on to the next runner. Using this system, the Incas could send a message 150 miles in one day.

**ANALYSIS SKILL** ANALYZING VISUALS

1. What are some features of Inca roads that you can see in the illustration?
2. What challenges did the Incas face in building their roads?



Analysis

Critical Thinking

Participation

Study

## Interpreting Culture Maps

### Understand the Skill

A culture map is a special type of political map. As you already know, political maps show human features of an area, such as boundaries, settlements, and roads. The human features on a culture map are cultural features, such as the languages spoken, major religions, or groups of people. Culture maps are one of several different types of political maps that historians often use. The ability to interpret them is an important skill for understanding history.

### Learn the Skill

The guidelines for interpreting a culture map are similar to those for understanding any map.

- 1 Use map basics. Read the title to identify the subject. Note the labels, legend, and scale. Pay particular attention to special symbols for cultural features. Be sure you understand what these symbols represent.
- 2 Study the map as a whole. Note the location of the cultural symbols and features. Ask yourself how they relate to the rest of the map.
- 3 Connect the information on the map to any written information on the subject.

### Practice and Apply the Skill

Apply the guidelines to the map on this page. Use them to answer the questions here.

1. What makes this map a culture map?
2. Where did the Aztecs live?
3. What people lived to the north of the Aztecs?
4. What other peoples lived in the Lake Texcoco area?
5. What was the main culture in the town of Texcoco?
6. How does this map help you better understand the Aztec Empire?

### Peoples of Lake Texcoco



## Visual Summary

Use the visual summary below to help you review the main ideas of the chapter.

**QUICK  
FACTS**

The Aztecs built a great empire from their capital at Tenochtitlán.



Spanish explorers led by Hernán Cortés conquered the Aztecs in 1521.



The Inca Empire stretched along the west coast of South America.



Francisco Pizarro and a group of Spanish explorers conquered the Incas in 1537.



## Reviewing Vocabulary, Terms, and People

Match each numbered definition with the correct lettered vocabulary term.

- |                 |                      |
|-----------------|----------------------|
| a. codex        | g. Francisco Pizarro |
| b. masonry      | h. conquistadors     |
| c. Moctezuma II | i. Hernán Cortés     |
| d. Pachacuti    | j. Quechua           |
| e. causeways    | k. Atahualpa         |
| f. llamas       |                      |
- members of the camel family that Incas raised for wool
  - a type of ancient book
  - leader who expanded Inca Empire
  - raised paths across water or wet ground
  - led Spanish in defeat of Aztec Empire
  - Spanish soldiers who came to the Americas to explore new lands, search for gold, and spread their religion
  - stonework
  - Inca leader captured by the Spanish
  - official language of the Inca Empire
  - Aztec leader at the fall of the Aztec Empire
  - led Spanish in defeat of Inca Empire

## Comprehension and Critical Thinking

### SECTION 1 (Pages 410–414) HSS 7.7.1, 7.7.3

- a. Describe** What was Tenochtitlán like? Where was it located?

**b. Draw Conclusions** What factor do you think played the biggest role in the Aztecs' defeat? Defend your answer.

**c. Elaborate** How did an Aztec religious belief play a role in the Spaniards' conquest of the Aztecs?

## SECTION 2 (Pages 416–421) HSS 7.7.2, 7.7.4, 7.7.5

13. **a. Identify** What were the four basic classes of Aztec society?
- b. Analyze** What was the connection between warfare and Aztec religious ceremonies?
- c. Elaborate** How did Aztec art and architecture make use of natural materials?

## SECTION 3 (Pages 422–426) HSS 7.7.1, 7.7.3

14. **a. Recall** Who was Pachacuti, and what did he accomplish?
- b. Make Inferences** What problems did the Incas overcome to rule their huge empire?
- c. Predict** What might have happened if Atahualpa and Huáscar had settled their argument peacefully?

## SECTION 4 (Pages 427–431) HSS 7.7.2, 7.7.4

15. **a. Describe** What were some important features of Inca masonry? of the Inca road system?
- b. Contrast** How did daily life differ for the Inca upper class and for the Inca lower class?
- c. Elaborate** Why do scholars have to depend on archaeological evidence and documents written in Spanish for information on Inca civilization? How may our knowledge of Inca life have been affected?

## Using the Internet

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KEYWORD: SQ7 WH15

16. **Activity: Making Diagrams** In this chapter, you learned about the rise and fall of the Spanish, Aztec, and Inca empires. What you may not know is that the rise and fall of empires is a pattern that occurs again and again across history. Enter the activity keyword. Then create a diagram that shows the factors that cause empires to form as well as the factors that cause them to decline. What sort of diagram would best represent the forces in the rise and fall of empires?

## Reviewing Themes

17. **Politics** What were the similarities between the rise of the Aztec Empire and the rise of the Inca Empire?
18. **Science and Technology** What methods did Aztec and Inca builders develop to overcome geographical challenges?

## Reading Skills

**Understanding Proposition and Support** For each sentence below, note in what ways you could support the proposition.

19. The Aztecs had great skills in architecture and engineering.
20. The Incas had a highly structured government.

## Social Studies Skills

21. **Understanding Cultural Maps** Look in the chapter at the maps of the Aztec and Inca empires. Why do you think the Aztec Empire didn't include all the land from Tula to Xocochocho? How would physical features have affected the Inca rulers' ability to rule their empire?

## FOCUS ON WRITING



22. **Writing a Lively Dialogue** Review the notes you've taken about life in the Aztec and Inca empires. Think about what life would have been like for children in each place. Then write a dialogue in which the children describe and compare their lives.  
To make your dialogue more interesting and lively, imagine what each child's personality is like. Use clear, sensory details to create a rich picture of each child's life. You may also want to describe the facial expressions each child might make while he or she is talking.

# Standards Assessment

**DIRECTIONS:** Read each question, and write the letter of the best response.

- 1** Use the map to answer the following question.



The Aztec and Inca empires are indicated on this map by

- A X for the Inca and Y for the Aztec.  
B Y for the Aztec and Z for the Inca.  
C Y for the Inca and Z for the Aztec.  
D X for the Aztec and Z for the Inca.
- 2** The following factors all helped the Spanish to conquer the Aztecs and Incas *except*
- A European diseases.  
B greater numbers of soldiers.  
C superior weapons.  
D existing problems within the empires.
- 3** Which statement *best* compares or contrasts agriculture in the Aztec and Inca empires?
- A The Aztecs farmed on terraces and the Incas grew crops on *chinampas*.  
B The Incas had to adapt to their environment while the Aztecs did not.  
C Most people in both the Aztec and Inca empires were farmers.  
D Both Aztecs and Incas raised llamas.

- 4** Aztec and Inca cultures differed in all of the following areas *except*
- A in the worship of many different gods.  
B in the practice of slavery.  
C in trade within the empire.  
D in the practice of human sacrifice.
- 5** Which people had a writing system *in addition to* a rich oral literature?
- A both the Inca and the Aztec  
B only the Inca  
C only the Aztec  
D neither the Inca nor the Aztec

## Connecting with Past Learnings

- 6** Aztec warriors were highly honored members of society. Their status was *most* like that of warriors in which society that you studied in Grade 6?
- A Chinese  
B Athenian  
C Sumerian  
D Spartan
- 7** In your study of ancient history, you learned the Egyptians believed their ruler was related to the sun god. This is *most* like the beliefs of the
- A Incas.  
B Nazca.  
C Aztecs.  
D Maya.



## Assignment

Write a persuasive essay supporting your opinion on one of the following topics:

- The Aztecs [or the Incas] built the most advanced early American empire.
- Hernán Cortés was [or was not] a villain.

### TIP Using Expert Opinions

Experts are people who have researched and studied a particular topic. You can find their statements in this textbook or other books on the Aztecs or the Incas. Because these experts have studied the topic, their opinions are considered to be reliable. Readers are likely to find their opinions convincing.



**ELA Writing 7.2.4** Write persuasive compositions.

# Opinions about Historical Events

Even though history is mostly about facts, people can disagree about what those facts mean. When we disagree about the meaning of historical events, we often use persuasive arguments to convince others to agree with our opinion.

## 1. Prewrite

### Stating Your Opinion

Persuasion begins with an opinion. Choose one of the topics suggested in the assignment, and write a statement of your opinion. Here is an example: *Malintzin was a traitor to her people.*

### Building a Good Argument

In persuasion, an argument has nothing to do with anger or fighting. Instead, an argument is logical proof to support an opinion. Logical proof starts with **reasons**, which tell *why* you have an opinion. For each reason, you need **evidence**—facts, examples, or expert opinions.

**Opinion:** *The Incas built the greatest early American empire.*

**Reason:** *They established central control over the empire.*

**Evidence:** *They created an official language, Quechua. [fact]*

### Organizing Your Reasons

Organizing your reasons by **order of importance** can help you persuade your readers. Start with the least important reason and build to the most convincing one. Your readers will probably remember that reason.

## 2. Write

Here is a framework you can use to write your first draft.

### A Writer's Framework

#### Introduction

- Start with a question, a quotation, or a surprising fact.
- State the topic and your opinion on it.

#### Body

- Include three reasons to support your opinion.
- Support each reason with evidence.
- Organize your reasons in order of importance, most important last.

#### Conclusion

- Summarize your reasons.
- Restate your opinion in different words.
- Close by making a connection to a historical or current event.

## 3. Evaluate and Revise

### Evaluating

Use these questions to discover ways to improve your first draft.

#### Evaluation Questions for a Persuasive Essay

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>■ Does the introduction identify your topic and clearly state your opinion?</li><li>■ Do you provide at least three reasons to support your opinion?</li><li>■ Do you include facts, examples, or expert opinions to support each reason?</li><li>■ Do you start a new paragraph with each reason?</li></ul> | <ul style="list-style-type: none"><li>■ Does your conclusion restate your opinion in different words?</li><li>■ Does your conclusion summarize your supporting reasons?</li><li>■ Do you end by making a connection to another historical or current event?</li></ul> |
|--|---|

#### TIP

**Fact v. Opinion** Knowing the difference between a fact and an opinion is important for both writers and readers of persuasive essays.

- **Facts** are statements that can be proven true or false. *The Aztecs developed a calendar.*
- **Opinions** are statements of personal belief and cannot be proven. *Tenochtitlán was a better city than any European city at the time.*

### Revising

Look for sentences that begin with “There is,” “There are,” or “It is.” These sentences have delayed or lost subjects that can weaken your writing. A **delayed subject** comes too late. A **lost subject** does not appear at all.

**Delayed:** There are many historians who say that the Aztecs had a strong scientific tradition. (The subject is *historians*. Beginning the sentence with *There are* weakens its focus.)

**Better:** Many historians say the Aztecs had a strong scientific tradition.

**Lost:** It is believed that the Incas passed down stories orally. (The subject is lost, so we don’t know *who* believes this.)

**Better:** Archaeologists believe the Incas passed down stories orally.

## 4. Proofread and Publish

### Proofreading

When you use expert opinions to support your opinion, you will probably include a direct quotation. Check to see whether you have enclosed any direct quotation in quotation marks.

### Publishing

Get together with a group of students who have different opinions on the same topic. Make a list of all the reasons you have to support your opinion. Discuss the different opinions and then take a vote to see whether the discussion changed anyone’s opinion about the topic.

### Practice and Apply

Use the steps and strategies in this workshop to write a persuasive essay.