

World History

December 8 – December 12 VQ Work

Day 1

Read 10-4

Complete 10-4 Study Guide Handout

Complete 10-4 questions 1-8

Day 2

Chapter 10 Review

Read 11-1

Day 3

Complete 11-1 Study Guide Handout

Complete 11-1, questions 1-8

Day 4

Read 11-2

Complete 11-2 Study Guide Handout

Complete 11-2 questions 1-8

Day 5

Read 11-3 pgs. 335-340

Complete 11-3 Study Guide Handout

Complete 11-3 questions 1-8

Reading Essentials and Study Guide



Chapter 10, Section 4

For use with textbook pages 335–340

THE LATE MIDDLE AGES

KEY TERMS

Black Death a plague that killed nearly half of the population in Europe between 1347 and 1351 (page 335)

anti-Semitism hostility toward Jews (page 336)

Great Schism the period from 1378 to 1417 when there were two popes, one in Rome and one in Avignon (page 337)

new monarchies monarchies, such as France, England, and Spain, that reestablished centralized power in the late fifteenth century (page 339)

taille an annual direct tax, usually on land or property (page 339)

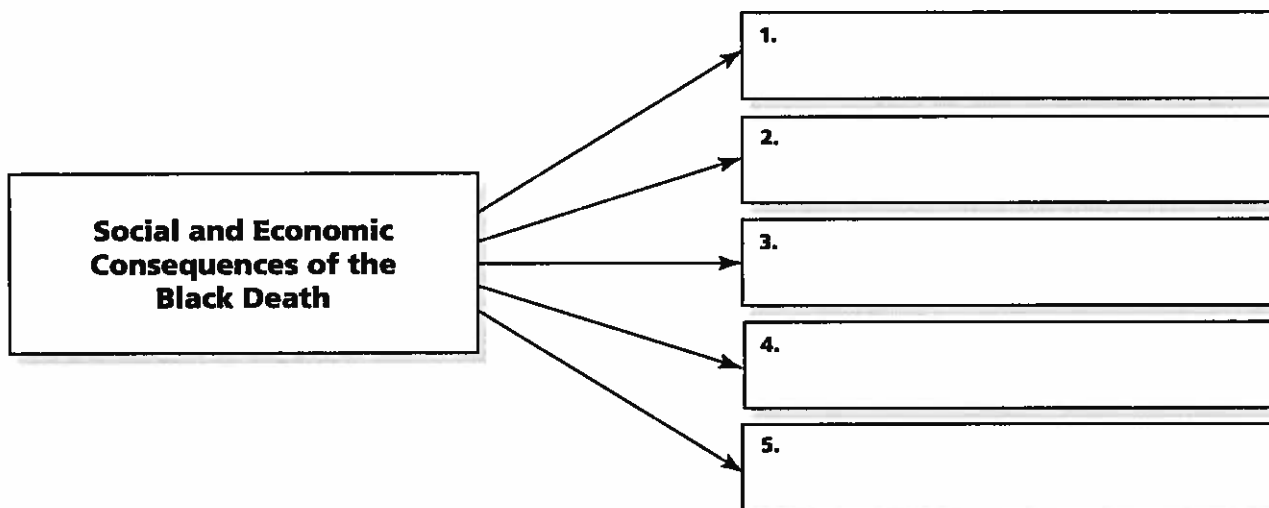
DRAWING FROM EXPERIENCE

Have you heard of a person known as Joan of Arc? Why is she so famous?

In the last section, you learned about the culture of the High Middle Ages. In this section, you will learn about some disastrous changes that took place in the late Middle Ages.

ORGANIZING YOUR THOUGHTS

Use the diagram below to help you take notes. The Black Death killed nearly half of the European population in the late Middle Ages. In the diagram below, list five other consequences of the plague.



Reading Essentials and Study Guide

Chapter 10, Section 4 (continued)



READ TO LEARN

• The Black Death (page 335)

The Middle Ages in Europe reached a high point in the thirteenth century. In the fourteenth century, some disastrous changes took place. The most catastrophic event was the Black Death. It was the worst natural disaster in European history. Bubonic plague was the most common form of the Black Death. Black rats infested with fleas carrying a bacterium spread it. People at the time did not know this, however. Italian merchants brought the plague with them from Caffa, on the Black Sea, to Sicily in 1347. It spread northward along the trade routes. By 1351, it had spread through Italy, Spain, France, the Low Countries, Germany, England, Scandinavia, Eastern Europe, and Russia. Out of a total European population of 75 million, as many as 38 million people died of the plague between 1347 and 1351.

Because people did not know what caused the plague, they believed that God either sent it as a punishment for their sins or that it was caused by the devil. In some towns, Jews were accused of causing the plague by poisoning town wells. This led to an outbreak of **anti-Semitism** (hostility toward Jews). The worst attacks on Jews took place in Germany. Many Jews fled eastward, especially to Poland, during this time. The death of so many people also had severe economic consequences. Trade declined, and some industries were severely affected. A shortage of workers caused the price of labor to rise. Because there were fewer people, the demand for food declined. This resulted in lower food prices. Landlords were now paying more for labor, while their incomes were declining. Some peasants bargained with their lords to pay rents instead of owing services. This change freed them from serfdom.

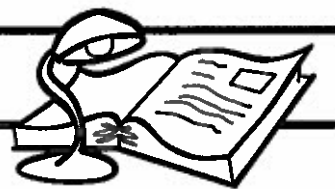
6. How did medieval people explain the Black Death?

• The Decline of Church Power (page 337)

In the fourteenth century, a series of problems led to a decline in the Church's power. King Philip IV of France claimed that he had a right to tax the clergy of France. However, the pope at the time, Boniface VIII, said that the clergy could not pay taxes to their ruler without the pope's consent. Boniface claimed that popes were supreme over both the Church and the state. Philip IV refused to accept the pope's claims. He sent French forces to Italy to bring Boniface to France for trial. The pope escaped but died soon afterward. Philip IV rigged the election of the next pope, so that a Frenchman was elected. This pope, Clement V, was elected in 1305 and took up residence in Avignon, in southern France. From 1305 to 1377, the popes lived in

Reading Essentials and Study Guide

Chapter 10, Section 4 (continued)



Avignon. But the popes were criticized for living in Avignon, rather than Rome. They were also criticized because of the splendor in which they lived.

Pope Gregory XI returned to Rome in 1377, but he died soon after his return. When the college of cardinals met to elect a new pope, the citizens of Rome said that they would kill the cardinals if they did not elect an Italian. The cardinals elected Pope Urban VI, an Italian. Five months later, a group of French cardinals declared the election invalid and chose a Frenchman as pope. This pope returned to Avignon. There were now two popes, one in Rome and one in Avignon. The **Great Schism**, as this was called, lasted from 1378 to 1417. It divided Europe. France and its allies supported the pope in Avignon. England and its allies supported the pope in Rome. The Great Schism also damaged the Catholic Church. When each line of popes said the other was the Antichrist (one who opposes Christ), people's faith in the papacy and the Church were damaged. A church council finally met at Constance, Switzerland, and ended the schism in 1417. A new pope who was acceptable to both sides was elected.

The problems in the Catholic Church led to cries for reform. A group of Czech reformers led by John Hus called for an end to the corruption of the clergy and the excessive power of the papacy. Hus was accused of heresy and burned at the stake in 1415. This angered the Czechs and led to a revolution in Bohemia. By the early 1400s, the papacy and the Catholic Church had lost much of their political power and spiritual authority.

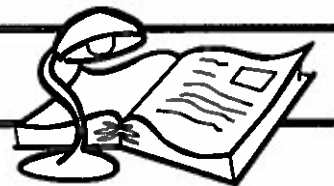
7. How did the Great Schism damage the Catholic Church's spiritual authority?

• The Hundred Years' War (page 337)

In the thirteenth century, England still held one small territory in France, known as the duchy of Gascony. The English king was also the duke of Gascony. When King Philip VI of France seized Gascony in 1337, King Edward III of England declared war on Philip. This began the Hundred Years' War between France and England. It was a turning point in warfare. Peasant foot soldiers, not knights, won the chief battles of the Hundred Years' War. The English foot soldiers were armed with longbows and arrows, as well as spears. The first major battle took place in 1346 at Crécy. The arrows of the English soldiers devastated the French cavalry. At the Battle of Agincourt in 1415, the French were again defeated. The English now had control of northern France.

Reading Essentials and Study Guide

Chapter 10, Section 4 (continued)



The French cause seemed hopeless, until a French peasant woman decided to free France. Joan of Arc was born in 1412. She was a deeply religious person who experienced visions. In February 1429, she made her way to the court of Charles, the heir to the French throne. She persuaded him to allow her to accompany a French army to Orléans. The French soldiers found a new confidence in themselves and captured Orléans. Joan of Arc herself was captured in 1430 and turned over to the English. She was tried as a witch, because her visions were thought to be inspired by the devil. She was condemned to death and burnt at the stake. Joan of Arc's achievements were important, however. The French defeated the English in Normandy and Aquitaine and the war ended in 1453.

8. How did Joan of Arc affect the outcome of the Hundred Years' War?

• Political Recovery (page 339)

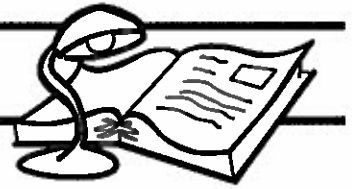
In the fourteenth century, European rulers faced serious problems. Many dynasties in Europe were unable to produce male heirs. Rulers often had to fight for their positions. They also had financial problems. In the fifteenth century, however, some rulers began to reestablish the centralized power of their monarchies. Some historians call these reestablished monarchies the **new monarchies**. The term applies especially to France, England, and Spain at the end of the fifteenth century.

The Hundred Years' War left France exhausted, but it also developed a strong national spirit. The kings used this spirit to reestablish royal power. King Louis XI, in particular, helped to develop a strong French state. He ruled from 1461 to 1483. He strengthened the use of the **taille**. The *taille* is an annual direct tax, usually on land or property. This tax gave Louis a regular source of income, which helped him to create a strong French monarchy.

The Hundred Years' War also affected the English. The cost of the war and the losses in manpower strained the economy. After the war, groups of nobles fought to control the monarchy. These conflicts are known as the War of the Roses. They ended in 1485, when Henry VII abolished the nobles' private armies. Henry VII was the first Tudor king. He gained the support of the nobles and the middle class by not overburdening them with taxes.

Reading Essentials and Study Guide

Chapter 10, Section 4 (continued)



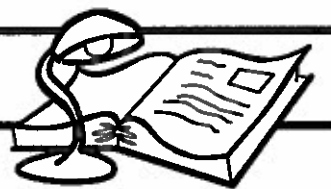
In Spain, Muslims had conquered much of the country by 725. During the Middle Ages, Christian rulers in Spain had fought to regain their lands from the Muslims. Several independent Christian kingdoms had emerged. Two of the strongest kingdoms were Aragon and Castile. When Isabella of Castile married Ferdinand of Aragon in 1469, it was a major step toward unifying Spain. Ferdinand and Isabella were also strict Catholics. In 1492, they expelled all Jews from Spain. In 1502, Isabella expelled all Muslims from her kingdom. Ferdinand and Isabella created religious uniformity in Spain. Being Spanish was the same as being Catholic.

The Holy Roman Empire did not develop a strong monarchy. Germany was made up of many states. Almost all of them acted independently of the emperor. After 1438, the position of Holy Roman emperor was held by the Hapsburg dynasty. The house of Hapsburg was one of the wealthiest landholders in the empire. By the mid-fifteenth century, the Hapsburg rulers began to play an important role in European affairs.

In eastern Europe, rulers also found it difficult to centralize their states. Religious differences were part of the problem. In Poland, the nobles established the right to elect their kings. This policy severely weakened the king's authority. In Russia, the Mongols had been in control since the thirteenth century. The princes of Moscow used their close relationship to the Mongol khans to increase their wealth and power. During the reign of the great prince Ivan III, a new Russian state was created. By 1480, the Mongols no longer controlled Russia.

9. Which European countries established strong centralized monarchies during the late Middle Ages?

Reading Essentials and Study Guide



Chapter 11, Section 1

For use with textbook pages 347–350

THE PEOPLES OF NORTH AMERICA

KEY TERMS

longhouse an Iroquois house, built of wooden poles and covered with sheets of bark, that could house about a dozen families (page 348)

clan a group of related families (page 349)

tepee a circular tent made by stretching buffalo skins over wooden poles (page 349)

adobe sun-dried brick used to build pueblos (page 350)

pueblo a multi-storied structure built by the Anasazi that could house many people (page 350)

DRAWING FROM EXPERIENCE

Have you ever wondered about the earliest Americans? How did they get their food and shelter? What did their towns and cities look like?

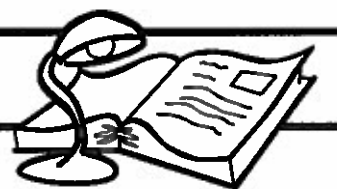
In this section, you will learn how and why the first people came to the Americas. You will also learn about the cultures of the early peoples of North America.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes. Identify where the following Native Americans lived, how they got their food, and what shelters and other structures they built.

Native American Group	Location	Food	Buildings
The Inuit	1.	2.	3.
The Hopewell People (The Mound Builders)	4.	5.	6.
The Iroquois	7.	8.	9.
The Peoples of the Great Plains	10.	11.	12.
The Anasazi	13.	14.	15.

Reading Essentials and Study Guide



Chapter 11, Section 1 (continued)

READ TO LEARN

- **The Lands of the Americas** (page 347)

The Americas cover an enormous land area, from the Arctic Ocean in the north to Cape Horn at the tip of South America. Over this huge area, there are many different landscapes: ice-covered lands, dense forests, fertile river valleys, coastlines, tropical forests, and hot deserts. On the western side of the Americas, there are two major mountain ranges, the Rocky Mountains in North America and the Andes in South America. There are lower mountain ranges along the eastern coasts. Between the mountain ranges there are valleys with rich farmland. Great rivers run through the valleys. The two largest are the Mississippi in North America and the Amazon in South America.

- 16.** What are the two major mountain ranges in the Americas?

- **The First Americans** (page 348)

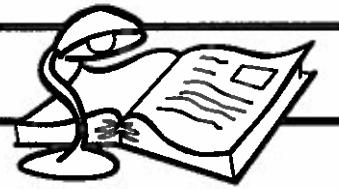
No one knows for sure when the first human beings began to live in the Americas. Scholars do know that between 100,000 and 8,000 years ago, the last Ice Age produced low sea levels. The low sea levels created a land bridge in the Bering Strait between Asia and North America. Historians believe that small groups of people from Asia crossed the Bering Strait into North America. They were probably hunters who were following herds of bison and caribou. These people became the first Americans.

- 17.** How did the first Americans cross from Asia into North America?

- **The Peoples of North America** (page 348)

About 4000 B.C., a group of people called the Inuit moved into North America. They settled along the coasts of the tundra region. The tundra region is the treeless area south of the Arctic. They had to learn ways to survive in such a cold environment. They hunted seal, caribou, and fish, which they used for both food and clothing. They built homes of stone and turf. The traditional igloo was only a temporary shelter used during traveling.

Reading Essentials and Study Guide



Chapter 11, Section 1 (continued)

Around 1000 B.C., farming villages developed in the Eastern Woodlands. This is the land in eastern North America from the Great Lakes to the Gulf of Mexico. People in the Eastern Woodlands grew crops, but they also continued to gather wild plants for food. The best known of the Eastern Woodlands peoples are the Hopewell people. They are also known as the Mound Builders. They lived in the Ohio River valley and eventually extended their culture along the Mississippi River. They built earth mounds that were used as tombs or for ceremonies. Around A.D. 700, there was a shift to full-time farming in the Mississippi River valley. The most common crops were corn, squash, and beans. Cities began to appear in this area. Between A.D. 850 and A.D. 1150, a city called Cahokia was the seat of government for much of the Mississippian culture. Near the site of Cahokia, archaeologists have found a burial mound over 98 feet high.

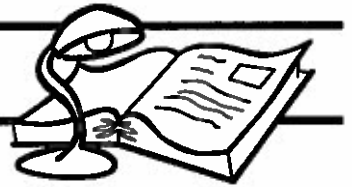
To the northeast of the Mississippian culture, there were peoples known as the Iroquois. The area where they lived included present-day Pennsylvania, New York, and southern Canada. The Iroquois lived in villages that consisted of longhouses. **Longhouses** were built of wooden poles covered with sheets of bark and were about 150 to 200 feet long. They could house about a dozen families. Women owned the houses, gathered wild plants, and farmed the land. They also cooked, made baskets, and took care of the children. The most important crops were corn, beans, and squash.

Iroquois men hunted deer, bear, caribou, rabbits, and beaver. They were also warriors. War was common among the Iroquois. Iroquois legend says that Deganawida, an elder of one of the Iroquois groups, and Hiawatha, a member of the Onondaga group, worked to create the Great Peace. Five groups formed an alliance called the Iroquois League. A council of representatives met regularly to settle differences within the league. This council was known as the Grand Council. The representatives were men, but the women chose them. Each Iroquois group was made up of **clans** (groups of related families). The women of each clan chose a woman to be the clan mother. It was the clan mothers' responsibility to choose the members of the Grand Council. Benjamin Franklin later used the Iroquois League as a democratic model for a Plan of Union for the British colonies.

To the west of the Mississippi were people known as the Plains Indians. They lived in the river valleys of the eastern Great Plains. They grew beans, corn, and squash. In the summer, the men hunted buffalo. The buffalo had many uses. The people ate the meat, used the skins for clothing, and made tools from the bones. They made circular tents by stretching buffalo skins over wooden poles. These tents are called **tepees**.

In the Southwest, the Anasazi civilization developed. The Southwest includes the present-day states of New Mexico, Arizona, Utah, and Colorado. This area is dry, but there is enough rain in some areas for farming. Between A.D. 500 and 1200, the Anasazi used canals and dams to turn parts of the

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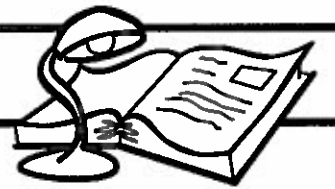


Chapter 11, Section 1 *(continued)*

desert into fertile gardens. They also made baskets and pottery. They used stone and **adobe** (sun-dried brick) to build pueblos. **Pueblos** were multi-storied structures that could house many people. The Anasazi built large communities at Chaco Canyon in northwestern New Mexico and at Mesa Verde in southern Colorado. Droughts eventually caused them to abandon both communities, however.

18. How did the Iroquois contribute to the development of democracy?

Reading Essentials and Study Guide



Chapter 11, Section 2

For use with textbook pages 352–358

EARLY CIVILIZATIONS IN MESOAMERICA

KEY TERMS

Mesoamerica the name for areas of Mexico and Central America that were civilized before the Spaniards arrived (page 352)

hieroglyph a picture used in a writing system (page 354)

tribute goods or money paid by conquered people to their conquerors (page 356)

DRAWING FROM EXPERIENCE

Have you ever visited an archaeological dig or the ruins of an ancient city? Do you think you would be interested in being an archeologist? Why or why not?

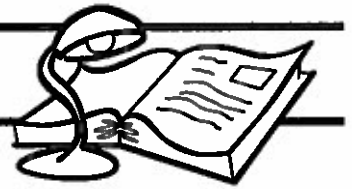
In the last section, you learned about the early civilizations of North America. In this section, you will learn about the early civilizations of Mesoamerica.

ORGANIZING YOUR THOUGHTS

Use the chart below to help you take notes. Identify where and when the following peoples lived, and summarize their main achievements.

People	Location	Time Period	Achievements
Olmec	1.	2.	3.
Maya	4.	5.	6.
Toltec	7.	8.	9.
Aztec	10.	11.	12.

Reading Essentials and Study Guide



Chapter 11, Section 2 (continued)

READ TO LEARN

- **The Olmec and Teotihuacán** (page 352)

The Olmec civilization appeared in Mesoamerica around 1200 B.C.

Mesoamerica is the name for areas of Mexico and Central America that were civilized before the Spaniards arrived. The Olmec peoples lived in the hot and swampy lowlands along the coast of the Gulf of Mexico. They were farmers. They had large cities that were centers for their religious rituals. One of these cities, La Venta, had a large pyramid. The Olmec carved huge stone heads, probably to represent their gods. Around 400 B.C., the Olmec civilization declined and eventually collapsed.

The first major city in Mesoamerica was Teotihuacán. Its name means "Place of the Gods." This city was the capital of an early kingdom that existed from around 250 B.C. until about A.D. 800. It was located near what is now Mexico City. Along its main street, there were temples and palaces. There was also a huge pyramid, the Pyramid of the Sun, which was over 200 feet high.

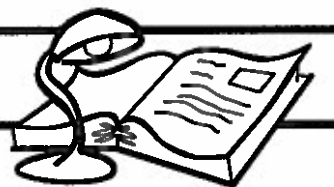
- 13.** What was the first major city in Mesoamerica, and what does its name mean?

- **The Maya and Toltec** (page 353)

On the Yucatán Peninsula, the civilization of the Maya flourished between A.D. 300 and 900. This civilization was one of the most sophisticated in the Americas. It eventually included much of Central America and southern Mexico. Mayan cities were built around a pyramid topped with a shrine to the gods. Other temples and palaces were built nearby. Some of these cities had a hundred thousand people. Mayan civilization was made up of city-states. These city-states were often at war with each other. Captured soldiers became slaves or were used as human sacrifices. The Maya practiced human sacrifice as a way to appease the gods. They also used human sacrifices to celebrate special occasions.

A hereditary ruling class governed each Mayan city-state. Mayan rulers claimed to be descended from the gods. Nobles and a class of scribes, who may also have been priests, assisted them. Mayan society also included artisans, merchants, and officials. Most of the Mayan people were peasant farmers. Men did the hunting and fighting, and women took care of the homes and raised the children. Women also made cornmeal, the basic food of many Mayans.

Reading Essentials and Study Guide



Chapter 11, Section 2 (continued)

The Maya also created a sophisticated writing system based on **hieroglyphs** (pictures.). Many of the hieroglyphs recorded important events in Mayan history. The Spanish conquerors of the sixteenth century did not respect the Maya's writings. They thought the writings were evil and burned the Maya's books. The Spaniards also destroyed religious objects and, sometimes, entire cities.

The Maya developed a complicated calendar known as the Long Count. They used two different systems for measuring time. One was based on a solar calendar of 365 days. The other was based on a sacred calendar of 260 days. Only priests could read and use this calendar. They used it to foretell the future.

The Toltec controlled the upper Yucatán Peninsula for several centuries, beginning around A.D. 900. The Toltec were warriors, but they were also builders. They constructed pyramids and palaces. The center of the Toltec Empire was at Tula, which was northwest of present-day Mexico City. They extended their control into the Mayan lands of Guatemala and the northern Yucatán. In about 1200, their civilization also declined.

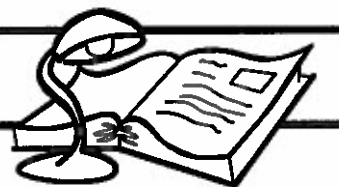
- 14.** Describe the two Mayan systems for measuring time.

• The Aztec (page 356)

No one knows for sure where the Aztec came from. Sometime during the twelfth century A.D., they began to migrate to the Valley of Mexico. They set up their capital at Tenochtitlán, on an island in the middle of Lake Texcoco. This is the location of present-day Mexico City.

The Aztec built pyramids, temples, public buildings, and houses. They also built many roads. The Aztec were outstanding warriors. They eventually conquered much of what is now central Mexico. Their kingdom was not a centralized state. It was made up of territories ruled by local lords. The Aztec ruler supported these lords in return for tribute. **Tribute** is money or goods paid by conquered peoples to their conquerors. The Aztec ruler claimed that he was descended from the gods. A council of lords and government officials assisted him. The rest of the population was made up of commoners, indentured workers, and slaves. Indentured workers were people who did not own land but contracted to work on the nobles' estates. The slaves were people captured in war. Most people were commoners, and most commoners were farmers or merchants.

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Chapter 11, Section 2 (continued)

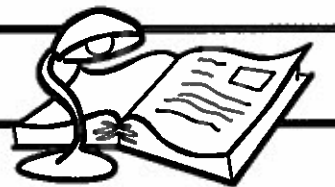
Women in Aztec society were not equal to men but were allowed to own and inherit property. They could also enter into contracts. Women were expected to work in the home, weave textiles, and raise children. They could also become priestesses.

The Aztec believed in many gods. Huitzilopochtli was the most important god. He was the god of the sun and of war. The Aztec religion was based on a belief in a struggle between the forces of good and evil. The Aztec believed that earthquakes would eventually destroy the world. The Aztec practiced human sacrifice. They believed that by appeasing the god Huitzilopochtli they could delay the destruction of the world. At the top of Aztec pyramids were shrines to the gods and altars for performing human sacrifices.

In 1519, a Spanish army under the command of Hernán Cortés landed at Veracruz, on the Gulf of Mexico. Cortés marched to Tenochtitlán. As he went, he made alliances with city-states that were tired of the Aztec rule. When Cortés arrived at Tenochtitlán, the Aztec ruler Montezuma, who believed that Cortés was a representative of the god Quetzalcoatl, welcomed him. Eventually, tensions arose between the Spaniards and the Aztec. In 1520, the local people revolted and drove the Spaniards from the city. However, many of the Aztec were soon infected by diseases brought by the Spaniards. In the meantime, Cortés received fresh soldiers and attacked the city. After four months, the city surrendered. The Spaniards then destroyed the city. They used the stones from the pyramids, temples, and palaces to build government buildings and churches.

15. How was the city of Tenochtitlán destroyed?

Reading Essentials and Study Guide



Chapter 11, Section 3

For use with textbook pages 359–362

EARLY CIVILIZATIONS IN SOUTH AMERICA

KEY TERMS

maize corn (page 360)

quipu a system of knotted strings used by the Inca to keep records (page 362)

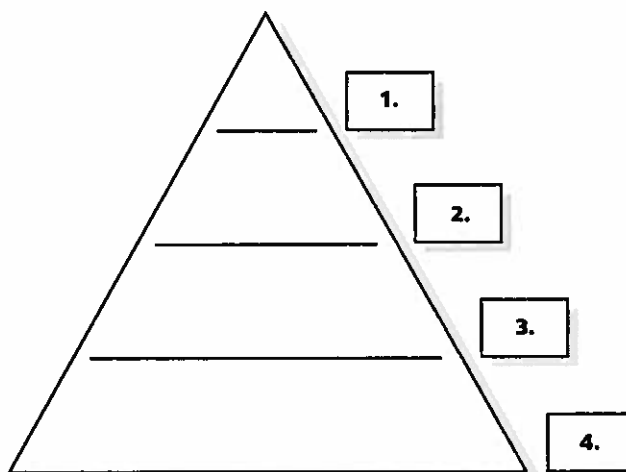
DRAWING FROM EXPERIENCE

What would your life be like if you did not have a system of writing? How would you be able to communicate? How would you be able to obtain information?

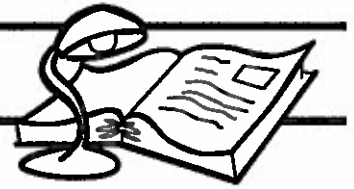
In the last two sections, you learned about the early civilizations of North America and Mesoamerica. In this section, you will learn about the early civilizations in South America. These civilizations did not develop writing systems, but they were able to keep records in other ways.

ORGANIZING YOUR THOUGHTS

Use the pyramid diagram below to help you take notes. Show the hierarchy of the Incan political structure.



Reading Essentials and Study Guide



Chapter 11, Section 3 (continued)

READ TO LEARN

• Early Civilizations (page 359)

The city of Caral was the oldest major city in the Americas. It was located in the Supe River valley of Peru. It contained buildings for officials, apartment buildings, and large homes, all built of stone. The people of Caral developed a system of irrigation by diverting a river into their fields. Caral was abandoned between 2000 and 1500 B.C.

Sometime about 200 B.C., another civilization appeared near the Pacific coast, south of the border of present-day Ecuador. Moche was the capital of this state. It was located in the valley of the Moche River. The Moche River irrigated the fields in this area. Farmers in the area grew **maize** (corn), peanuts, potatoes, and cotton. The power of the Moche rulers extended far along the coast. The people of Moche had no written language, but their pottery tells us about them. It shows that they led lives centered around warfare. Paintings and pottery show warriors, prisoners, and human sacrifices. The Moche civilization ended around A.D. 700.

5. What was the oldest major city in the Americas and where was it located?

• The Inca (page 360)

About three hundred years after the end of the Moche civilization, a new power arose. This power, the kingdom of Chimor, controlled the area for about four centuries. The Inca finally destroyed it. In the late 1300s, the Inca were only a small community in the area of Cuzco. Cuzco was a city located high in the mountains of southern Peru. In the 1440s, under the leadership of the ruler Pachacuti, the Inca began to conquer the entire region. Pachacuti created a centralized state. He and his successors, Topa Inca and Huayna Inca, extended the boundaries of the Incan Empire as far as Ecuador, central Chile, and the edge of the Amazon basin. Once an area came under Incan control, the local people were taught the Quechua language. A noble was sent out to govern the new region. Local leaders could keep their posts as long as they were loyal to the Inca ruler. Pachacuti divided the empire into four quarters, each ruled by a governor. The quarters were divided into provinces, also ruled by governors. Each province was supposed to contain about ten thousand people. At the top of the system was the emperor. The people believed that he was descended from the sun god, Inti.

Reading Essentials and Study Guide

Chapter 11, Section 3 (continued)



All young men had to serve in the Incan army. The army had two hundred thousand soldiers. Supplies were carried on llamas, because the Inca did not use the wheel. The Inca were great builders. All Incan subjects had to perform labor service, usually for several weeks each year. Laborers were moved from one part of the country to another to take part in building projects. Incan buildings and monuments were built of close-fitting stones with no mortar. This helped them to withstand the earthquakes in the area. The Inca also built roads. Their system of roads was a total of 24,800 miles long. Rest houses and storage depots were placed along the roads. Bridges of various types were built over ravines and waterways.

Incan society was very regimented. Men and women had to select a marriage partner from within their own social groups. Women were expected to care for the children and to weave cloth. Some young girls became priestesses in temples. In rural areas, most of the people were farmers. In the mountains, they used terraced farms, watered by irrigation systems. They planted corn, potatoes, and other crops. The houses of the farmers were built of stone or adobe with thatched roofs.

The Inca did not have a writing system, but they kept records using a system of knotted strings called the **quipu**. Even without a writing system, the Inca had many cultural achievements. They had a tradition of court theater, with both tragic and comic works. Poetry was also recited. It was often accompanied by music played on reed instruments.

The Incan Empire was still flourishing when the first Spanish expeditions arrived. In 1531, Francisco Pizarro landed on the Pacific coast of South America. The Incan Empire experienced an epidemic of smallpox. Like the Aztec, the Inca had no immunities to European diseases. Smallpox killed entire villages. Even the Incan emperor was a victim. When the emperor died, each of his two sons claimed the throne for himself. This led to civil war. One of the sons, Atahualpa, defeated his brother's army. Pizarro then captured and killed Atahualpa. Pizarro and his soldiers marched on Cuzco and captured the city. By 1535, Pizarro had set up a new capital at Lima for a new colony of the Spanish Empire.

6. How did the Inca keep records without a writing system?
