

UNIT

1 Different Worlds Meet

Beginnings to 1625

Why It Matters

As you study Unit 1, you will learn that the first immigrants came to the Americas long before written history. From their descendants evolved a rich variety of cultures. The following resources offer more information about this period.

Primary Sources Library

See pages 592–593 for primary source readings to accompany Unit 1.

 Use the **American History**

Primary Source Document Library

CD-ROM to find additional primary sources about Native American life.



Astrolabe, early astronomical instrument

Monument Valley



“I found very many islands peopled....”

—Christopher Columbus, 1493



CHAPTER 1

The First Americans

Prehistory to 1492

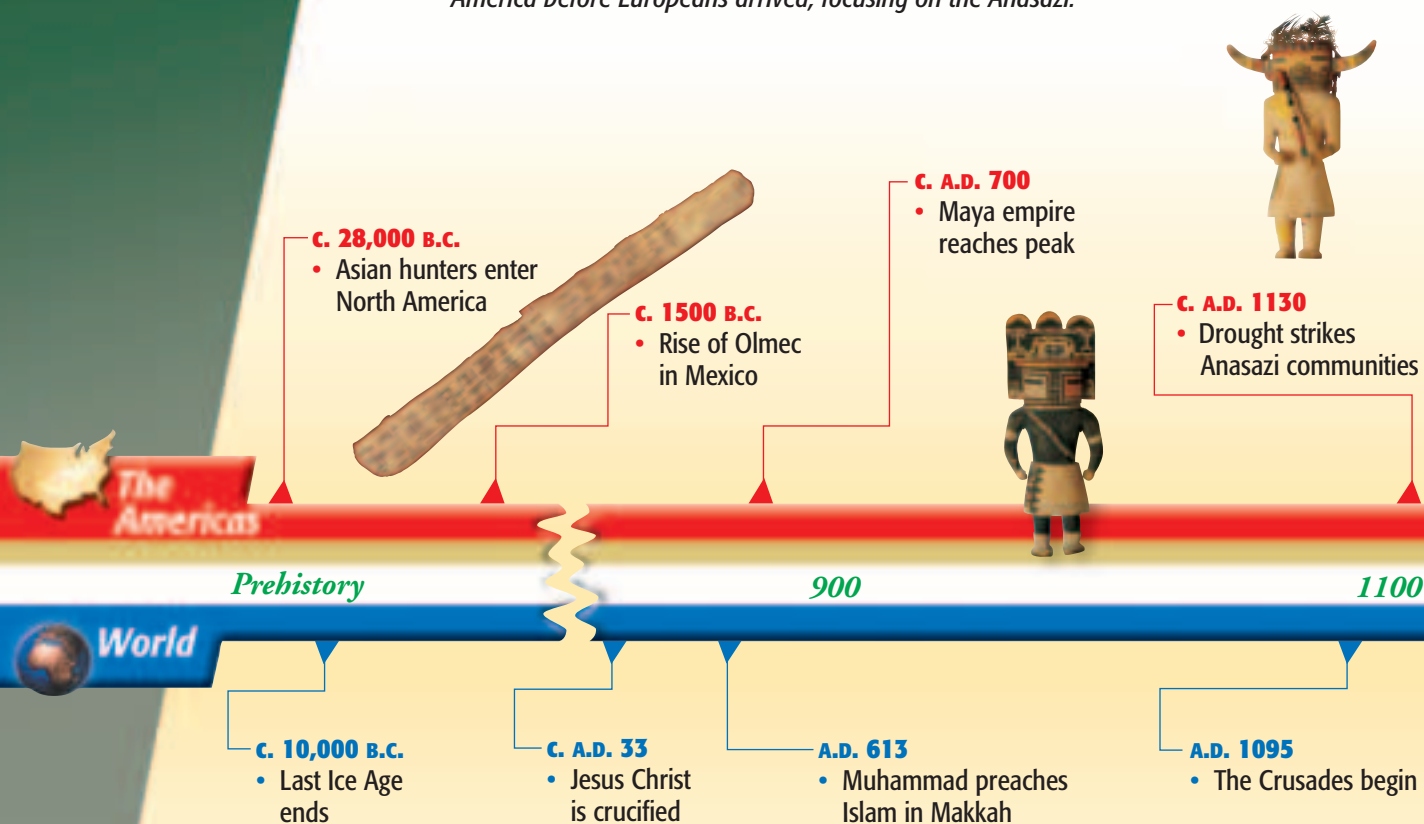
Why It Matters

Thousands of years ago small groups of hunters crossed a bridge of land that connected Siberia and Alaska. Eventually, they spread throughout North and South America.

The Impact Today

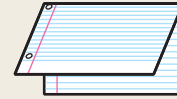
These first people, called Native Americans, influenced later cultures. Native Americans are part of the modern world, yet many of them also preserve the ways of life, customs, and traditions developed by their ancestors centuries ago.

 **The American Republic to 1877 Video** The chapter 1 video, "Before Columbus," examines the diverse cultures of North America before Europeans arrived, focusing on the Anasazi.



Categorizing Study Foldable Group information into categories to make sense of what you are learning. Make this foldable to learn about the first Americans.

Step 1 Fold one sheet of paper in half from top to bottom.



Step 2 Fold in half again, from side to side.

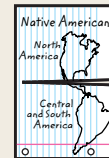


Step 3 Unfold the paper once. Cut up the fold of the top flap only.



This cut will make two tabs.

Step 4 Turn the paper vertically and sketch the continents of North and Central and South America on the front tabs.



Reading and Writing As you read the chapter, write under the flaps of your foldable what you learn about the Native American people living in these regions.



City in the Sky Inca workers built the city of Machu Picchu high in the Andes mountain ranges.



C. A.D. 1300

- Hohokam civilization begins to decline

A.D. 1325

- Aztec establish Tenochtitlán

C. A.D. 1400

- Inca empire begins to expand



1300

1500

A.D. 1215

- England's King John signs Magna Carta

A.D. 1295

- Italian traveler Marco Polo returns from China

A.D. 1368

- Ming dynasty begins in China

A.D. 1312

- Mansa Musa begins rule of West African kingdom of Mali

HISTORY
Online

Chapter Overview

Visit tarvo1.glencoe.com and click on **Chapter 1**—**Chapter Overviews** to preview chapter information.

SECTION 1

Early Peoples

Guide to Reading

Main Idea

The first Americans spread throughout North, Central, and South America.

Key Terms

archaeology, artifact, Ice Age, nomad, migration, maize, carbon dating, culture

Reading Strategy

Determining Cause and Effect As you read Section 1, re-create the diagram below and explain why the first Americans came to the continent and the consequences of their arrival.

Migration to the Americas	
Causes	Effects

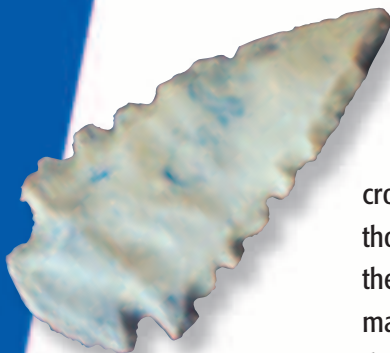
Read to Learn

- how the first people arrived in the Americas.
- which discovery changed the lives of the early Native Americans.

Section Theme

Geography and History The Ice Age made it possible for hunters to migrate to the Americas.

Preview of Events



Arrowhead, hand-chipped stone

AN American Story

No one knows for sure how the first people arrived in America. They may have crossed a land bridge that many scientists think connected Asia and North America thousands of years ago. They may have come by boat from Asia or Europe. Why they came is also a mystery. Possibly they followed mammoths or other game animals or were hunting seals and whales along the coast. Over time these people settled in America, becoming the first “native Americans.”

The Journey From Asia

These first Americans arrived thousands of years ago. As food supplies improved, the population of the Americas increased. By A.D. 1500, millions of Native Americans, belonging to more than 2,000 different groups, lived on the two continents of North America and South America.

When Europeans arrived in the Americas in the late 1400s, they found Native Americans living there. The Europeans wondered where these peoples had come from and how they happened to settle in the Americas. Some believed the Native Americans had come from Atlantis, an island that was supposed to have sunk beneath the waves of the Atlantic Ocean.

Modern scientists are still trying to determine how the first people came to North and South America. The story of the first Americans is still being pieced together by experts in **archaeology**, the study of ancient peoples. Archaeologists learn about the past from **artifacts**, things left behind by early people, such as stone tools, weapons, baskets, and carvings. Their discoveries show that many early peoples may have come across a land that later sank into the sea. It was not the mythical Atlantis, however, but a strip of land called **Beringia** that once joined Asia and the Americas.

Crossing the Land Bridge

During its long history, the earth has passed through several **Ice Ages**. These are periods of very cold temperatures when part of the earth was covered with large ice sheets. Much of the water from the oceans was frozen into these sheets, or glaciers. For that reason the sea levels were much lower than they are today.

The most recent Ice Age began 100,000 years ago and ended about 12,000 years ago. During this period many scientists think the lower sea level exposed a wide strip of land between Asia and North America. This land bridge would have run from **Siberia** in northeastern Asia to present-day **Alaska**, the westernmost part of the Americas. The land bridge, Beringia, now lies under the **Bering Strait**.

One popular scientific theory states that the first Americans were people from Asia who crossed over Beringia during the last Ice Age. These early peoples reached the Americas thousands of years ago.

In Search of Hunting Grounds

The early Americans were **nomads**, people who moved from place to place. They gathered wild grains and fruits but depended on hunting for much of their food. While traveling in search of animals to hunt, they crossed Beringia into what is now Alaska and Canada.

The crossing of the land bridge was a **migration**, a movement of a large number of people into a new homeland. It did not happen in a single journey. As the centuries passed, many

groups of people traveled from Asia either on foot across the land bridge or in boats. From the north, the migrants gradually moved into new territory. They spread out across the Americas, going as far east as the Atlantic Ocean and as far south as the tip of South America.

Hunting for Food

Native American legends tell of giant beasts that roamed the earth in ancient times. When the first Americans arrived from Asia, they did indeed find huge mammals. There was the saber-toothed tiger, the woolly mammoth, and the mastodon. The mammoth and mastodon resembled modern elephants in size and shape but had shaggy fur and long tusks.

The early Americans were skilled at hunting these beasts. The hunters shaped pieces of stone and bone to make tools for chopping and scraping. They chipped rocks into extremely sharp points and fastened them on poles to make spears. Bands of hunters armed with these spears stalked herds of bison, mastodons, or

Causes and Effects of Migration

Causes

- The earth enters a long Ice Age.
- Water from the ocean freezes.
- Sea levels drop, exposing the Beringia land bridge.

Effects

- Hunters from Asia cross into North America.
- People spread into Central America and South America.
- The early Americans create new cultures.

Graphic Organizer Skills

The settlement of the Americas can be traced to a geographic element—the earth’s climate.

Analyzing Information What happened when sea levels dropped?



Geography Skills

Over thousands of years, prehistoric people migrated from other lands to the Americas.

- 1. Movement** Along what major mountain ranges did the migration routes flow?
- 2. Interpreting Information** How was it possible for prehistoric people to cross the Bering Strait?

mammoths and then charged at the animals, hurling their weapons.

A single mammoth provided tons of meat, enough to feed a group of people for months. The hunters and their families used every part of the animal. They made the skin into clothing, carved the bones into weapons and tools, and may have used the long ribs to build shelters.

About 15,000 years ago the earth's temperatures began to rise. The Ice Age was drawing to an end. As the great glaciers melted, the oceans rose, and Beringia was submerged again. The

Americas were cut off from Asia. At the same time, the hunters of America faced a new challenge. The mammoths and other large animals began to die out, either from being overhunted or because of changes in the environment. The early Americans had to find other sources of food.

✓ Reading Check Describing How did early American nomads hunt for food?

Settling Down

As the large animals disappeared, the early Americans found new sources of food. They hunted smaller game, such as deer, birds, and rodents. Those who lived along rivers or near the seacoast learned to catch fish with nets and traps. They continued to gather wild berries and grains.

Planting Seeds

About 9,000 years ago, people living in present-day **Mexico** made a discovery that would shape the lives of Native Americans for thousands of years. They learned to plant and raise an early form of corn called **maize**. Their harvests of maize provided a steady, reliable source of food. No longer did they have to move from place to place in order to find food.

Early Americans in Mexico also experimented with other kinds of seeds. They planted pumpkins, beans, and squashes. They soon began producing more than enough food to feed themselves. The population grew along with the growing food supply.

Early Communities

With rising numbers of people and a dependable supply of food, early Americans in Mexico started to form stationary communities. Scientists have found traces of early villages that date from about 5,000 years ago. Scientists use a method called **carbon dating** to find out how old an artifact is. By measuring the amount of radioactive carbon that remains in something that was once alive—such as a bone or a piece of wood—they can tell approximately how long ago it lived. Carbon dating is imprecise and can only give a rough estimate of an artifact's age.

Sometime after the early settlements in Mexico, people began farming in what is now the southwestern United States. Not all the early peoples in the Americas farmed, however. Some remained nomadic hunters, and others relied on fishing or trading instead of agriculture.

The Growth of Cultures

Farming allowed people to spend time on activities other than finding food. Knowing that they would harvest an abundant supply of grains and vegetables, the people of ancient Mexico began to improve their lives in other ways. They built permanent shelters of clay, brick, stone, or wood. They made pottery and cloth and decorated these goods with dyes made from roots and herbs. They also began to develop more complex forms of government.

Agriculture changed the lives of these early people and led to a new **culture**, or way of life. Rather than move from place to place in search of food, the people who farmed were able to settle down. They formed communities and developed common customs, beliefs, and ways of protecting themselves. Over time, the many different groups of people living in the Americas developed their own cultures.

 **Reading Check Summarizing** What did farming mean for nomadic people?

SECTION 1 ASSESSMENT



Study Central™ To review this section, go to tarvol1.glencoe.com and click on **Study Central™**.

Checking for Understanding

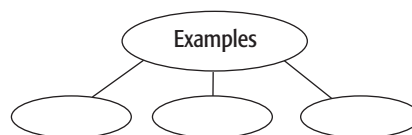
- Key Terms** Use each of the following terms in a complete sentence that will help explain its meaning: **archaeology, artifact, Ice Age, migration, culture**.
- Reviewing Facts** Why did the first people come to the Americas?

Reviewing Themes

- Geography and History** How did an Ice Age make it possible for Asian hunters to migrate to the Americas?

Critical Thinking

- Determining Cause and Effect** How do you think the first Americans discovered that they could grow their own plants?
- Organizing Information** Re-create the diagram below and explain how early Native Americans depended on their environment and natural resources.



Analyzing Visuals

- Geography Skills** Study the map on page 18. In which direction did the travelers migrate across the Bering Strait?

Interdisciplinary Activity

Geography Create a version of the map on page 18. Your version can be larger, if needed. Label all land masses and bodies of water. Illustrate the map to tell the story of how the first Americans migrated to North America.

New Ways to the New World

An old Virginia sandpit may change our views of the earliest Americans

IT HAS BEEN CALLED THE GREATEST STORY OF IMMIGRATION TO THE Americas. At the end of the last Ice Age, brave women and men from Siberia walked across the Bering Sea land bridge. This is a piece of land that once connected the Asian continent with North America. Within 500 years, their descendants had settled most of the hemisphere, from the Arctic Circle to the tip of South America. But it seems they may not have been first.

Cactus Hill

Well known archaeologist **JOSEPH McAVOY** and his team reported that they have located an ancient campsite that is about 18,000 years old. The place, known as Cactus Hill, is about 45 miles south of Richmond, Virginia (see map).

Scientists now believe the site may actually be thousands of years older than the land-bridge site. If that's true, then people were living in North America much earlier than once believed. "If the dates hold up, and I think they will," says archaeologist Dennis Stanford, "this is probably some of the oldest material in North America, if not the entire New World."

For decades, experts thought that 11,200-year-old stone spear points from a site in Clovis, New Mexico, were the earliest evidence of settlement in the hemisphere. But since the 1970s, older sites have been discovered on both sides of the North American continent. The most important finding has been a 17,000-year-old rock shelter in Meadowcroft, Pennsylvania.

McAvoy and wife, Lynn, working on what may be one of the oldest campsites in the Americas

More Proof

Now Cactus Hill presents still more proof that humans settled in North America earlier than anyone had thought. McAvoy's team has unearthed a variety of stone tools, probably used for hunting and butchering animals. The team also found burned bones of mud turtles, white-tailed deer, and other mammals, and bits of charcoal left over from hunters cooking the animals.

High-tech instruments were used to figure out how old the bones and objects are. The Meadowcroft rock shelter's chief archaeologist, James Adovasio, says: "This is another indication that people were running around North America earlier than 13,000 years ago."



GARRETT - NATL GEOGRAPHIC CACTUS HILL

How Did People Arrive?

How could they have reached North America? One possibility is that they came by boat along the eastern and western coasts of the Americas. A 12,500-year-old settlement in Monte Verde, Chile, for example, might have been reached easily by water.

“That’s possible,” says James Adovasio. “You had southeast Asians sailing to Australia more than 50,000 years ago.”

The most startling idea is raised by Dennis Stanford, who says the Cactus Hill tools resemble even older ones found in Spain and France. He thinks that the first people to reach the Americas managed to cross the Atlantic from what is now Spain and Portugal some 17,000 to 18,000 years ago.

For now, few scientists are willing to go so far. “I think people did have the capacity to sail across the Atlantic,” says Adovasio.

“But I still think 99.9 percent of the settling of the Americas occurred through the interior or along the coast from the Bering Sea.”

BY LAND OR BY SEA?
Cactus Hill lends weight to the theory that the first Americans arrived by sea.



TIME GRAPHIC BY LON TWEETEN

SECTION 2 Cities and Empires

Guide to Reading

Main Idea

Several factors led to the rise and decline of great civilizations and empires in the Americas.

Key Terms

civilization, theocracy, hieroglyphics, terrace

Reading Strategy

Categorizing Information As you read the section, re-create the diagram below and describe the role religion played in each civilization.

Civilization	Religion
Maya	
Aztec	
Inca	

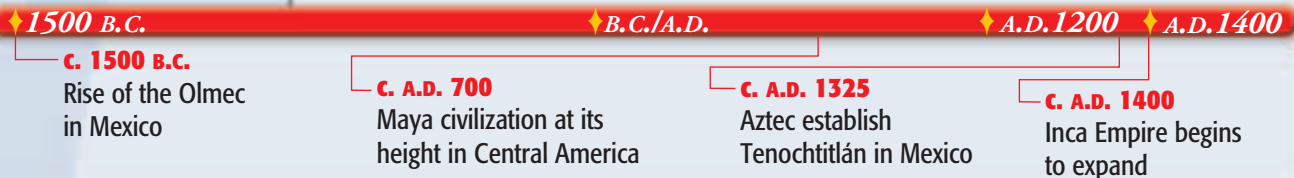
Read to Learn

- why powerful empires arose in the Americas.
- how the people of each empire adapted to their environment.

Section Theme

Culture and Traditions Civilizations such as the Maya, the Aztec, and the Inca arose in present-day Mexico and in Central and South America.

Preview of Events



Artifact, c. A.D. 900

AN American Story

Rumors of a lost city led American historian Hiram Bingham to the mountains of Peru in 1911. Bingham followed a steep mountain trail, pulling himself along by grabbing vines. After many hours of climbing, he reached a clearing. Suddenly he saw acres of huge, crumbling walls and pillars of white stone covered with vines and moss. "It fairly took my breath away," wrote Bingham. He knew that these temples and monuments were the remains of a very advanced people.

Early American Civilizations

Bingham had discovered the ruins of an early Inca city, Machu Picchu (MAH•choo PEE•choo). It is a small city—Machu Picchu covers only about five square miles (13 sq. km)—but it is an extraordinary place. Its structures, carved from the gray granite of the mountaintop, are wonders of design and craftsmanship and equal the achievements of the civilizations of Europe, Asia, and Africa.

Long before the arrival of Europeans in the early 1500s, several great **civilizations**, or highly developed societies, arose in present-day Mexico and in

Central and South America. These civilizations built enormous cities in thick jungles and on mountaintops that were hard to reach. They also developed complex systems for writing, counting, and tracking time.

Among the largest and most advanced of these early civilizations were the **Olmec**, the **Maya**, the **Aztec**, and the **Inca**. Each civilization spread out over hundreds of miles, included millions of people, and thrived for centuries.

The Olmec flourished between 1500 B.C. and 300 B.C. along the Gulf Coast of what are now Mexico, Guatemala, and Honduras. Olmec farmers produced enough food to sustain cities containing thousands of people. Olmec workers sculpted large stone monuments and built stone pavements and drainage systems. Their civilization strongly influenced their neighbors.

 **Reading Check** **Identifying** What are civilizations?

The Maya

The Maya built their civilization in the steamy rain forests of present-day **Mexico**, **Guatemala**, **Honduras**, and **Belize**. They planted maize, beans, sweet potatoes, and other vegetables. They also pulled enormous stones from the earth to

build monuments and pyramids that still stand today. Much of this labor was performed by enslaved people, usually prisoners of war.

Mayan Cities

By A.D. 300 the Maya had built many large cities. Each city had at least one stone pyramid. Some pyramids reached about 200 feet (60 m)—the height of a 20-story building. Steps ran up the pyramid sides to a temple on top. The largest Mayan city, **Tikal**, in present-day Guatemala, was surrounded by five pyramids.

The temples on top of the pyramids were religious and governmental centers. Wearing gold jewelry and detailed headdresses, the priests in the temples performed rituals dedicated to the Mayan gods. On special days, the city's people attended religious festivals.

The Maya believed the gods controlled everything that happened on earth. Because only priests knew the gods' wishes, the priests held great power in Mayan society and made most of the important decisions. The civilization of the Maya was a **theocracy**, a society ruled by religious leaders.

To keep accurate records for their religious festivals, the Maya became skilled astronomers. The Mayan priests believed that the gods were



America's *Architecture*

In Tikal and other cities, the Maya built huge pyramids where people could gather for ceremonies honoring the deities. A model of a Mayan city is shown (top left).

How were the Maya governed?



visible in the stars, sun, and moon. They used their knowledge of the sun and stars to predict eclipses and to develop a 365-day calendar. Their desire to measure time increased their knowledge of mathematics. The Maya also developed a form of writing called **hieroglyphics**. Hieroglyphics use symbols or pictures to represent things, ideas, and sounds.

Economics

Transport and Trade

The Maya did not have wheeled vehicles or horses, so everything they transported overland was carried on human backs. Mayan traders traveled on a network of roads that had been carved out of the jungle. Farmers brought maize and vegetables to outdoor markets in the cities. They exchanged their crops for cotton cloth, pottery, deer meat, and salt.

Mayan traders also transported goods by water. Mayan canoes traveled up and down Mexico's east coast. The canoes carried jade statues, turquoise jewelry, cacao beans for making chocolate, and other goods to traders throughout a large area.

Decline of a Civilization

Around A.D. 900 the Maya civilization in the lowlands began to decline. By A.D. 1100 the great cities were almost ghost towns. The jungle crept back across the plazas, roads, and fields. No one knows what caused the decline. Perhaps slaves and farmers revolted against their Mayan masters. Perhaps the soil became too exhausted by erosion and fire to produce enough food for the people. The Maya civilization collapsed, but descendants of the Maya still live in parts of Mexico and Central America.

 **Reading Check** **Explaining** What is a theocracy?

The Aztec

Centuries after the fall of the Maya, a group of hunters called the Aztec wandered through central Mexico, searching for a permanent home. In 1325 they came upon an island in Lake Texcoco, today part of Mexico City. There the

Why It Matters

Farming and the Growth of Civilization

Thousands of years ago, a quiet revolution took place. In scattered pockets of the Middle East, Asia, Africa, and the Americas, people learned to cultivate food-producing plants for the first time. As farming gradually spread, it encouraged the growth of permanent communities.



What, Where, and When

Once they had agriculture, people could settle in permanent communities.

c. 8000 B.C.
Wheat (Syria)



c. 7000 B.C.
Barley (Jordan)



Aztec saw a sign: an eagle sitting on a cactus, with a snake in its beak. That meant this island was to be their home.

Tenochtitlán

On this island emerged **Tenochtitlán** (tay•NAWCH•teet•LAHN), one of the greatest cities in the Americas. Its construction was a miracle of engineering and human labor. Directed by priests and nobles, workers toiled day and night. They pulled soil from the bottom of the lake to make causeways, or bridges of earth, linking the island and the shore. They filled parts of the lake with earth so they could grow crops.

In time the Aztec capital expanded to the mainland around the lake. At its height Tenochtitlán was the largest city in the Americas, and one of the largest in the world. Tenochtitlán also served as a center of trade, attracting thousands of merchants to its outdoor marketplaces.

Progress

Advances such as terrace farming helped to irrigate crops.



NATIONAL GEOGRAPHIC

Agriculture Emerges



Agriculture Emerges

Many of the earliest civilizations arose from farming settlements near river valleys.

Tools

Early people used a maize bowl and other tools such as a grinding stone to prepare the maize.

Crops

Maize was first farmed in Mexico.



c. 5600 B.C.

Beans

(South America)

c. 5000 B.C.

Corn or maize

(Mexico)

c. 4000 B.C.

Rice (Thailand)

c. 3000 B.C.

Cotton (India)

c. 2000 B.C.

Potato

(South America)

War and Religion

The Aztec civilization grew into a military empire. In the 1400s the Aztec army marched through central and southern Mexico, conquering nearly all rival communities. Aztec warriors took everything they could carry from their victims, including maize, cotton cloth, copper, and weapons. Conquered people were forced to work as slaves in Aztec cities and villages.

Like the Maya, the Aztec organized their society around their religion. The Aztec believed that human sacrifices were necessary to keep the gods pleased and to ensure abundant harvests. Thousands of prisoners of war were sacrificed.

A Great City Remembered

The first Europeans to see the Aztec capital were awed by its splendor. In 1519, 550 Spanish soldiers entered Tenochtitlán, led by Hernán Cortés. He wrote:

“There are forty towers at least, all of stout construction and very lofty. . . . The workmanship both in wood and stone could not be bettered anywhere.”

Bernal Díaz del Castillo, one of the soldiers, marveled at the

“great stone towers and temples and buildings that rose straight up out of the water.”

Tenochtitlán, he explained, was a city of water, and many of the streets were waterways for canoes. Some of the Spanish soldiers thought that Tenochtitlán was more magnificent than Rome and the other great European capitals of the time.

Reading Check Making Generalizations Why was the Aztec city of Tenochtitlán a great city?

The Inca

Another great American civilization developed in the western highlands of South America. The empire of the Inca was the largest of the early American civilizations.

The Inca founded their capital city of **Cuzco** (KOOS•koh) around A.D. 1200. In 1438 an emperor named Pachacuti (PAH•chah•KOO•tee) came to the throne and began a campaign of conquest against the neighboring peoples. He and his son, Topa Inca, built an empire that stretched from north to south for more than 3,000 miles (4,800 km), from present-day Colombia to northern Argentina and Chile.

The Incan army was powerful. All men between 25 and 50 years old could be drafted to serve in the army for up to five years. Their weapons included clubs, spears, and spiked copper balls on ropes. Using slings of woven cloth, Incan soldiers could throw stones 30 yards (27 m).

Life in the Empire

At its height, the Inca Empire had a population of more than nine million, including many conquered peoples. To control this large empire, the Inca built at least 10,000 miles (16,000 km) of stone-paved roads that ran over mountains, across deserts, and through jungles. Rope bridges, made from grass, crossed canyons and rivers.

Runners carrying messages to and from the emperor linked remote outposts of the empire to Cuzco. The Inca language, Quechua (KEH•chuh•wuh), became the official language for the entire empire. Although the Inca did not have a system of writing, they developed a system of record keeping with string called *quipus* (KEE•poos). Using various lengths and colors of string, knotted in special patterns, the *quipus* carried information about resources such as grain supplies.

Although mountainous land is not well suited for farming, the Inca devised ways to produce a steady supply of food. They cut **terraces**, or broad platforms, into steep slopes so they could plant crops. They built stone walls on the terraces to hold the soil and plants in place. Incan farmers grew maize, squash, tomatoes, peanuts, chili peppers, melons, cotton, and potatoes.

All Inca land belonged to the emperor, who was believed to be a descendant of the sun god. Because the Inca thought that the sun god enjoyed displays of gold, they made magnificent gold jewelry and temple ornaments. The Inca also built special cities devoted to religious ceremonies. One of these cities was Machu Picchu, the mountaintop site described in “An American Story” on page 22.

 **Reading Check Explaining** How did the Inca farm steep slopes?

SECTION 2 ASSESSMENT



Study Central™ To review this section, go to tarvol1.glencoe.com and click on **Study Central™**.

Checking for Understanding

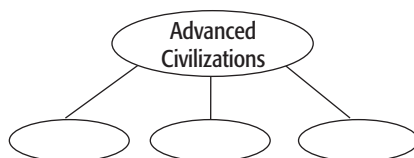
- Key Terms** Using standard grammar, write a short paragraph in which you use all of the following terms: **civilization, theocracy, hieroglyphics, terrace**.
- Reviewing Facts** Why did the Aztec choose the location of Tenochtitlán as their permanent home?

Reviewing Themes

- Culture and Traditions** Why did priests hold great power in Mayan society?

Critical Thinking

- Making Inferences** How does trade help to enrich a civilization? Provide examples in your answer.
- Analyzing Information** Re-create the diagram below and give three reasons the Maya, Aztec, and Inca are considered advanced civilizations.



Analyzing Visuals

- Picturing History** Study the photograph of the pyramid on page 23. Why do you think the Maya built such large pyramids?

Interdisciplinary Activity

Art Compile illustrations of some of the accomplishments of the Maya, Aztec, and Inca in the areas of communication, science, and math. Use your own drawings or use photographs from newspapers and magazines.

Social Studies SKILLBUILDER

Understanding the Parts of a Map

Why Learn This Skill?

Maps can direct you down the street or around the world. There are as many different kinds of maps as there are uses for them. Being able to read a map begins with learning about its parts.

Learning the Skill

Maps usually include a key, a compass rose, and a scale bar. The map key explains the meaning of special colors, symbols, and lines used on the map.

After reading the map key, look for the compass rose. It is the direction marker that shows the cardinal directions of north, south, east, and west.

A measuring line, often called a scale bar, helps you estimate distance on a map. The map's scale tells you what distance on the earth is represented by the measurement on the scale bar. For example, 1 inch (2.54 cm) on the map may represent 100 miles (160.9 km) on the earth.



Practicing the Skill

The map on this page shows where the ancient Maya, Aztec, and Inca built their empires in North America and South America. Look at the parts of this map, then answer the questions that follow.

- 1 What information is given in the key?
- 2 What color shows the Inca Empire?
- 3 What direction would you travel to go from Tenochtitlán to Chichén Itzá?
- 4 About how many miles long was the Inca Empire?
- 5 What was the capital of the Aztec Empire?

Applying the Skill

Drawing a Map Picture a mental image of your house or room. Draw a map showing the location of various areas. Include a map key explaining any symbols or colors you use. Also include a scale bar explaining the size of your map compared to the real area. Finally, add a compass rose and title to your map.



Glencoe's **Skillbuilder Interactive Workbook CD-ROM, Level 1**, provides instruction and practice in key social studies skills.

SECTION 3 North American Peoples

Guide to Reading

Main Idea

Many different cultures lived in North America before the arrival of the Europeans.

Key Terms

pueblo, drought, adobe, federation

Reading Strategy

Taking Notes As you read Section 3, re-create the diagram below and identify locations and ways of living for each culture.

Culture	Where they lived	How they lived
Anasazi		
Mound Builders		
Inuit		

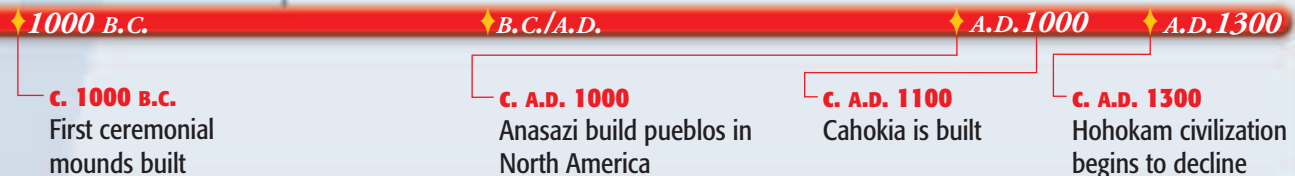
Read to Learn

- what early people lived in North America.
- how different Native American groups adapted to their environments.

Section Theme

Culture and Traditions Early North Americans developed new societies.

Preview of Events



Ancient jar, American Southwest

AN American Story

In the summer of 1991, a helicopter passenger made an amazing discovery in Arizona's Coconino National Forest. As the helicopter hovered among the sandstone cliffs, the sun shone into a cave 200 feet (61 m) below the rim of one cliff. Standing in the opening of the cave were three large pottery jars. The three jars had been sitting, untouched and unseen, for more than 700 years. The jars and other objects found in the cave were left there by the Sinagua. These people lived hundreds of years ago in what we now call Arizona. The Sinagua are just one of many Native American peoples who are now being studied by archaeologists and historians.

Early Native Americans

Many Native American cultures rose, flourished, and disappeared in North America long before Europeans arrived in the 1500s. Among the most advanced of these early cultures were the Hohokam and Anasazi of the Southwest and the Mound Builders of the Ohio River valley.

The Hohokam

The dry, hot desert of present-day Arizona was home to the **Hohokam** people. They may have come from Mexico about 300 B.C. The Hohokam culture flourished from about A.D. 300 to A.D. 1300 in an area bordered by the Gila and Salt River valleys.

The Hohokam were experts at squeezing every drop of available water from the sun-baked soil. Their way of life depended on the irrigation channels they dug to carry river water into their fields. In addition to hundreds of miles of irrigation channels, the Hohokam left behind pottery, carved stone, and shells etched with acid. The shells came from trade with coastal peoples.

The Anasazi

The **Anasazi** lived around the same time as the Hohokam, roughly A.D. 1 to A.D. 1300, in the area known as the Four Corners (the meeting place of the present-day states of Utah, Colorado, Arizona, and New Mexico). There they built great stone dwellings that the Spanish explorers later called **pueblos** (PWEH•blohs), or villages. **Pueblo Bonito**, one of the most spectacular of the Anasazi pueblos, can still be seen

in New Mexico. The huge semicircular structure of stone and sun-dried earth resembles an apartment building. It is four stories high and has hundreds of rooms. Archaeologists have found traces of a complex road system linking Pueblo Bonito with other villages. This suggests that Pueblo Bonito was an important trade or religious center for the Anasazi.

The Anasazi also built dwellings in the walls of steep cliffs. Cliff dwellings were easy to defend and offered protection from winter weather. **Mesa Verde** in Colorado, one of the largest and most elaborate cliff dwellings, held several thousand inhabitants.

In about 1300 the Anasazi began leaving the pueblos and cliff dwellings to settle in smaller communities. Their large villages may have been abandoned because of **droughts**, long periods of little rainfall, during which their crops dried up.

Kivas at Pueblo Bonito



Picturing History

Pueblo Bonito had more than 800 rooms and 32 kivas, or underground ceremonial chambers. Today, the ruins of Pueblo Bonito are part of Chaco Culture National Historical Park in northwestern New Mexico.

What other kind of dwellings were built by the Anasazi?



Geography Skills

- 1. Region** To which culture group did the Apache and Hopi belong?
- 2. Making Inferences** Based on the description of the dwellings, which cultures were nomadic?

The Mound Builders

The early cultures of Mexico and Central America appear to have influenced people living in lands to the north. In central North America, prehistoric Native Americans built thousands of mounds of earth that look very much like the stone pyramids of the Maya and the Aztec. Some of the mounds contained burial chambers. Some were topped with temples, as in the Mayan and Aztec cultures.

The mounds are dotted across the landscape from present-day Pennsylvania to the Mississippi River valley. They have been found as far north as the Great Lakes and as far south as Florida. Archaeologists think that the first mounds were built about 1000 B.C. They were not the work of a single group but of many different peoples, who are referred to as the **Mound Builders**.

Among the earliest Mound Builders were the **Adena**, hunters and gatherers who flourished in the Ohio Valley by 800 B.C. They were followed by the **Hopewell** people, who lived between 200 B.C. and A.D. 500. Farmers and traders, the Hopewell built huge burial mounds in the shape of birds, bears, and snakes. One of them, the **Great Serpent Mound**, looks like a giant snake winding across the ground. Archaeologists have found freshwater pearls, shells, cloth, and copper in the mounds. The objects indicate a widespread pattern of trade.

Cahokia

The largest settlement of the Mound Builders was **Cahokia** (kuh•HOH•kee•uh) in present-day Illinois. This city, built after A.D. 900 by a

Native American Population



people called the Mississippians, may have had 16,000 or more residents. The largest mound in Cahokia, the Monks Mound, rises nearly 100 feet (30 m). When it was built, it was probably the highest structure north of Mexico.

Cahokia resembled the great cities of Mexico, even though it was nearly 2,000 miles away. The city was dominated by the great pyramid-shaped mound. A temple crowned the summit—perhaps a place where priests studied the movements of the sun and stars or where the priest-ruler of Cahokia lived. A legend of the Natchez people, descendants of the Mississippians, hints of a direct link to Mexico:

“Before we came into this land we lived yonder under the sun [the speaker pointed southwest toward Mexico]. . . . Our nation extended itself along the great water [the Gulf of Mexico] where this large river [the Mississippi] loses itself.”

Reading Check Identifying In what area did the Anasazi live?

Hunters, Gatherers, and Fishers



Other Native North Americans

Although the civilizations of the Hohokam, the Anasazi, and the Mound Builders eventually faded away, other Native American cultures arose to take their place. Around the time that Europeans began arriving, North America was home to many different societies.

Peoples of the North

The people who settled in the northernmost part of North America, in the lands around the Arctic Ocean, are called the **Inuit**. Some scientists think the Inuit were the last migrants to cross the land bridge into North America.

The Inuit had many skills that helped them survive in the cold Arctic climate. They may have brought some of these skills from northern Siberia, probably their original home. In the winter the Inuit built igloos, low-lying structures of snow blocks, which protected them from severe weather. Their clothing of furs and sealskins was both warm and waterproof. The Inuit were hunters and fishers. In the coastal waters, they pursued whales, seals, and walrus in small,



Iroquois Society

Powerful Iroquois Women did hold great power among the Iroquois people. Iroquois women owned houses, crops, and fields and chose the members of the Iroquois governing council.

skin-covered boats. On land they hunted caribou, large deerlike animals that lived in the far north. The Inuit made clothing from caribou skins and burned seal oil in lamps.

Peoples of the West

The mild climate and dependable food sources of the West Coast created a favorable environment for many different groups.

The peoples of the northwestern coast, such as the **Tlingit** (TLIHNG•kuht), **Haida**, and **Chinook**, developed a way of life that used the resources of the forest and the sea. They built wooden houses and made canoes, cloth, and baskets from tree bark. Using spears and traps, they fished for salmon along the coast and in rivers such as the Columbia. This large fish was the main food of the northwestern people. They preserved the salmon by smoking it over fires.

Salmon was also important for the people of the plateau region, the area between the Cascade Mountains and the Rocky Mountains. The **Nez Perce** (NEHZ PUHRS) and **Yakima** peoples fished the rivers, hunted deer in forests, and gathered roots and berries. The root of the camas plant, a relative of the lily, was an important part of their diet. The plateau peoples lived in earthen houses.

Present-day California was home to a great variety of cultures. Along the northern coast, Native Americans fished for their food. In the more barren environment of the southern deserts, nomadic groups wandered from place to place collecting roots and seeds. In the central valley, the **Pomo** gathered acorns and pounded them into flour. As in many Native American cultures, the women of the Pomo did most of the gathering and flour making.

In the Great Basin between the Sierra Nevada and the Rocky Mountains, Native Americans found ways to live in the dry climate. The soil was too hard and rocky for farming, so peoples such as the **Ute** (YOOT) and **Shoshone** (shuh•SHOHN) traveled in search of food. They ate small game, pine nuts, juniper berries, roots, and some insects. Instead of making permanent settlements, the Great Basin people created temporary shelters of branches and reeds.

Peoples of the Southwest

Descendants of the Anasazi formed the **Hopi**, the **Acoma**, and the **Zuni** peoples of the Southwest. They built their homes from a type of sun-dried mud brick called **adobe**. They raised corn or maize as their basic food. They also grew beans, squash, melons, pumpkins, and fruit. The people of the Southwest also took part in a sophisticated trade network that extended throughout the Southwest and into Mexico.

In the 1500s two new groups settled in the region—the **Apache** and the **Navajo**. Unlike the other peoples of the Southwest, the Apache and Navajo were hunters and gatherers. They hunted deer and other game. Eventually the Navajo settled into stationary communities and built square houses called hogans. In addition to hunting and gathering, they began to grow maize and beans. They also began raising sheep in the 1600s.

Peoples of the Plains

The peoples of the Great Plains were nomadic; villages were temporary, lasting only for a growing season or two. When the people moved from place to place, they dragged their homes—cone-shaped skin tents called tepees—behind them. The men hunted antelope, deer, and buffalo. The women tended plots of maize, squash, and beans.

When the Spanish brought horses to Mexico in the 1500s, some got loose. In time horses made their way north. Native Americans captured and tamed the wild horses, and the Comanche, the **Dakota**, and other Plains peoples became skilled riders. They learned to hunt on horseback and to use the horses in warfare, attacking their enemies with long spears, bows and arrows, clubs, and knives.

Citizenship

Peoples of the East and Southeast

The people who lived in the woodlands of eastern North America formed complex political systems to govern their nations. The **Iroquois** (IHR•uh•KWAH) and **Cherokee** had formal law codes and formed **federations**, governments that linked different groups.

The Iroquois lived near Canada in what is now northern New York State. There were five Iroquois groups or nations: the **Onondaga**, the **Seneca**, the **Mohawk**, the **Oneida**, and the **Cayuga**. These groups warred with each other until the late 1500s, when they joined to form the Iroquois League, also called the Iroquois Confederacy.


Iroquois women occupied positions of power in their communities. According to the constitution of the Iroquois League, women chose the 50 men who served on the league council.

The Iroquois constitution was written down after the Europeans came to North America. It describes the Iroquois peoples' desire for peace:

“I am Dekanawidah and with the Five Nations' Confederate Lords I plant the Tree of Great Peace. . . . Roots have spread out from the Tree of the Great Peace, one to the north, one to the east, one to the south and one to the west.”

The Southeast was also a woodlands area, but with a warmer climate than the eastern woodlands. The Creek, Chickasaw, and Cherokee were among the region's Native American peoples. Many Creek lived in loosely knit farming communities in present-day Georgia and Alabama. There they grew corn, tobacco, squash, and other crops. The Chickasaw, most of whom lived farther west in what is now Mississippi, farmed the river bottomlands. The Cherokee farmed in the mountains of Georgia and the Carolinas.

Wherever they lived in North America, the first Americans developed ways of life that were well suited to their environments. In the 1500s, however, the Native Americans met people whose cultures, beliefs, and ways of life were different from anything they had known or ever seen. These newcomers were the Europeans, and their arrival would change the Native Americans' world forever.

 **Reading Check** **Describing** How did the use of the horse change the lifestyle of Native Americans on the Great Plains?



Student Web Activity
Visit tarvol1.glencoe.com and click on **Chapter 1—Student Web Activities** for an activity on Native American cultures.

SECTION 3 ASSESSMENT



Study Central™ To review this section, go to tarvol1.glencoe.com and click on **Study Central™**.

Checking for Understanding

- 1. Key Terms** Use each of these terms in a complete sentence that will help explain its meaning: **pueblo**, **drought**, **adobe**, **federation**.
- 2. Reviewing Facts** Identify clues that led archaeologists to believe that the Mound Builders were influenced by other cultures.

Reviewing Themes

- 3. Culture and Traditions** What organization did the Iroquois form to promote peace among their people?

Critical Thinking

- 4. Making Generalizations** Why was the environment of the West Coast favorable for settlement by so many groups of Native Americans?
- 5. Comparing** Re-create the diagram below and explain how Native American cultures differed from one another by describing their locations and ways of living.

Culture	Region	Shelter
Tlingit		
Zuni		
Dakota		

Analyzing Visuals

- 6. Geography Skills** Study the map on page 30. What groups lived in California? What groups lived in the Southeast?

Interdisciplinary Activity

Geography Create or sketch a model of a home that a Native American might have built. Use natural materials that exist in the area where you live and label the materials on your diagram. Consider the climate of your area in your design.

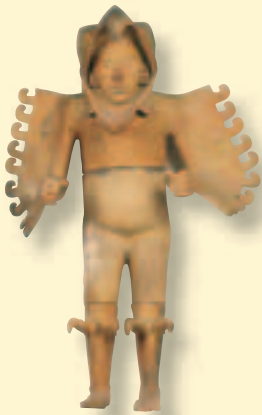
Chapter Summary

The First Americans

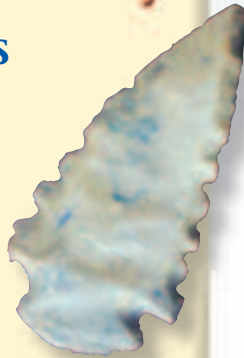
The first Americans begin to adapt to their surroundings.

Societies in South and Central America and in Mexico create powerful empires.

The Inca, Maya, and Aztec



- The **Inca** develop a complex political system. They also build a large network of paved roads.
- The **Maya** create a written language and develop new ways of farming.
- The **Aztec** build a large empire, stretching from north-central Mexico to the border of Guatemala, and from the Atlantic Ocean to the Pacific Ocean.



People of North America

- The people of North America do not develop empires as large as those of the Inca, Maya, and Aztec.
- Among the most advanced of the early cultures are the Hohokam and Anasazi of the Southwest and the Mound Builders of the Ohio River valley.
- People who settle in a particular region develop a common culture.
- In the **Southwest**, Native American peoples adapt to their harsh environment by improving techniques of irrigation to farm the land.
- Most of the people of the **Great Plains** are nomadic. They live in tipis and use horses, spears, and bows and arrows to hunt deer, antelope, and buffalo.
- Native Americans of the Northeast form the **Iroquois League** to solve disputes.



Reviewing Key Terms

On a sheet of paper, define the following terms.

- | | |
|------------------|------------------|
| 1. archaeology | 6. culture |
| 2. artifact | 7. civilization |
| 3. Ice Age | 8. hieroglyphics |
| 4. nomad | 9. pueblo |
| 5. carbon dating | 10. federation |

Reviewing Key Facts

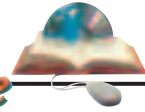
- For what reasons did Asians cross the land bridge to the Americas?
- What regions did the land bridge connect?
- What was the first crop raised by Native Americans in Mexico?
- What does carbon dating measure?
- What are hieroglyphics?
- What regions were under Inca control?
- What were two advantages of living in dwellings built into the side of cliffs?
- What type of dwelling was common among the people of the Southwest?
- In what region did the Tlingit, Haida, and the Chinook peoples live?
- What groups formed the Iroquois League?

Critical Thinking

- Comparing** Re-create the diagram below and explain how the environment of Native Americans who lived in the Northwest differed from the environment of those who lived in the Southwest.

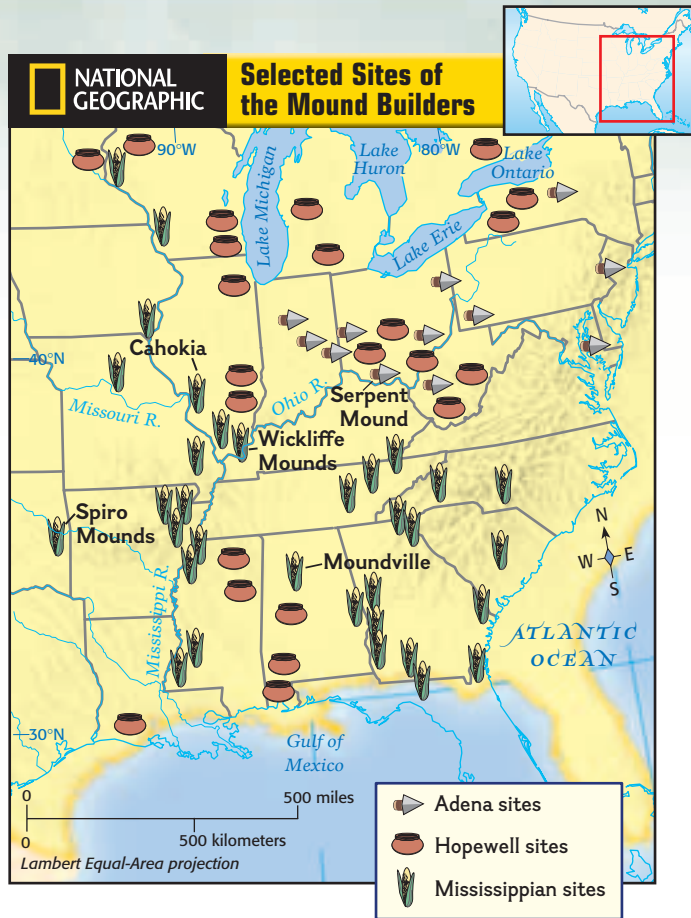
Location	Environment
Northwest	
Southwest	

- Analyzing Themes: Culture and Traditions** Religion was an important part of life in many Native American civilizations. What role did priests play in Mayan society?
- Analyzing Information** In what ways did the Inca and Aztec use war to increase their power?



Self-Check Quiz

Visit tarvol1.glencoe.com and click on **Chapter 1—Self-Check Quizzes** to prepare for the chapter test.



Geography and History Activity

Study the map above and answer the questions that follow.

24. **Location** Along what two major rivers did many of the Mound Builders settle?
25. **Place** Near which river did the Adena build most of their settlements?
26. **Movement** Of the Adena, Hopewell, and Mississippian cultures, which settled the farthest east?

Practicing Skills

Understanding the Parts of a Map Use the key, compass rose, and scale bar on the map of Native American cultures on page 30 to answer these questions.

27. What does the map key highlight?
28. About how far from the Gulf of Mexico did the Omaha people live?
29. Which Native American peoples settled in the Southwest region?
30. Which people lived farthest west—the Pawnee or the Miami?



Technology Activity

31. **Using the Internet** Search the Internet for a Web site created by a modern Native American group. Based on information you find at the site, explain the group's goals.

Citizenship Cooperative Activity

32. **Research** Work with a partner to investigate the early history of your community using primary and secondary sources. Find out when and why it was founded. Who were the first settlers and early leaders? How did the government change over the years? Prepare a report for your class about what you have discovered.

Economics Activity

33. Create a cause-and-effect chart. Write on your chart: *Cause: The development of farming changed the way early nomads lived.* Then, describe at least two effects.



Alternative Assessment

34. **Portfolio Writing Activity** Research information about one aspect of Aztec or Iroquois life. Present your information in a report to the other students.

Standardized Test Practice

Directions: Choose the best answer to the following question.

Because the Mayan civilization was a theocracy, the most powerful Maya were

- | | |
|--------------|--------------------|
| A warriors. | C priests. |
| B craftsmen. | D enslaved people. |

Test-Taking Tip:

This question asks you to draw an inference. What is the meaning of the word *theocracy*? Understanding the definition will help to answer the question.