Andean Cultures of South America

Objectives
- Describe the daily life of the Inca.
- Understand how Inca emperors extended and maintained their empire.
- Examine the early cultures of the Andes.

Terms, People, and Places
- Chavin
- Pachacuti Inca Yupanqui
- Moche
- Nazca
- Huari
- Tiahuanaco

Vocabulary Builder
Use the information below and the following resources to teach the high-use word from this section.

High-Use Word: network
Definition and Sample Sentence: network, p. 197

Impressive Inca Roads

In human memory I believe that there is no account of a road as great as this, running through deep valleys, high mountains, banks of snow, torrents of water, living rock, and wild rivers in all places it was clean and swept free of refuse, with lodging, storehouses, Sun temples, and posts along the route. Oh! Can anything similar be claimed for Alexander (the Great) or any of the (other) powerful kings who ruled the world...?
—Pedro Cieza de León, Spanish explorer admiring the Inca road system in the 1530s.

Focus Question: What characterized the cultures and civilizations that developed in the Andes?

Cultures Develop in the Andes

Thousands of years ago, people settled in fishing villages along the desert coast of Peru and Chile. Gradually they expanded inland, farming the river valleys that run up into the highland plateaus. Using careful irrigation, they grew maize, cotton, squash, and beans. On mountain slopes, they cultivated potatoes, eventually producing 700 varieties. On high plateaus, they domesticated the llama and the alpaca. Eventually, they built large ceremonial centers and developed skills in pottery and weaving.

Chavin Culture Unifies a Region

Archaeologists have pieced together a chronology of various cultures that left their mark on the Andean region over the course of 2,000 years. The earliest of these was the Chavin (chah VEEN) culture, named for ruins at Chavin de Huantar (chah VEEN day huAHN tahr). There, in about 900 B.C., people built a huge temple complex. Archaeologists are recording devices.
The Nazca created giant geoglyphs.

Checkpoints

What was unique about the Nazca culture of the Andes?

History Background

Quipus and Messages

Inca quipus were complex and unique. They were constructed from a long rope with 48 smaller ropes attached and many even smaller ropes attached to the 48. Knots were placed in different locations on the ropes to represent 1, 10, or 100. Quipus were colored differently to represent different government interests, such as the labor tax, crop yields, or population information.

The Inca also used quipus to send messages. It is believed that they sent these messages with chasquis, or messengers. Chasquis served 15-day shifts, during which they lived in small roadside huts. Each runner had to know his section of road well enough to run it barefoot on a starless night. A message was relayed from one runner to the other, often moving at a rate of about 200 miles a day.

Answers

Caption

Huari

The Nazca created giant geoglyphs.

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Inca Rulers Maintain a Large Empire

The most powerful of the Andean civilizations—the Inca civilization—came into being in the 1100s with the founding of its first dynasty. For the next three centuries, the Inca civilization stood no more than a century. But in 1438, a historic change occurred. Pachacuti Inca Yupanqui (pahch ah KOO too IN kuh yoo PANG kee), a skilled warrior and leader, proclaimed himself Sapa Inca, or emperor.

From his small kingdom at Cuzco in a high mountain valley, Pachacuti set out on a campaign of conquest. Once he subdued neighboring peoples, he enlisted them in his armies. His son, emperor Topa Inca Yupanqui, continued the expansion. With Cuzco as its capital, the resulting empire stretched more than 2,500 miles along the Andes, from Ecuador in the north to Chile in the south.

The Emperor Rules Over All. The Sapa Inca held absolute power. Claiming to be divine, the son of the sun himself, he was also the empire’s religious leader. Gold, considered the “sweat of the sun,” served as his symbol. His queen, the Coya, carried out important religious duties in the Inca economy. Instead, the Sapa Inca kept the people fed and public works projects staffed using a labor tax. Such projects were paid for through the barter or sale. As a result, trade did not play a major role in the Inca economy. Instead, the Sapa Inca kept the people paid for through the barter or sale. As a result, trade did not play a major role in the Inca economy.

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**BIOGRAPHY**

Pachacuti

Growing up, Pachacuti Inca Yupanqui (1391–1471) did not seem destined to rule the Inca people. True, his father, Viracocha, was their king. But Viracocha had chosen another son—Urcon—as his successor. According to Inca sagas, one day the army of a powerful neighboring people, the Chanca, threatened to sweep down on Cuzco. With the Chanca army quickly approaching, Viracocha and Viracocha withdrew from Cuzco to a nearby fort. Pachacuti remained to defend the city, commanding the army and inspiring his warriors on to a stunning victory. Pachacuti then set himself up as king of Cuzco. He continued the expansion of the Inca empire. With Cuzco as its capital, the resulting empire stretched more than 2,500 miles along the Andes, from Ecuador in the north to Chile in the south.

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**Vocabulary Builder**

**quipu**—( NET wurk) n. a collection of colored strings that were knotted in different ways to represent various numbers. Scholars think that the Inca, who never invented a writing system, may have used quipus to record economic, bureaucratic, religious, and other information.

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**Uniting the Empire**

To unite their empire, the Inca imposed their language, Quechua (KECH wuh), and their religion on the people they conquered. They created one of history’s great road networks. At its greatest extent, it wound about 14,000 miles through mountains and deserts, passing through an area inhabited by almost 10 million people. Hundreds of bridges spanned rivers and deep gorges. Steps were cut into steep slopes and tunnels dug through hillside. The expanses of the Inca road system was unmatched in the early Americas.

The roads allowed armies and news to move rapidly throughout the empire. At stations set regular distance apart, runners waited to carry messages. Relay of runners could carry news of a revolt swiftly from a distant province to the capital. Inca soldiers stood guard at outposts throughout the empire. Within days of an uprising, they would be on the move to crush the rebels.

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**Monitor Progress**

Circle to check that students have accurately located the Inca on their Online Map. Then ask students to briefly summarize what they learned about the Inca.
**Daily Life of the Inca**

**Instruct**
- **Introduce: Key Terms** Direct students to the photograph of Machu Picchu on this page. Ask them what the photo suggests about Inca government and society. (The society must have been extremely well-regulated in order to accomplish such a huge feat.)
- **Teach** Ask students to supply adjectives that describe the Inca accomplishments discussed under each black subheading. List these adjectives on the board, and then ask students to write a paragraph describing the daily life of the Inca based on their reading and list.
- **Quick Activity** Show students *The Mummies of Peru* from the Witness History Discovery School™ video program and discuss the insight that mummies and artifacts offer into the lives of the Chiribaya.

**Independent Practice**
- **Viewpoints** To provide additional information about Inca life, have students read the selection *Two Views of Life Under the Inca* and answer the questions on the worksheet.
- **Teaching Resources, Unit 1, p. 112**
- **Display Color Transparency 35: Inca Goldwork.** Have students write a short paragraph describing Inca goldwork and explaining what it reveals about Inca society.
- **Color Transparencies, 35**

**Monitor Progress**
- As students create their descriptive paragraphs, refer them to the heading Mastering Metalwork and Weaving for more information.
- **Check Reading and Note Taking Study Guide entries to confirm that students have accurately listed each culture and its accomplishments.**

**Checkpoint** Describe three ways that the Inca united their empire.

**Daily Life of the Inca**

The Inca strictly regulated the lives of millions of people within their empire. The leaders of each Inca village, called an *ayllu* (EYE loo), carried out government orders. They assigned jobs to each family and organizing the community to work the land. Government officials arranged marriages to ensure that men and women were settled at a certain age.

**Farming the Land** Inca farmers expanded step terraces built by earlier Andean peoples. They carved out flat strips of land on steep hillsides and built stone walls to hold the land in place. The terraces the Inca created kept rain from washing away the soil and made farming possible in places where naturally flat land was scarce.

Farmers spent part of each year working land for their community, and part working land for the emperor and the temples. The government allotted part of each harvest to specific groups of people or for particular purposes. It stored the rest in case of disasters such as famine.

**Mastering Metalwork and Weaving** The Inca were some of the most skilled metalworkers in the Americas. They learned to work and alloy, or blend, copper, tin, bronze, silver, and gold. While they employed copper...
and bronzes for useful objects, they reserved precious metals for statues of gods and goddesses, eating utensils for the nobles, and decoration.

The Inca also mastered the art of weaving, a practice passed down to them from earlier Andean peoples. They raised cotton and sheared the wool from llamas and alpacas to create colorful textiles to be worn as clothing or as adornments, such as belts and bags.

Medical Advances The Inca developed important medical practices, including surgery on the human skull. In such operations, they cleaned the area to be operated on and then gave the patient a drug to make him or her unconscious—procedures similar to the modern use of antiseptics and anesthesia. The Inca also used medical procedures to mummify the dead.

Religion and Ritual The Inca worshiped many gods linked to the forces of nature. People offered food, clothing, and drink to the guardian spirits of the home and the village. Each month had its own festival, from offerings to the sun god. His special attendants, the “Chosen Women,” were selected from each region of the empire. During years of training, they studied the mysteries of the religion, learned to prepare ritual food and drink, and made the elaborate wool garments worn by the Sapa Inca and the Coya. After their training, most Chosen Women continued to serve Sati. Others joined the Inca’s court or married nobles.

Checkpoint How did the Inca excel in the arts and in medicine?

Looking Ahead As its height, the Inca civilization was a center of learning and political power. But in 1525, the emperor Huayna Capac (WY nuh kah PAHK) died suddenly of illness. Civil war broke out over which of his sons would reign next, weakening the empire at a crucial moment—the eve of the arrival of Spanish invaders.

Assess and Reteach

Assess Progress

- Have students complete the Section Assessment.
- Administer the Section Quiz.
- To further assess student understanding, use Progress Monitoring Transparencies, 25

Reteach

If students need more instruction, have them read the section summary.

1. Terms, Places, and People

   - Place each of the key terms at the beginning of the section into one of the following categories: culture, economy, and technology.

2. Note Taking

   - Use your completed chart to answer the Focus Question: What characterized the cultures that developed in the Andes?

3. Comprehension and Critical Thinking

   - Demonstrate Reasoned Judgment: Do you think that many separate cultures developed in the Andes before the Inca? Explain.

   - Draw Conclusions: Explain three ways in which you think the Inca system of roads strengthened the empire.

4. Identify Points of View

   - What point of view of the Inca people, what might be some advantages of having an absolute ruler? What might be some disadvantages?

5. Writing About History

   - Quick Write: Gather Details. When you write a narrative essay, you often need to gather details about your topic. Suppose you want to write a narrative about the life of the Sapa Inca. Conduct research to find descriptions of the Sapa Inca’s life and illustrations of artifacts that related to his rule. You may want to research a particular Sapa Inca, such as Pachacuti.

   - Writing About History

   - Research should focus on details from the Sapa Inca’s life, including artifacts related to his rule. Students might start their search with the key words Sapa Inca or Inca Emperors or the name of a specific ruler.

   - For additional assessment, have students access Progress Monitoring Online at Web Code naa-0621.

Answer

- The Inca created amazing metalwork and colorful textiles. They also practiced brain surgery with antiseptics and anesthesia.

Progress Monitoring Online

WITNESS HISTORY VIDEO

Watch: The Advancement of Peru on the WITNESS HISTORY DISCOVERY SCHOOL® video program to learn about mummies from long before the time of the Inca.

Section 2 Assessment

1. Categories should reflect an understanding of each term, person, or place listed at the beginning of the section.

2. They were well-organized, made many advances in arts, architecture, and agriculture, and adapted well to a sometimes hostile environment.

3. The mountainous geography made transportation challenging and thus encouraged separate cultures to develop with minimal interaction.

4. It extended government control, spread information and ideas, and enabled people to interact culturally.

5. advantages: central control, efficient system, protection from enemies and disaster; disadvantages: little personal choice, possibility of a despotic ruler, need for conformity
Empire

Objectives
■ Understand key factors that enable empires to rise and cause them to fall.
■ Describe key features of the Han Dynasty, Roman Empire, and Ottoman Empire.

Build Background Knowledge
Ask students to name major empires they know from their studies, or read them the names of the three empires on this page. Have students say what they know about how these empires grew and declined. (Students should recognize that empires often follow similar patterns in which effective leadership ultimately gives way to poor leadership and decay.)

Instruct
■ Direct students’ attention to the question at the top of this page, What factors allow empires to rise and cause them to fall? Have volunteers identify factors within a society, such as government structures, military strategies, geographic challenges, and leadership styles that impact the success or failure of the empires listed here and discussed in the chapter. Use the information generated to help students answer the question.

Independent Practice
Concept Connector Have students fill in the Concept Connector worksheet which includes additional examples and critical thinking questions.

Reading and Note Taking
Study Guide, p. 143

Monitor Progress
Circulate to make sure that students are filling in their Concept Connector worksheets accurately.

Thinking Critically
1. Sample: The most important factor in causing empires to rise is an effective military force and system of government. The most important factor in causing empires to fall is discord and failure in leadership.
2. Students’ examples should be clearly tied to the originating empire. One example might be the continuing influence of the Latin language on English.

What factors allow empires to rise and cause them to fall?

Historically, a key factor in the rise of empires has been success in war. For example, through conquest and alliances, the Inca subdued neighboring groups and established a kingdom based in Cuzco. Leadership, too, is another important factor in empire building. The Inca used military and diplomatic skills to create an extensive Andean empire. However, controlling a large territory is impossible without an effective system of government. The Inca established a chain of command that reached down to the family level. Similarly, failures in war, weak leaders, and loss of control of conquered peoples have often caused empires to fall. Civil war among the Inca made them vulnerable to defeat by Spanish invaders. Consider how these other empires rise and fall:

Han Dynasty
Under the Qin dynasty, China was engulfed in disorder as harsh policies provoked rebellions among the military and peasants. One rebel leader emerged victorious, founding a new dynasty—the Han—in 202 B.C. The first Han emperor set up a government aimed at benefiting the Chinese people, relaxing many strict laws and reducing taxes. He sent officials into every province of the empire to maintain the central government’s authority. The Han system of government would last into the 1900s, though the dynasty itself would not. Plagued by peasant rebellions and power struggles, the Han empire split apart. The last Han emperor gave up the throne in A.D. 220.

Roman Empire
The Roman Empire was one of the greatest empires of all time. They possessed strong leadership, an army of disciplined and dedicated soldiers, and a talent for absorbing conquered peoples and turning them into loyal citizens. Their established system of law and government brought security and peace to the Mediterranean region. Yet the mighty Roman empire eventually crumbled under the weight of several forces. Foreign invasions, combined with political, economic, and social problems, desolated the line that had held the empire together for more than 400 years.

Ottoman Empire
The Ottoman empire began in the early 1300s as a small Muslim state in far-western Asia, bordering the Byzantine empire. The Ottomans’ initial success grew out of their location, which allowed them to plunder wealthy Byzantine cities. For 200 years, strong leaders expanded the empire until it extended from Eastern Europe through Southwest Asia and into North Africa. However, starting in the late 1500s, poor leadership, economic problems, and military strain, as well as the strengthening of its European enemies, led to a slow Ottoman decline. After lingering for many decades, the empire collapsed completely following World War I.