



ESSENTIAL QUESTIONS:

- * 1) Why is the geography of Latin America so diverse?
- * 2) How did the geography of Latin America impact the development of the Mayan, Aztec and Incan civilizations?
- * 3) How does geography continue to play a role in the development of modern countries?
- * 4) What are the push-pull factors of migration? Why do many Latinos decide to move northward into the United States?
- * 5) How well do the countries of Latin America continue to compete economically on a global scale?



Beginning with... The Geography of Latin America



South America's Size

- 4th largest continent
- 6,879,000 sq miles
- 12% of the earth's land



Regions

- * If we look at physical geography Latin America has four distinct regions:
 - A. Mexico
 - B. Central America
 - C. The Caribbean
 - D. South America



Regions of “Latin America”



The Caribbean Islands

- ★ The Caribbean Islands are archipelagoes or groups of islands. The major archipelagoes are:
 - A. The Greater Antilles - Cuba, Jamaica, Hispaniola (Composed of Haiti and the Dominican Republic), and Puerto Rico
 - B. The Lesser Antilles

Think of some other archipelagoes around the world!

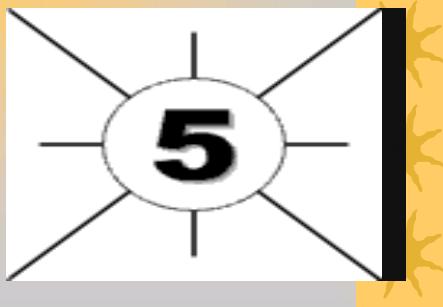


Regions

- ★ If we look at language Latin America can be roughly divided into:
 - A. Spanish speaking countries
 - B. Portuguese speaking countries
 - C. Other European languages such as English, French, and Dutch



Short Video Introduction to the Geography of Latin America



Topography of Latin America

1. On the physical map provided, label the following **NEATLY** and **CLEARLY** as directed below:

A. BODIES OF WATER → use a **BLUE** ink pen:

- Atlantic Ocean
- Pacific Ocean
- Gulf of Mexico
- Caribbean Sea
- Strait of Magellan
- Amazon River
- Orinoco River
- Paraguay River
- Magdalena River
- Rio Grande River
- Colorado River
- Lake Titicaca
- Lake Maracaibo
- Lake de la Plata
- Parana River

B. MOUNTAINOUS AREAS → use a **BLACK** ink pen:

- Andes Mts.
- Sierra Madre Mts.
- Guiana Highlands
- Andean Plateau
- Patagonian Plateau

C. PLATEAUS / PLAINS / RAVINES → use a **GREEN** ink pen:

- Amazon Basin
- Chaco
- Pampas
- Andean Plateau
- Great Plains
- Llanos

D. DESERTS → use a **BROWN** ink pen:

- Atacama Desert

E. CITIES → use a **RED** ink pen:

- | | | |
|------------------|------------|------------------|
| - Mexico City | - Santiago | - Rio de Janeiro |
| - Buenos Aires | - Lima | - Caracas |
| - Port-of-Spain | - Brasilia | - Bogota |
| - Asuncion | - Bogota | - La Paz |
| - Belo Horizonte | - Quito | - La Plata |

F. RIVERS → use a **PURPLE** ink pen:

- Amazon River
- Orinoco River

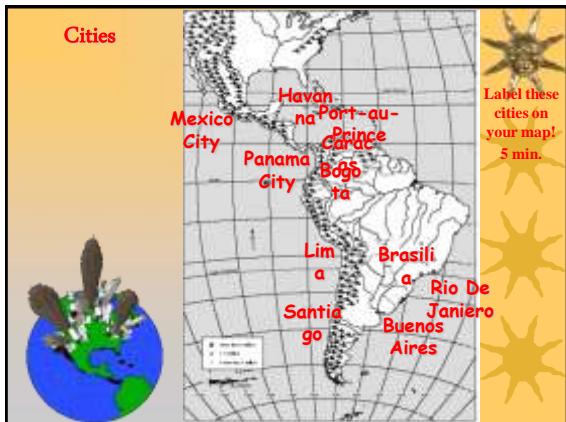


Map of Latin America

Follow along
with me to
check your
work on your
map of Latin
America!











Rivers and Waterways

★ A few important rivers and waterways are:

- The Amazon River
- The Rio Grande
- The Orinoco
- The Parana
- The Panama Canal

The Amazon River

★ The Amazon River is located in South America and it drains a large area that is known as the Amazon Basin. The Amazon has many tributaries, which are smaller rivers that flow into a larger river.

★ Much of the Amazon River is navigable, which means large boats can travel up it to transport goods to the cities located along its banks.

Amazon River



- 4,300 miles long
- Flows through 6 countries
- No bridges cross it
- [Satellite View](#)

19



The Rio Grande

- ★ The Rio Grande is a good example of how a river can be a physical barrier between two countries.
- ★ Part of the Rio Grande is a border between the United States and Mexico.

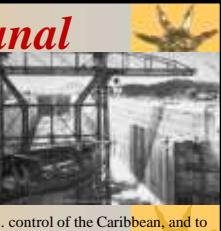


Bodies of Water



The Panama Canal

To gain control of the canal, the United States encouraged Panama's independence from Colombia. Then it negotiated a treaty with Panama to build the Panama Canal. Since this canal provided a short cut between the Atlantic and Pacific Oceans, it benefited American trade and thereby also furthered economic imperialism.



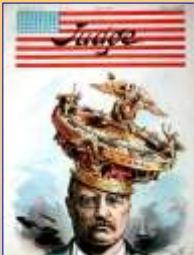
To secure U.S. control of the Caribbean, and to give easier access to trade with China and Japan for eastern manufacturers, President Roosevelt supported building of a canal across the Isthmus of Panama. After using "gunboat diplomacy" to help Panamanian rebel leaders achieve independence from Colombia, Roosevelt signed a treaty with their new nation in 1903 awarding the U.S. control of a canal zone. Construction was from 1904 to 1914.



The canal eliminated the long trip around Cape Horn, the southernmost tip of South America.



Panama: The King's Crown



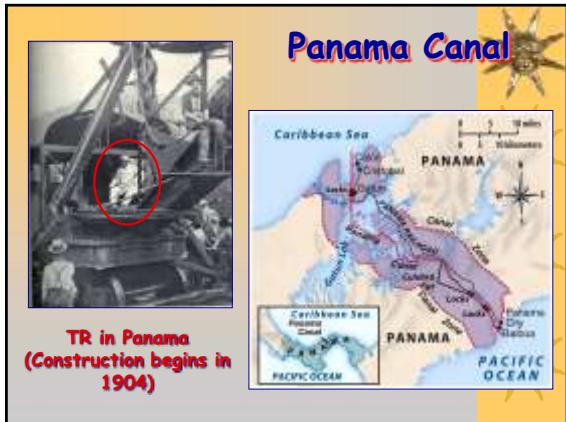
- ★ 1901 → Hay-Paunceforte Treaty. Canal project taken over by U.S.
- ★ Philippe Bunau-Varilla, agent provocateur.
- ★ Dr. Walter Reed —becomes famous for treating malaria victims.
- ★ Colonel W. Goethals—placed in charge of governing and construction.

U.S. gains control of Panama canal

- ★ Hay-Bunau-Varilla Treaty (1903) gives U.S. complete and unending sovereignty over a 10-mile wide canal zone. U.S. agreed to buy Canal and pay annual rent to Panamanians.
- ★ Roosevelt later said- "I took the Canal Zone and let Congress debate"

*Speak Softly,
But Carry a Big Stick!*

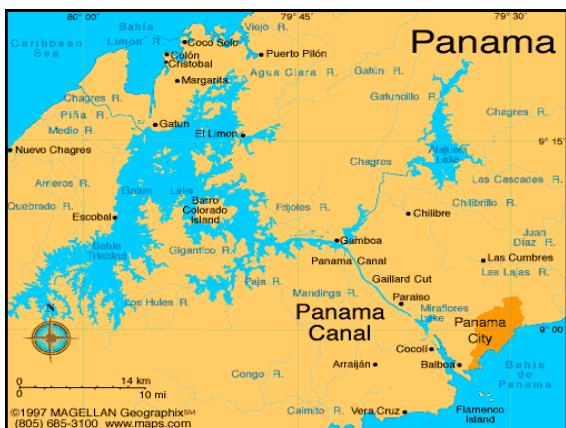




Building the Panama Canal



- American work began in May 1904.
- Harsh working conditions, material shortages, malaria, and the yellow fever hampered construction.
- President Roosevelt appointed John F. Stevens as chief engineer and architect. Dr. William C. Gorgas focused on sanitation and health concerns.
 - By draining standing water and encouraging spiders, ants, and lizards to breed, malaria was almost eliminated by 1913.
- After the resignation of Stevens in 1907, Lt. Col. George W. Goethals took over the job of building the canal.
- Progress continued, and in August 1914 the SS Ancon became the first ship to pass through the canal.



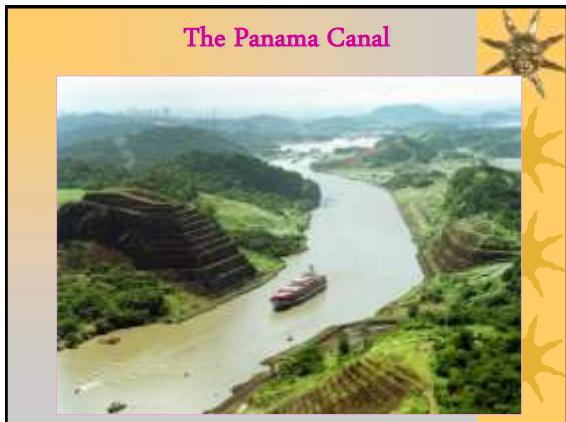


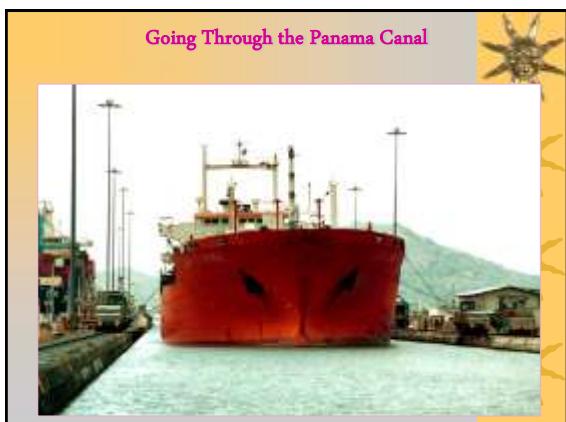




August 1914 - Panama Canal Opens.







Warm up: What can you learn from this timelapse of the Panama Canal?



What was travelling through the Canal like during the 1930's? What was the purpose of this video?



What is the economic future of the Canal? What improvements are being made in construction?



READING ASSIGNMENT ON PANAMA CANAL:

- * **Intro:** In 1904, President Theodore Roosevelt took advantage of a revolution in Panama to launch the building of an American canal there.
- * **Read ‘This Great Enterprise’: Theodore Roosevelt and the Panama Canal and answer the questions for “Discussion and Writing” (pages 4-9). DUE AT THE END OF THE PERIOD!**
- * **NOTE: Tomorrow, you will start a Panama Canal Project! Stay tuned for details.**



Panama Canal Project

- * **Introduction:** In this project, you will be assigned to work in a group, each with a specific topic about the Panama Canal. You will conduct some research and then present to the class, using Google Earth, Google Sketch Up, and PowerPoint! Read below:

- * **Group Assignments**

- **Group 1**—As journalists, you are assigned to cover the Panama Canal and will write brief news reports about traveling through the Canal. Each member of your group should have a role when presenting your 200-250-word news report (about 5-8 slides). Use Google Earth to conduct the tour!
- **Group 2**—As members of the U. S. of Congress, you will write about the decision to return the Canal to Panama. Each member of your group should have a role when presenting your 200-250-word report. Visuals will help! Use PowerPoint! (about 5-8 slides).
- **Group 3**—As historians, you will report about the United States' role in building the Panama Canal. Each member of your group should have a role when presenting your 200-250-word report. Visuals will help! Use PowerPoint! (about 5-8 slides).
- **Group 4**—Design and present a Google Sketch Up model of the Panama Canal!



Assessment Rubric for Panama Canal Project							
	Oversized	Excellent	Satisfactory	Acceptable	Needs Work	Unacceptable	Never
Total presentation grade	20	18	16	14	12	8	0
Has clearly developed individual role/part and clearly links to assignment	20	18	16	14	12	8	0
Provides a well-researched and informative report containing accurate information about the Panama Canal	20	18	16	14	12	8	0
Analytical analysis would place assignment in context and complete the writing project successfully	20	18	16	14	12	8	0
Individuals work well together and demonstrate effective communication skills	20	18	16	14	12	8	0
Shows work is well organized and presented in the context of the group's research	20	18	16	14	12	8	0
Example of assignment could easily be used	20	18	16	14	12	8	0
Total Points Overall	100						
Comments							

Panama Canal Sources

- * 1) <http://www.pancanal.com/eng/index.html>
--Panama Canal Authority
 - * 2) <http://www.canaluniverse.com/>
 - * 3) How the Panama Canal Works—Java Animation
<http://www.arc4.com/kids/java/pec/javaani.html>
 - * 4) The Panama Canal
<http://www.pancanal.com/eng/index.html>
 - * 5) The Panama Canal
<http://www.sunplanet.com/imperialism/joining.html>
 - * 6) The Map Room
<http://bestparadise.com/maps/index.html>
 - * 7) The Panama Canal: A Brief History
<http://www.june29.com/tler/morionf/pan2.html>
 - * 8) The Trans-Isthmian Canal and Its History
<http://www.sinfo.net/pemuscan/history.html>
 - * 9) TIR's Legacy—The Panama Canal
<http://www.ebs.co.kr/web/mgov/travel/cana.html>
 - * 10) Panama Canal Trip
<http://www.his2web.com/gran/panama.htm>
 - * 11) The Panama Canal History Timeline
<http://www.battlehip-newjersey.org/bh/panama/spainfrance.html>
 - * 12) The Panama Canal
<http://www.ohs.org/newsour/hbfatia/america/pamcanal.htm>
 - * 13) The Panama Canal Lesson
<http://edweb.sdsu.edu/tritons/Panama/PanamaUnit.html>
 - * 14) The World Factbook—Panama
http://www.cia.gov/cia/publications/factbook/repo_pn.html
 - * 15) Panama Canal
<http://centralamerica.com/panama/areas/panama.htm>
 - * 16) The New American: Issues in Focus
<http://www.thenewamerican.com/focus/canal/>



Panama Canal Sources

- * 17) Panama Canal and Ecology
<http://www.american.edu/TED/CANAL.HTM>
 - * 18) The Panama Canal
<http://www.wonderchub.com/WorldWonders/PanamaHistory.html>
 - * 19) America's Story—President Jimmy Carter Signed
http://www.americanhistory.gov/pages/bc_0907_pancanal_1.htm
 - * 20) The Panama Canal—The African American Experience
<http://www.nara.gov/publications/prologue/pamana.html>
 - * 21) Panama Canal Becomes Panama's Canal
<http://ushistory.about.com/library/weekly/071299.htm>
 - * 22) Learners Online—Returning the Panama Canal
<http://www.learnersonline.com/lessons/archive/99week49.htm>
 - * 23) Panama Canal Puzzle
<http://www.puzzlesworld.org/SlidingBlockPuzzles/panama.htm>
 - * 24) Mosquitoes, Malaria, and the Panama Canal
<http://www.ralphmagne.org/panama.html>
 - * 25) WorldAtlas.com
<http://www.worldatlas.com/webimage/countries/america/usamericainc.htm>
 - * 26) Geographic Learning Site
<http://geography.state.gov/bmbs/panama2000.html>
 - * 27) ThinkQuest
<http://www.thinkquest.org/library/fibsite.htm?outside.html&url=728Kurt+728Kippanama.htm>
Click on Seven Wonders of the World
 - * 28) Maps of Panama—Embarcay World
http://www.embarcayworld.com/maps/Maps_of_Panama.html
 - * 29) Ask Yahoo—What does it cost ... to use the Panama Canal?
<http://ask.yahoo.com/ed/20000609.html>
 - * 30) Panama Canal History
http://www.luxury-panama-canal-cruises.com/panama_canal.htm
 - * 31) Full View of Panama Canal Graphic
<http://www.landinfo.com/panama/full.htm>
 - * 32) Frequently Asked Questions about the Panama Canal
<http://www.state.gov/www/regions/whatpanama/99120.htm>
& faqs.html



Mountains

- ★ Latin America has several large mountain ranges such as:
 - A. The Andes
 - B. The Sierra Madre Occidental and Orientals



Andes Mountains

Andes stretch 4,000 miles from the north to the south, thus making it the longest mountain range in the world. In Chile, it rises to over 20,000 feet.

At some points the Andes are over 300 miles wide and large portions of Peru, Ecuador, Chile, and Bolivia have very high elevations.



40



Andes Mountains (Peru)



Llamas in the Andes



Altiplano

★ Where the Andes are widest there are high flat plains called altiplanos.
People live and farm in these areas but the temperature is cool all year long and it can be difficult to grow food.





Sierra Madres

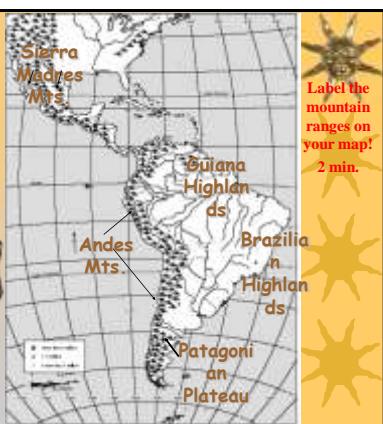
★ The Sierra Madre Oriental and Occidentals run along the east and west coast of Mexico. Between these two mountain ranges lie the Mexican Plateau.



The Sierra Madres, Mexico



Mountains and Peaks



Label the
mountain
ranges on
your map!
2 min.

Highlands

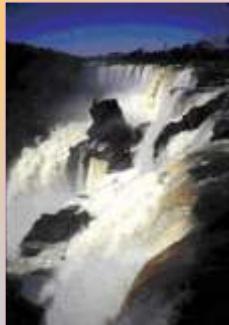
★ The Brazilian Highlands are a geographic region that covers most of eastern, central, and southern Brazil. This area has rolling hills and a tropical wet and dry climate zone.



Guianan Highlands, Venezuela



Brazilian Highlands



Patagonian Region (Chile)





Valleys
Plains
and
Basins



Label these
valleys and
plains on
your map!
2 min.

Amazon Rain Forest



Mato Grosso



Orinoco Lowlands, the Llanos



Cattle Ranching on the Pampas



Gauchos of the Pampas, Argentina





Deserts



Label the
desert!

Atacama Desert



Others

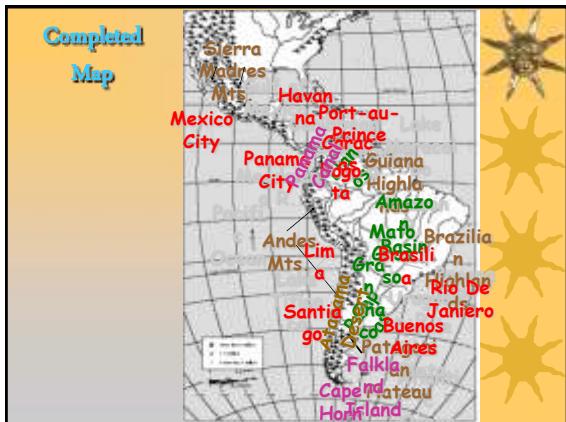


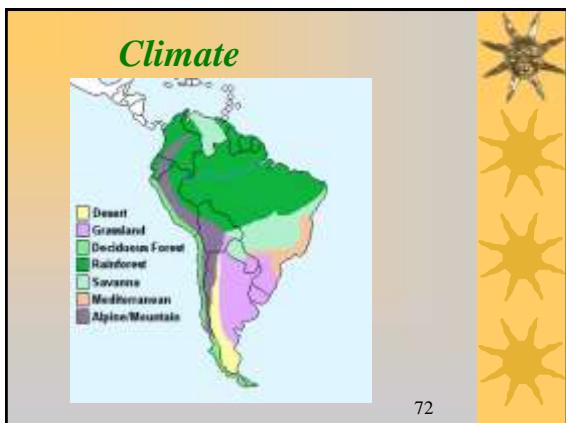
Label these areas!

The Falkland Islands or *Islas Malvinas*









Climate

- ★ Most of Latin America is in the low latitudes. The two predominant climate zones in Latin America are:
 - A. Tropical Wet
 - B. Tropical Wet and Dry



Climate

- ★ The equator runs through Ecuador and Brazil. The area near the equator is known as the low latitudes and is warm all year.
- ★ The seasons in South America are reversed from our seasons because they are in the Southern Hemisphere. When it is winter in Virginia it is summer in Argentina.



Climate

- ★ A tropical wet climate zone gets precipitation on a daily basis and a high temperature. Tropical rainforests grow in tropical wet climate zones.
- ★ A large portion of Brazil, Venezuela, Columbia, and Central America have a tropical wet climate.



Deciduous Forest

- Southern Chile
- Middle East coast of Paraguay
- Four distinct seasons

Fall ▼



Winter ▼



Summer ▼



76



Climate

* Tropical wet and dry climates have a rainy season and dry season. Normally, this type of climate zone has grasslands. A large portion of Brazil is tropical wet and dry.



Rainforest

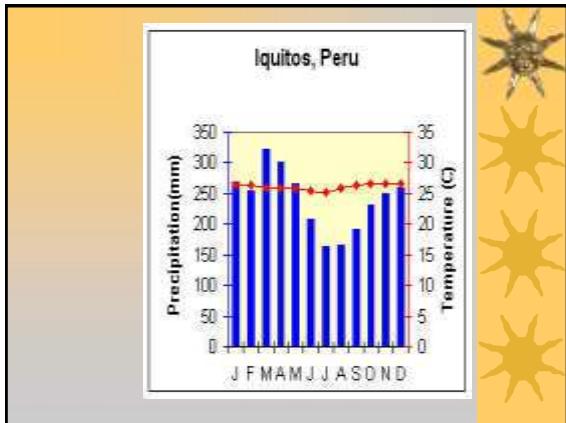
Half of the rainforest
in the world is in the
Amazon region

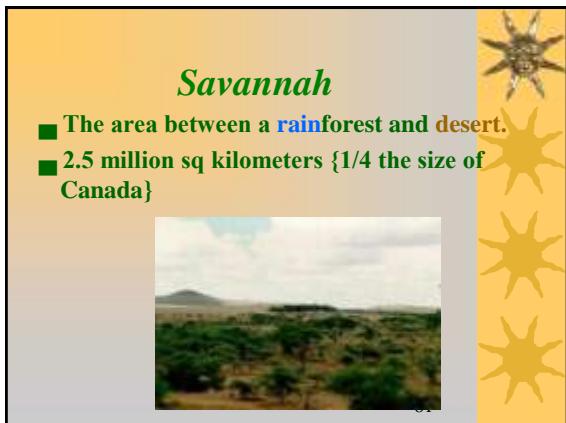


78









Climate

- ★ Some parts of Latin America are dry.
- A. Most of Mexico has an arid to semi-arid climate zone.
- B. The west coast of Latin America has a desert called the Atacama Desert.



Deserts

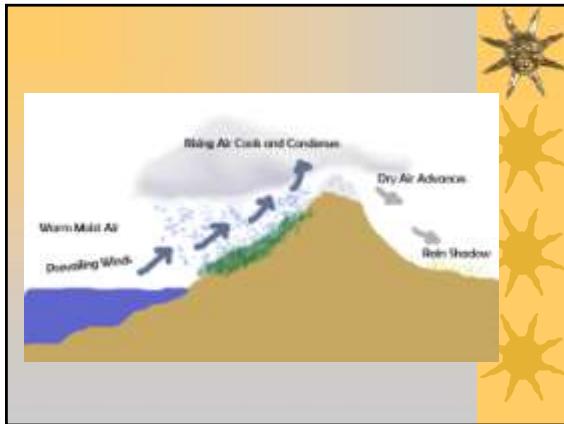
- Atacama Desert is the world's driest
- Patagonian Desert ►
Largest in Americas/5th in the world



Climate

- ★ The Atacama Desert is created by orographic precipitation, which is caused by mountains. The Andes Mountains block rain clouds and create a rain shadow.





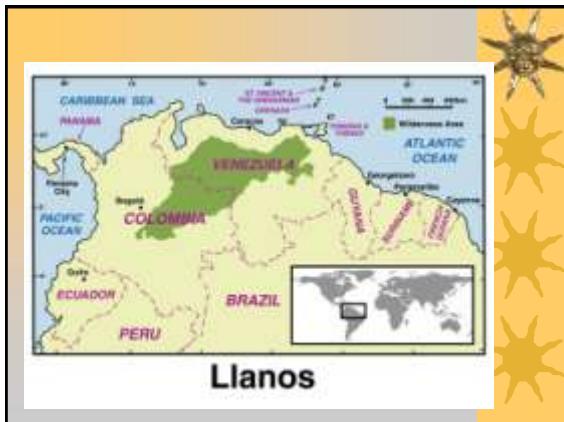
Vegetation and Climate Vocabulary

- ★ Tropical rainforest
- ★ Pampas - Temperate grassland located in Argentina.
- ★ Llanos - Tropical grassland located in Colombia and Venezuela.
- ★ Cerrados - Tropical grasslands located in Brazil.

Pampas - Grassland

- Just below Buenos Aires
- Average temperature is 18°C
- Dry season is summer (December)
 - ◀ Ombu is tree like plant

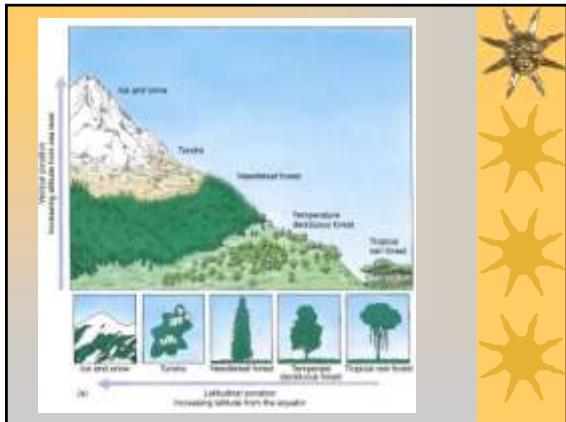


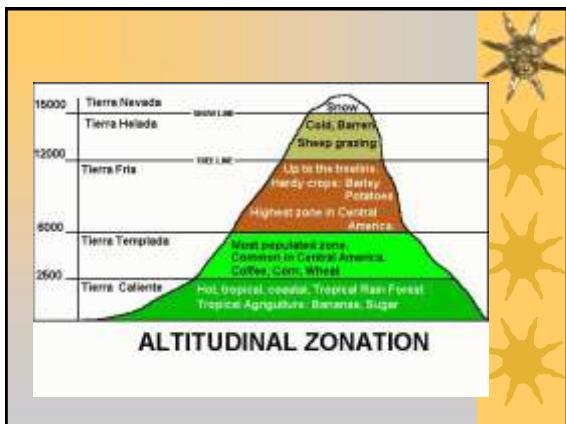


Vertical Zonation

★ **Vertical zonation** is the idea that different types of plants grow at different elevations because the temperature becomes colder as you gain elevation.

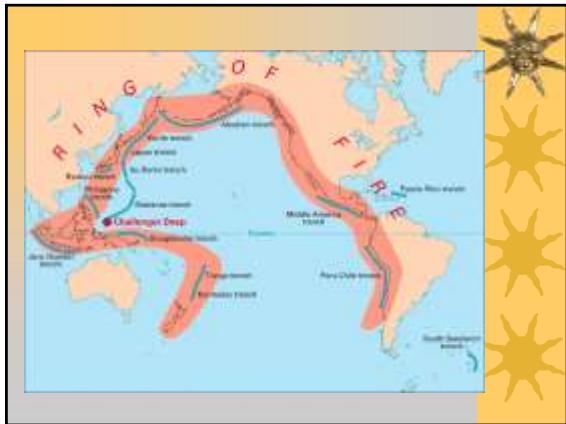
To the right of the text is a vertical column of five sun icons.





Natural Disasters

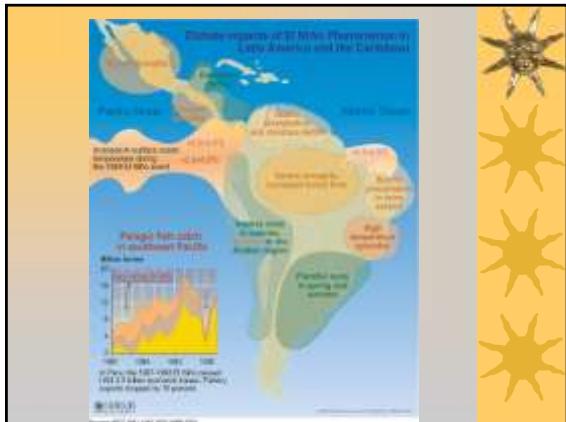
- ★ Latin America has many earthquakes and volcanoes because part of it is located on the **Ring of Fire**.
- ★ In general, Peru, Ecuador, Chile, and the west coast of Mexico have many active volcanoes.
- ★ The Caribbean Sea also has many volcanoes.

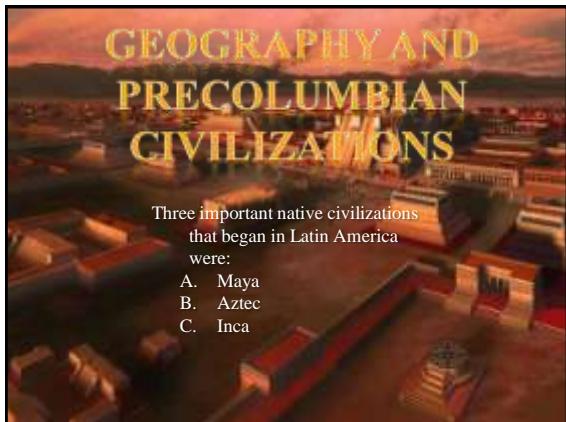




El Niño

★ El Niño is a variation in the ocean and atmospheric temperatures in the Pacific Ocean. When the ocean temperature increases it causes ocean currents to reverse direction and can impact the weather in Latin America in many different ways.





Assignment over the next few days...

* As we discuss the Mayans, Aztecs and Incans, you must continue to fill out the "Comparison Matrix." It is designed to help organize your thoughts, as you take notes. Any topics not covered on the matrix, you will be responsible for completing!



- * I. Postclassic Mesoamerica, 1000-1500 C.E.
- * Maya (classical Mesoamerica) collapse around 700 CE
- * Toltecs follow
 - * Empire in central Mexico
 - * Capital at Tula, c. 968
- * A. The Toltec Heritage
 - * Rule extended to Yucatan, Maya lands, c.1000
 - * Commercial influence to American Southwest
 - * Possibly Mississippi, Ohio valleys
- * B. The Aztec (Mexico) Rise to Power
 - * Toltec collapse, c. 1150
 - * Caused by northern nomads?
 - * Center of civilization moves to Mexico valley
 - * Lakes used for fishing, farming, transportation
 - * Aztecs in, early 14th century
 - * Begin as mercenaries, allies of various tribes
 - * 1325, found Tenochtitlan (lake islands)
 - * Dominate by 1434



Early Human Migrations



Sculpture from the Americas



Origins of the
Peoples of the Americas?



Major Pre-Columbian Civilizations



Answer agree (A) or disagree (D) for each statement:

	Before Reading	After Reading	
1.	—	—	The Maya, Aztec and Inca believed in many gods instead of just one.
2.	—	—	The Aztec were nice people who were friendly to neighboring tribes.
3.	—	—	One of these civilizations created an accurate calendar.
4.	—	—	The aztec crop of the lime was poor.
5.	—	—	The Maya invented the wheel and used carts pulled by horses to travel.
6.	—	—	The Inca built a series of roads and bridges to travel through the mountains.
7.	—	—	The Maya, Aztec and Inca lived during the same time and were all good friends.
8.	—	—	The Aztec practiced human sacrifice and cannibalism.
9.	—	—	The Maya believed that foreheads were ticklish like, so they tied bands to their babies' heads to make them flat.
10.	—	—	The Maya, Aztec and Inca were all conquered and destroyed by the Spanish.

QUICK FACTS: American Post Classical Societies

- ★ Remained isolated
- ★ Had elaborate cultural systems
- ★ Highly developed agriculture
- ★ Large urban and political units





Maya



The Maya lived in southern Mexico, Belize, and Guatemala. Their civilization was at its peak around 250 - 900 AD.

The Maya had city states ruled by kings and priests. They worshipped the gods by ritual sacrifice and blood-letting.

The Maya lived in a tropical wet climate with rainforests. They practiced slash and burn farming and grew squash and corn.



Lands of the Mayans





The Mayans

- * The **culture**'s beginnings have been traced back to 1500 BC.
- * The Height of Mayan **civilization** was between 600 and 900 AD.

Mayan Writing

- * devised a complex style of hieroglyphic writing that has yet to be fully deciphered.
- * Maya words are formed from various combinations of nearly 800 signs.

Mayan Glyphs

sky king house child city

Mayan Mathematics

0 1 5 18 20

Mayan Glyphs

A large grid of Mayan glyphs is shown, with a black arrow pointing from the text "Mayan Glyphs" to a specific symbol in the grid. Below the grid is a photograph of two carved Mayan stone tablets, each featuring a different set of glyphs.

Mayan Drinking Cup for Chocolate

A photograph of a Mayan ceramic vessel, likely a drinking cup or vessel for chocolate, featuring intricate Mayan motifs and designs.

Maya Technology

* The Maya were so advanced in mathematics and astronomy that their calendar was the world's most accurate until this century. They could also predict solar and lunar eclipses.



* The Maya calendar was adopted by the other Mesoamerican nations, such as the Aztecs and the Toltec.

The pyramid was used as a calendar: four stairways, each with 91 steps and a platform at the top, making a total of 365, equivalent to the number of days in a calendar year.



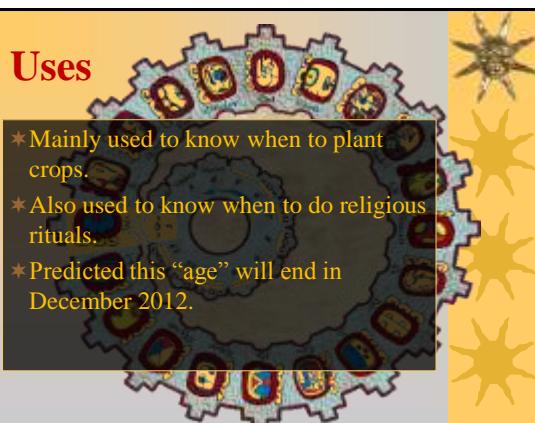
Mayan Calendar

- * The Mayans had two calendars.
- * One was based on science and had a 365 day year.
- * The other was religious and had a 260 day year.
- * The two were used side by side and when they matched up, a sacred year would begin.



Uses

- * Mainly used to know when to plant crops.
- * Also used to know when to do religious rituals.
- * Predicted this “age” will end in December 2012.





Agriculture

*The basis of the culture was farming, which included not only the cultivation of maize, beans, squash, and chili peppers, but also "cash crops" of cotton and cacao.

A collage of images related to Mayan agriculture. It includes a painting of people harvesting maize, a close-up of a dried maize cob, and a small illustration of a rain god, Chac.

Mayan Cultivation of Maize

A collage of images related to Mayan maize cultivation. It includes a painting of people harvesting maize, a close-up of a dried maize cob, and a small illustration of a rain god, Chac.

Chac, God of Rain -->

Mayan Underground Granaries: Chultunes



Mayan Math

- ★ The Mayans had a very advanced system of math.
- ★ They used a base 20 system.
- ★ One of the first western cultures to understand the concept of zero.



MAYAN MATH:

Mayan Numbers

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	



Mayan Names For Numbers

0	xix im	10	lahun					
1	hun	11	buluc	20	hun kal	400		hun bak
2	caa	12	laheca	40	ca kal	800		ca bak
3	ox	13	oxlahun	60	ox kal	1200		ox bak
4	can	14	canlahun	80	can kal	1600		can bak
5	hoo	15	hoolahun	100	hoo kal	2000		hoo bak
6	uac	16	uaclahun	120	uac kal	8,000		pic
7	uuc	17	uuclahun	140	uuc kal	160,000		calab
8	uaxac	18	uaxaclahun	200	ka hoo kal	3'200,000		kinchin
9	bolon	19	bolonlahun	300	ox hoo kal	64,000,000		blau



Religion

- * The Maya worshipped many gods (polytheism).
 - * The most revered deities (Gods) were Itzamna and Ix Chel, father and mother of all other gods, and the rain god Chac. Kukulcan was the Mayan name for the feathered serpent, god of the ruling caste.
 - * They believed the gods required sacrifices to be happy.
 - * A sacrifice could be an animal, corn or even human blood.
 - * Sacrifices were often performed on top of pyramids.



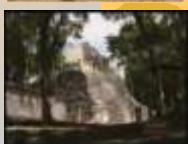
"They should cut themselves open, that from under their ribs up under their armpits their hearts should be torn out. Before everything, sacrifice. By this you will obtain grace. Next, make holes in your ears, and likewise prick your elbows and knees. Offer as sacrifice the blood that flows from them. In these ways, your gratitude will be shown."

-The Popol Vuh

THE MAYA - ARCHITECTURE



- ★ Many pyramids
- ★ Used as tombs for kings
- ★ Adobe homes
- ★ Inside & out were brightly painted
- ★ Outsidess decorated with sculptures of their gods

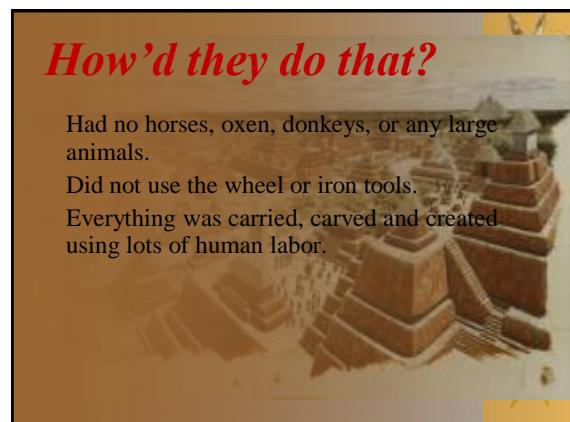


How'd they do that?

Had no horses, oxen, donkeys, or any large animals.

Did not use the wheel or iron tools.

Everything was carried, carved and created using lots of human labor.



Chichen-Itza - Pyramid



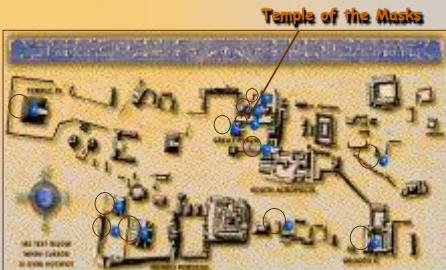
Chichen-Itza - Observatory



Chichen-Itza - Ball Court



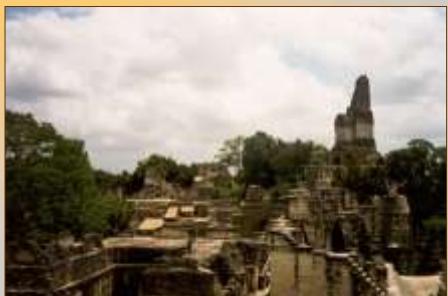
Overview of Tikal (Guatemala)



Tikal Jungle View at Sunset



Tikal - Main Court



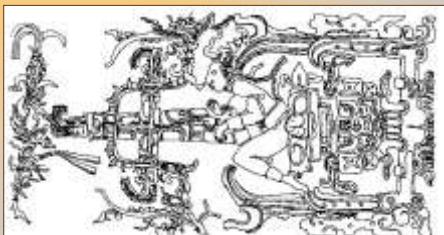
Tikal:
Temple of
the Masks



Tikal - Wall Mask of the Rain God



Palenque - The Maya Astronaut



Quetzalcoatl:
The God of Wisdom & Learning



ASSIGNMENT:

- ★ Complete the National Geographic lesson “Weeping Camel: Common Characteristics of Rituals” at the website:
<http://www.nationalgeographic.com/xpeditions/lessons/10/g912/wcamel.html>



“End of Mayans” Video (45 min)



Prompt: Explain how historians and archaeologists use scientific evidence to explain religious, political, environmental and economic factors which led to the downfall of the Mayans.

Downfall

- ★ Insufficient food supply, earthquakes, pestilence, invasion by outsiders, internal rebellion or a combination of these factors have all been suggested as possible causes for the fall of the Mayan eminence. What appears certain is that by 900 AD the Maya's numerous ceremonial centers had been abandoned.





Aztec

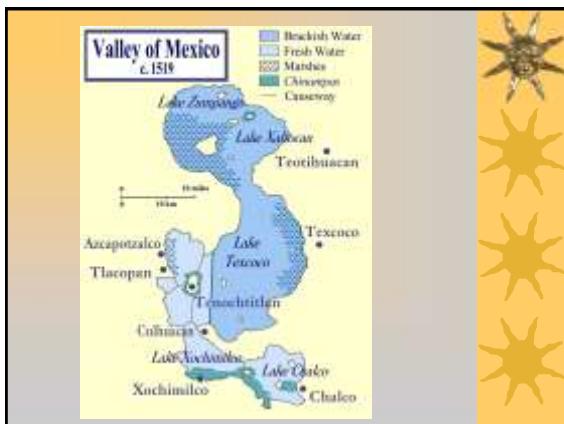
- * The Aztec lived in central Mexico. Their capital was called Tenochtitlan and it was located on islands in a lake. Mexico City now stands on the ruins of the Aztec capital.
 - * The Aztec also practiced sacrifice and built large pyramids like the Maya.
 - * The Aztec empire flourished from 1400 to about 1520, when it was overthrown by the Spanish.



Lands of the Aztecs







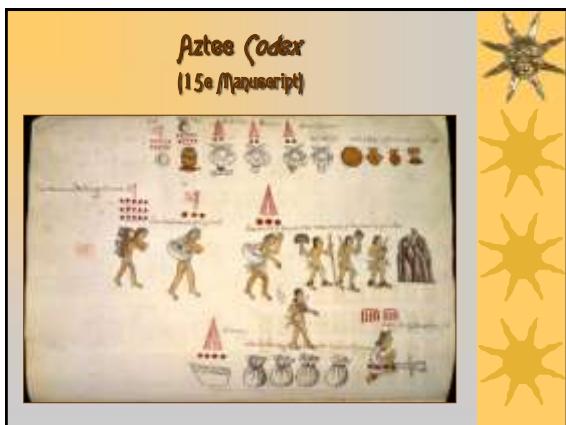
Mythology

- * According to an Aztec myth, the white-faced Quetzacuatl - their most important god-founded the capital city of Tenochtitlan
- * He is the god of intelligence and the god of creation.

A detailed illustration of the Aztec god Quetzacuatl. He is depicted with a white face, a long, flowing beard, and a headdress featuring a large, multi-colored feathered serpent. He holds a rattle in one hand and a shield or object in the other. The background behind him is a stylized sunburst.







Aztec Writing

Chichen (boat), Coban (cave), Oxtlahquen (tortoise), Coatec (snake), Cuauhtemoc (eagle), Ahuacatl (avocado).

Aztec Math

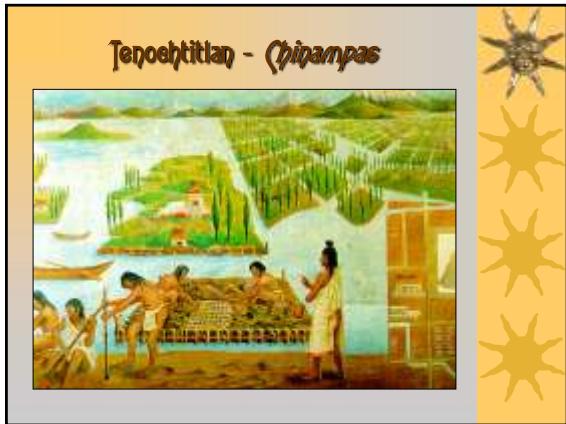
•	1	2	3	4	5	10	20	400	8000
---	---	---	---	---	---	----	----	-----	------

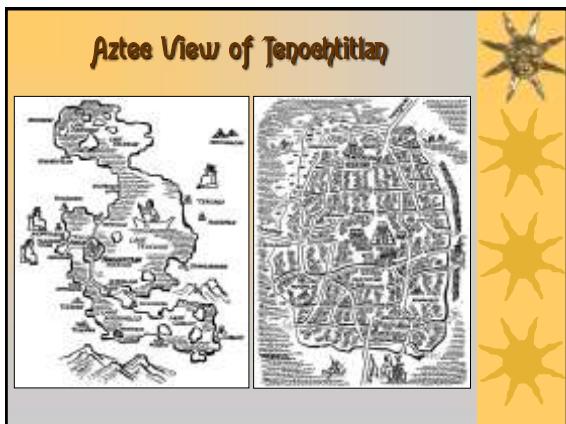
Tenochtitlan: The •Venice• of the Americas

An aerial view of the city of Tenochtitlan, showing its central pyramid, canals, and surrounding urban layout.

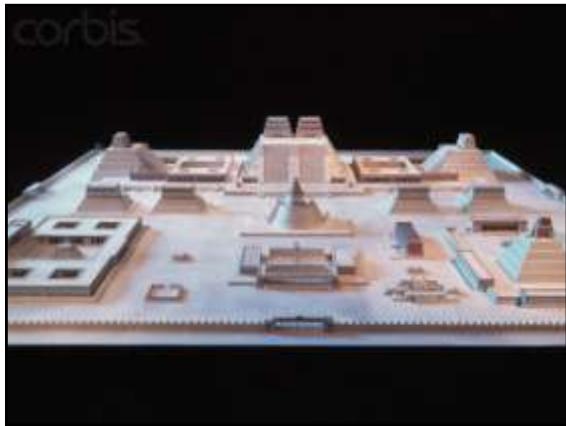
Aztec Chiaampa or Floating Garden:
15ft. to 30ft. wide

A diagram illustrating a cross-section of an Aztec floating garden (Chiaampa). It shows a rectangular platform made of reeds and soil floating on water. Corn plants are growing in raised beds on top of the platform.









C Aztec Social Contract

- * Became hierarchical society
- * saw themselves as people chosen to serve gods
- * Sacrifice increased
- * Source of political power- fear
- * Moctezuma II Head of state and religion

The image shows a historical map titled "Routes of Cortes" which details the route taken by Hernán Cortés and his forces from the port of Veracruz up the Gulf of Mexico towards the Aztec capital, Tenochtitlan. The map is framed by two large, stylized sun symbols at the top and bottom right corners.

D. Religion and the Ideology of Conquest

- * Spiritual and natural world seamless
- * Hundreds of deities and complex mythology
- * Three groups
Fertility: agriculture, water
- * **Creator gods:** God of sun and sky
- * **Warfare:** draw power from sacrifice
ex. Huitzilopochtli
Aztec tribal god
Identified with sun god
- * Sacrifice increased to an unprecedented scale
- * Motivated by religion or terror?
- * Cyclical view of history
-Believed world would be destroyed and created again and again

The image is a traditional Aztec manuscript illustration depicting a scene of human sacrifice. It shows several figures, including one who appears to be performing a ritual or sacrifice on a person tied to a post. A large sun symbol is visible in the upper right corner, and other figures are shown in the background.

Aztecs Sacrifice Neighboring Tribes to the Sun God



Heart Sacrifice
on an Aztec Temple Pyramid



Wall of Skulls, Tenochtitlan



Sacrificial Statue, Tepoztitlan



Aztec Sun Stone -- Calendar



Aztec Sun Motifs



The Aztecs Were Fierce Warriors

A vertical yellow column on the right features five stylized sunburst icons.

Aztec Gold

A vertical yellow column on the right features five stylized sunburst icons.

E. Feeding the People: The Economy of the Empire

- * Agriculture
Chinampas, man-made floating islands
- * High yield
- * Farming organized by clans

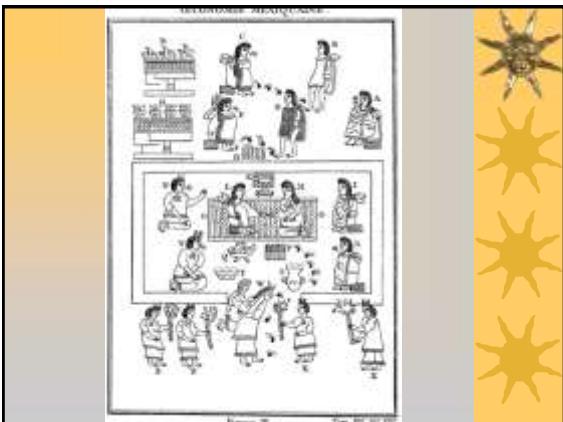
* Also took goods as tribute

- * Markets
- * Daily market at Tlatelolco
- * Controlled by *pochteca*, merchant class

* Highly regulated markets (necessary b/c Aztec pop. Reached 20 million)

A vertical yellow column on the right features five stylized sunburst icons.





***II. Aztec Society in Transition**

- * Society increasingly hierarchical
- *
- * A. Widening Social Gulf

*** Calpulli (clans)**

- * Transformed from clans to groupings by residence
- Distribute land, labor
- Maintain temples, schools
- Basis of military organization

*** Noble class develops from some calpulli**

(identified by clothing, etc)

- * Military virtues give them status (death in battle = eternal life)
- * Serf-like workers on their lands
- * Social gaps widen
- * Imperial family at head of pipiltin
- * Calpulli of merchants



*** Women in Aztec Mexico**

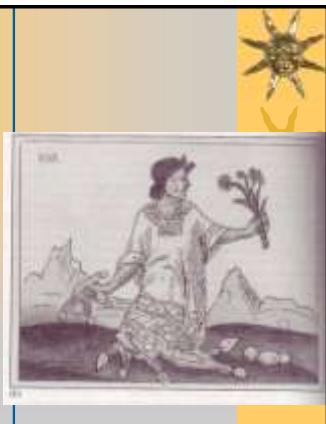
- * Can own property
- * death in child birth = eternal life
- * No public roles b/c of limited technology
- * no milling technology meant women spent hours daily grinding maize
- * Elite polygamy
- * Most peasants monogamous

*** A Tribute Empire**

- * Speaker One rules each city-state
- * Great Speaker
- * Rules Tenochtitlan

Subjugated states could remain autonomous

- * Owe tribute, labor



Ruins of the City Center, Tenochtitlan

Q. What brought about the end of Aztec Civilization?



Pre-Columbian Civilizations

	Mesoamerica	Andes	Oceania
Centro	1400 BC - 1520 AD Mexico, Guatemala, Honduras	1000 BC - 1500 AD Mexico	800 BC - 1500 AD Andean Mountain region
Groups by Society	Maya Aztecs & Maya Inca	Sumer Akkadians Chaldeans Assyrians Persians Mesopotamia Babylon Sumer Assyria	Borneo ("The Forest") Polynesia Austronesian Micronesia Melanesia New Zealand Waves
Beliefs	Many gods Sun god Earth god God of rain and growth Gods ruled by priests and kings	Gods & goddesses Gods of sun, moon, water, earth, fire, wind, rain, etc. Polytheism Religious leaders called shamans Priests who speak to the gods	Many gods Sun god
Government	City states ruled by priests and kings	Emperors & empires ruled Imperialistic Emperors that speak to the gods	Hierarchically organized over the empire
Achievements	Calendars Writing Mathematics (base 20, Fractions) Ceramic Art Metalworking with copper	Floating Gardens Dikes to the Mesopotamia Goddess Calendar Pottery Working	Beautiful Jewelry & Shaman of Wild Goddess Terraced Agriculture Guanaco Sheep to keep records, Fibers to make Mathematics Irrigation Astronomy Mathematics (base 10, Fractions, 360/365)

1. Who built the Inca Empire? _____

2. How were the origins of the Inca civilization alike? _____

3. Who was in control but the strongest ruler? Explain why. _____

4. What are the differences between the groups of people in the Maya civilization and the groups in the other two civilizations? What makes our societies about Maya society? _____

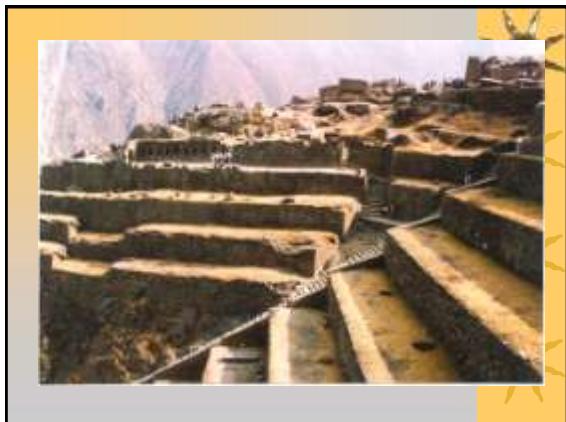



Inca

- ★ The Inca lived in South America in Peru and Chile.
- ★ The Inca built a system of roads through the Andes Mountains to connect their empire.
- ★ The Inca did not have a writing system but they kept records with a complicated system of ropes with knots.







Lands of the Incas

* Between 1200 and 1535 AD, the Inca population lived in the part of South America extending from the Equator to the Pacific coast of Chile.



INCAS!

- * III. Twantinsuyu: World of the Incas
 - * *Tiwanaku, Huari* (c. 550-1000 C.E.)
 - * After 1000, smaller regional states
 - * *Chimor* (900-1465)
 - * North coast of Peru
 - * A. The Inca Rise to Power
 - * Cuzco area
 - * Quechua-speaking clans (*ayllus*)
 - * *Huari*
 - * Control regions by 1438, under *Pachacuti*
 - * **Topac Yupanqui**
 - * Son of Pachacuti
 - * Conquered Chimor
 - * Rule extended to Ecuador, Chile
 - * **Huayna Capac**
 - * Further conquests of Topac Yupanqui
 - * 1527, death
 - * Twantinsuyu (empire)
 - * From Colombia to Chile
 - * To Bolivia, Argentina



- B. Government and Religion**

- ★ "Split inheritance": Power to successor, Wealth, land to male descendants
 - ★ Result is continual conquest

- * Religion
 - * Sun god supreme and he is Represented by ruler (Inca)
 - * Temple of the Sun at Cuzco
 - * Local gods survive
 - *

C. The Techniques of Inca Imperial Rule

e Tec
Inca

- * Rules from Cuzco
 - * Governors of four provinces
 - * Bureaucracy
 - * -Local rulers (*curacas*)

 - * **Unification** through :
 - Quechua language
 - Forced transfers of people

 - * **Military**
 - System of roads, way stations (*tambos*), storehouses

 - * **State**
 - Redistributive economy
 - Building, irrigation projects

 - * Gender cooperation
 - * Ideology of complementarity of sexes
 - * Also seen in cosmology
 - * Inca's senior wife links state to moon



Incan Government

- * The Inca society was arranged by a strict hierarchical structure.
- * The Highest Level was the Sapa, high priest or ruler, and the army commander at the top.
- * The temple priests, architects and regional army commanders were next.
- * The two lowest classes consisted of artisans, army captains, farmers, and herders.
- * Farmers provided most of the food for the rest of the population. They had to pay tax in the form of gold, which were distributed to the higher classes.



* III. Twantinsuyu: World of the Incas

- * D. Inca Cultural Achievements
 - * Metallurgy
 - * Knotted strings (*quipu*)
 - * Accounting
 - * Monumental architecture (machupichu)



* E. Comparing Incas and Aztecs

- * Similarities
 - * Built on earlier empires
 - * Excellent organizers
 - * Intensive agriculture under state control
 - * Redistributive economy
 - * Kinship transformed to hierarchy
 - * Ethnic groups allowed to survive
- * Differences
 - * Aztecs have better developed trade, markets, greater human sacrifice



Inca Agriculture

- * The Inca developed drainage systems, terrace farming and canals to expand their crop resources. Potatoes, tomatoes, cotton, peanuts and coca were among the many crops grown by the Inca.
- * Llama were used for meat and transportation. There was more than enough resources available for everyone. Increased subsistence levels led to a growth in the Inca population.



Inca Digging Sticks



Inca Terrace Farming



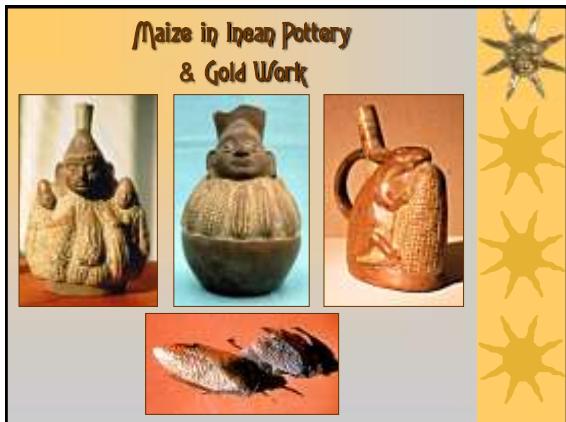
Over 100 Different Types of Potatoes



Cultivated
by the Incas









Inca Technology

- ★ The Incas had an incredible system of roads. One road ran almost the entire length of the South American Pacific coast.
- ★ Since the Incas lived in the Andes Mountains, the roads took great engineering and architectural skill to build.
- ★ On the coast, the roads were not surfaced.
- ★ The Incas paved their highland roads with flat stones and built stone walls to prevent travelers from falling off cliffs.



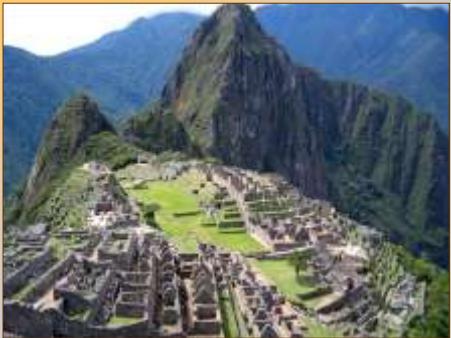
Cuzco: Ancient Capital of the Inca (11,000 ft. above sea level)



Machu Picchu



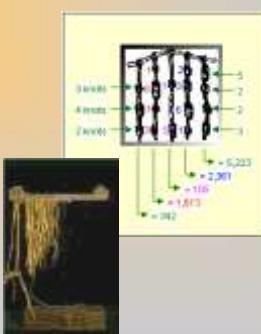
Machu Picchu



Inca Suspension Bridges



The Quipu: An Incan Database



Inca Mummies

This section contains three images: a person in a red shirt working on a mummy, a map of South America with a red box around Peru, and a close-up of a mummified skull.

Inca Gold & Silver

This section contains seven images of Inca gold and silver artifacts: a gold figure, a gold mask, a gold plaque with a face, two gold circular discs, and a gold cup.

THE END?: What happened to the Incas and Aztecs?

Assignments:

* 1) Have you completed your “Comparison Matrix?”

* WE WILL COMPLETE ONE OF THE FOLLOWING:

- 2) Complete the National Geographic lesson “Two Ancient Cities at the website
<http://www.nationalgeographic.com/xpeditions/lessons/04/g912/twocitiesinca.html>
- 3) Complete “Document-Based Activities on Pre-Columbian American Empires: The Maya, Aztec, and Inca: Using Primary Sources and the Internet.” We’ll read through the directions together on p. 1-2 and then you will conduct the webquest, as directed!



Description:

“Document-Based Activities on Pre-Columbian American Empires: The Maya, Aztec, and Inca”

This unit addresses the culture, society, and government of pre-Columbian Empires in the Americas. Through a study of secondary sources and primary sources of study life and policies, students will gain an understanding of how native peoples of the Americas lived at the period before the arrival of the Europeans. For example, students will study the cause and effect of the Spanish Conquistadors’ invasion of the Americas and the destruction of Aztec and Inca empires. They will also read primary sources that describe contact between Native Americans and Europeans, and the betrayal by Europeans of Native Americans that.

Unit Objectives:

Key objective: students will

- summarize and describe characteristics of Mayan, Aztec, and Inca civilizations
- explain why these societies may have developed distinctive forms of organization, including occupational specialization and political structures
- analyze the causes and effects of the Maya, Aztec, and Inca civilizations, including urban development and religious beliefs

Middle: students will

- read and compare primary sources, including images of documents, archaeological texts, and correspondence
- analyze historical evidence in order to draw conclusions about the arguments
- form hypotheses and substantiate opinions about historical events and processes, supporting their work with evidence drawn from primary sources

Prior Knowledge Required:

Students should be familiar with the basic geography of Mexico, Central America, and South America, as well as the location of England and Spain. They should have studied a brief history of native peoples of pre-Columbian America, including a chronology of the rise of the Maya, Aztec, and Inca civilizations and the geography of their empires (see the Unit One PowerPoint on ancient Mexico and Peru). They should also be familiar with the basic reasons that European explorers decided to explore the Americas. When they first arrived in the Americas, they thought native technologies (iron and bronze), a particular set of cultural beliefs (the superiority of European civilization and Christianity), and they were motivated to conquer the natives in order to acquire territory and wealth.

European conquests of the Americas

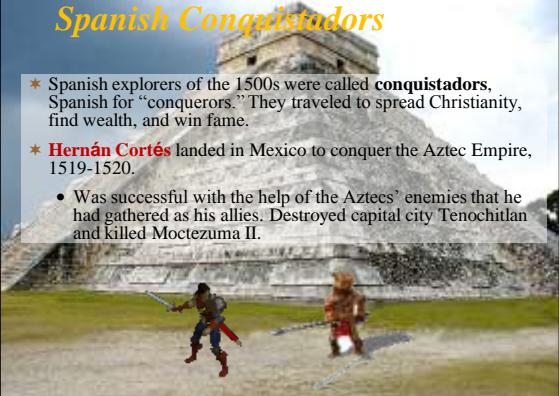
- 
- Spanish rule in Latin America began with:
 - 1) **Christopher Columbus'** “discovery” of the Bahamas in 1492
 - 2) **Francisco Pizarro’s** conquest of the Inca Empire in Peru
 - 3) **Hernan Cortez’s** conquest of the Aztec Empire in Mexico

The Voyages of Columbus



- * Columbus made three voyages to the “New World”.
- * “Discovered” the Americas for Europe in 1492.
- * Between 1493-1496 he attempted to set up a colony in Hispaniola and enslaved the natives-Arawak.
- * The colony on Hispaniola failed.
- * Controversial legacy.
 - Great sailor and explorer or ruthless conqueror?
 - Should we celebrate Columbus Day?

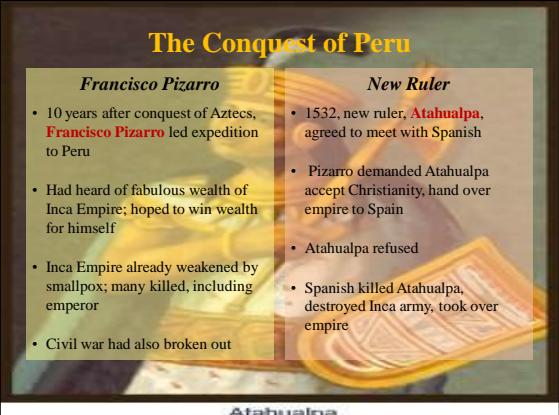
Spanish Conquistadors



- * Spanish explorers of the 1500s were called **conquistadors**, Spanish for “conquerors.” They traveled to spread Christianity, find wealth, and win fame.
- * **Hernán Cortés** landed in Mexico to conquer the Aztec Empire, 1519-1520.
 - Was successful with the help of the Aztecs’ enemies that he had gathered as his allies. Destroyed capital city Tenochtitlan and killed Moctezuma II.

The Conquest of Peru

<p>Francisco Pizarro</p> <ul style="list-style-type: none"> • 10 years after conquest of Aztecs, Francisco Pizarro led expedition to Peru • Had heard of fabulous wealth of Inca Empire; hoped to win wealth for himself • Inca Empire already weakened by smallpox; many killed, including emperor • Civil war had also broken out 	<p>New Ruler</p> <ul style="list-style-type: none"> • 1532, new ruler, Atahualpa, agreed to meet with Spanish • Pizarro demanded Atahualpa accept Christianity, hand over empire to Spain • Atahualpa refused • Spanish killed Atahualpa, destroyed Inca army, took over empire
---	---

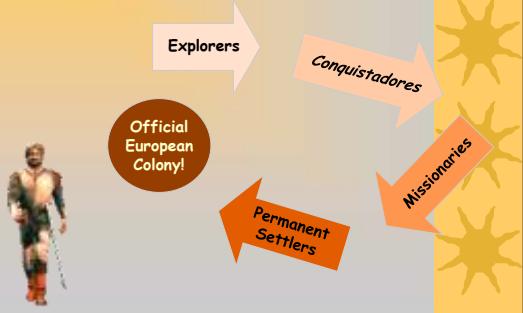


Conquest leads to European Colonization

- ★ Latin America was colonized by European countries.
- ★ Spain colonized Mexico and most of Central America and South America.
- ★ Portugal colonized Brazil.
- ★ The English colonized Jamaica and Belize.
- ★ The French colonized Haiti.



Cycle of Conquest & Colonization





European Colonization

- ★ The Europeans converted the natives to Roman Catholicism and made them learn their languages.
- ★ The most widely spoken languages are Spanish and Portuguese.
- ★ The Europeans brought Africans to work on sugar plantations as slaves.







Creation of “Plantation Economies” in the Americas



African Influences

- * Latin America is heavily influenced by African culture.
- * Music - Calypso, steel drum bands, and reggae.
- * Religion - Voodoo in Haiti and Candomble in Brazil.



Spain Creates a New Social Class Structure in the Colonies

Social Structure

- * **Peninsulares**: people who came from Spain. Considered themselves superior to the *creoles*
- * **Creoles**: people born in the Americas of pure Spanish descent
- * **Mestizos**: mixed Spanish and Native American descent
- * Lowest on social scale were people of mixed Spanish and African descent, pure-blooded Indians, and Africans
- * Catholic missionaries ran missions and taught Native Americans Christianity, European farming, herding, and crafts.

Land and Labor

- * Spain tried to use Native Americans as laborers, *encomienda* system
- * Many laborers were worked to death on huge estates called *haciendas*.
- * As Native American population declined from disease and ill treatment, landowners came to depend on African slaves for labor.



Mestizos

- ★ Most of Latin America has a mixed population called mestizo.
- ★ Mestizos are people of mixed Spanish and Native ancestry.
- ★ People in the Caribbean have mixed European, Native, and African ancestry.

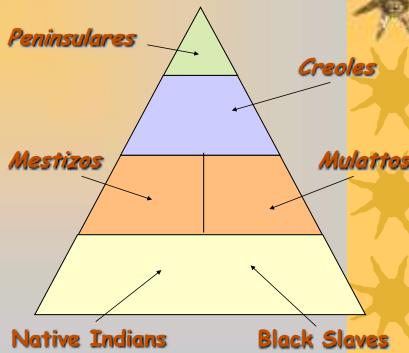


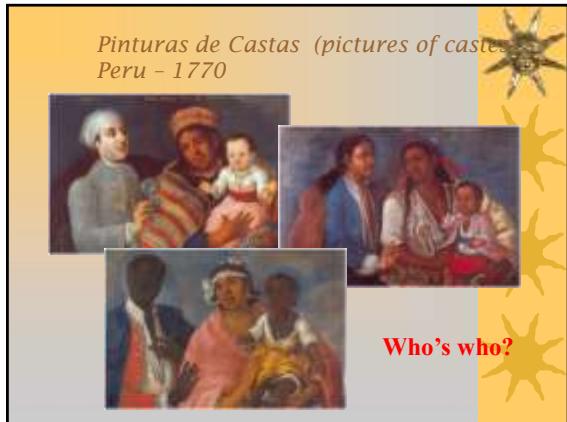
Rigid Social Structure

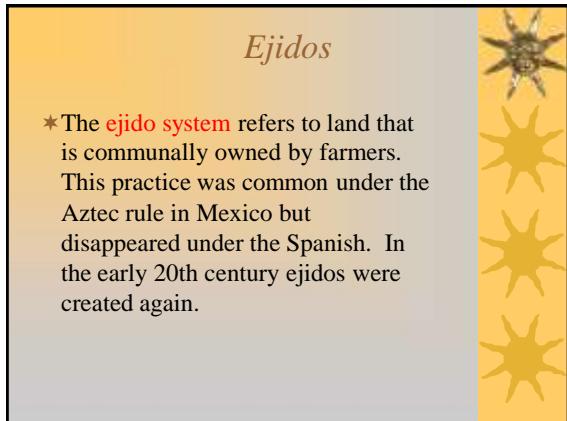
- ★ Latin America has a very rigid social structure. There are many poor people and a few rich people. The middle class is very small. During most of its history Latin America was divided among rich landlords who owned most of the land.



The Colonial Class System









THE DEMOGRAPHICS OF LATIN AMERICA

- ★ The population of Latin America is clustered on the coast.
- ★ The interior of South America is difficult to settle because of the Andes Mountains and the Amazon rainforest.
- ★ Most of the major cities are on the coast except Mexico City and La Paz.



Urbanization

- ★ The population of Latin America is growing rapidly and people are moving into the cities in a process called urbanization.
- ★ People are moving into the cities to look for jobs (push and pull factors).
- ★ When poor people move to the city they create squatter settlements or shantytowns, areas of illegal housing in the city. These areas also have a high crime rate.



INTRODUCTION TO LATIN AMERICAN MIGRATION – *Questions:*

- ★ Why do people migrate?
- ★ How have social, economic, political, and environmental factors influenced migration?



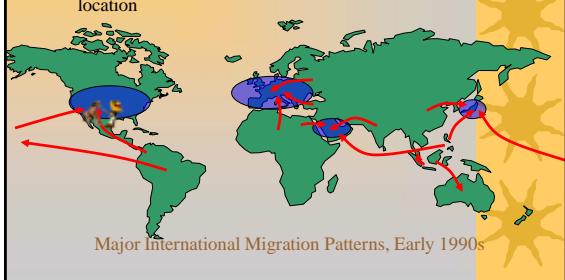
Push and Pull Factors

- * People decide to migrate because of push and pull factors. A push factor induces people to leave a location. A pull factor induces people to move to a new location.



Why do people migrate?

- * **Push Factors**—induces people to move out of their present location.
- * **Pull Factors**—induces people to locate into a new location



Types of Migration



A Problems or benefits?



Immigrant

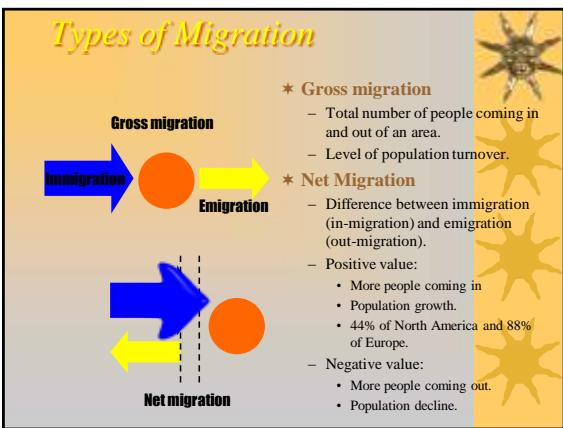


B Problems or benefits?

- * Emigration—migration from a location
- * Immigration—migration to a location.
- * Requires information on:
 - People and conditions.
 - Two different places.
 - Two different times.
- * Duration:
 - Permanent.
 - Seasonal / Temporary.
- * Choice / constraint:
 - Improve one's life.
 - Leave inconvenient / threatening conditions.

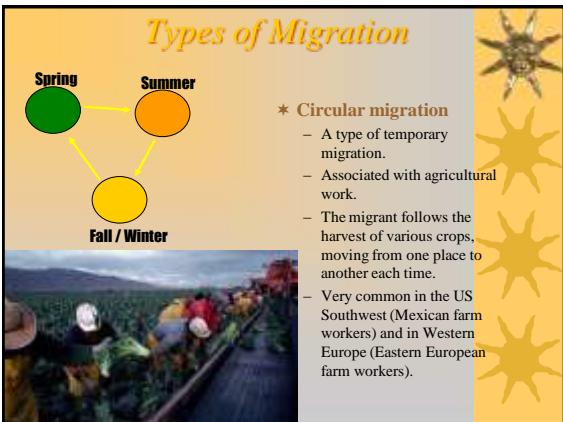


Types of Migration



- * **Gross migration**
 - Total number of people coming in and out of an area.
 - Level of population turnover.
 - * **Net Migration**
 - Difference between immigration (in-migration) and emigration (out-migration).
 - Positive value:
 - More people coming in
 - Population growth.
 - 44% of North America and 88% of Europe.
 - Negative value:
 - More people coming out.
 - Population decline.

Types of Migration



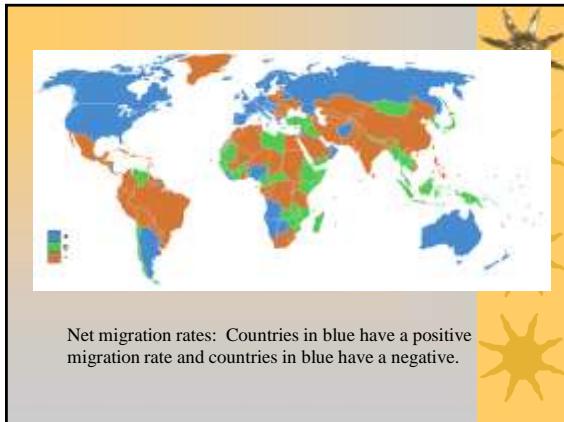
- * **Circular migration**
 - A type of temporary migration.
 - Associated with agricultural work.
 - The migrant follows the harvest of various crops, moving from one place to another each time.
 - Very common in the US Southwest (Mexican farm workers) and in Western Europe (Eastern European farm workers).

Push and Pull Factors: Supported by Data?

- Urbanization
- Native to State
- Agricultural Employment
- Professional/Technical Employment
- Literacy
- Dwellings With Electricity
- Dwellings With Flushing Toilets
- Crowded Housing
- Households With Potable Water
- Population With No/Low Income

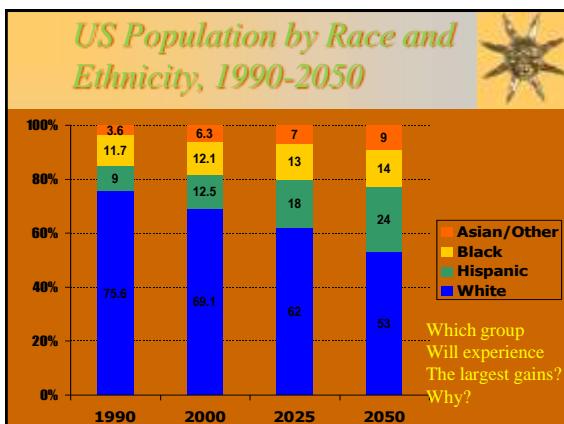
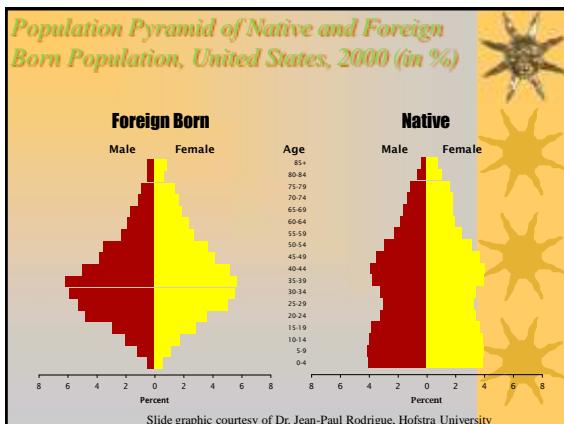
República Mexicana



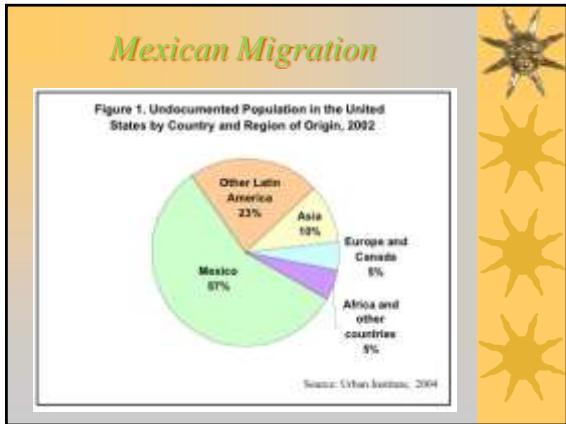


Effects of Mexican migration to US on Mexican people and government? List them!

Effects of Mexican migration to the US on Americans and the US government? List them!









- ### Assignments:
- * 1) Complete “People Count: Birth, Death, and Population Growth in South America: *From the Population and Development Database, United Kingdom.*”
 - * 2) Complete the National Geographic lesson “The United States/Mexico Border” at the website <http://www.nationalgeographic.com/xpedition/s/lessons/13/g912/usmexico.html>

Latin America

Economic Geography



Economic Activity

★ Most of the countries in Latin America rely heavily on primary economic activity such as agriculture, mining (for minerals and oil), fishing, harvesting timber, and livestock ranching.



Agricultural Terracing

★ People practice agricultural terracing in mountainous areas in order to make flat land to farm on.





Agricultural Terraces in Peru

Haciendas

*A hacienda was a large estate that was similar to a plantation. The most common type of activity on a hacienda was ranching but haciendas also grew food and had mines. The owner of a hacienda was very rich and he employed poor laborers to do the work.



Haciendas

*Haciendas were the dominant economic force in Latin America until the late nineteenth century. In many countries the haciendas were broken up and the land was given to poor farmers who then practiced subsistence farming.





Subsistence Farming

* The most common type of farming in Latin America is subsistence farming. This is when a person has a small farm and grows barely enough food to survive. The farmer may have some surplus food that is sold at a local market.



Plantation Farming

* A plantation is a large commercially owned farm that employs many workers and normally grows cash crops for export.



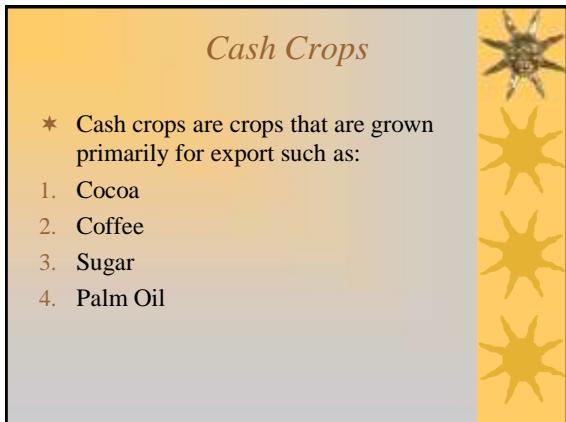


Plantation Farming

- * large scale mono-cropping of profitable products not able to be grown in Europe or U.S.
- * where: tropical lowland Periphery
- * crops: cotton, sugar cane, coffee, rubber, cocoa, bananas, tea, coconuts, palm oil.

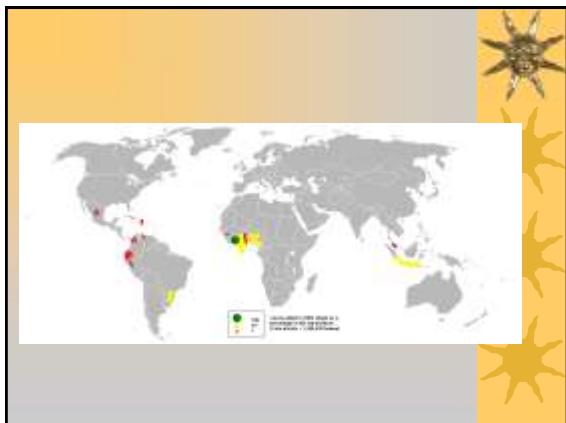
What are potential problems with this type of agriculture? Environmental? Economic?

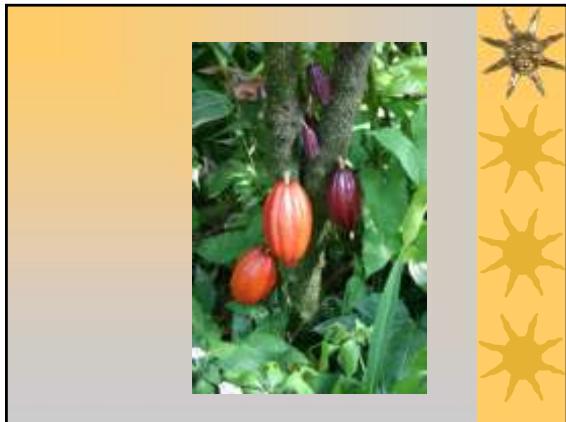


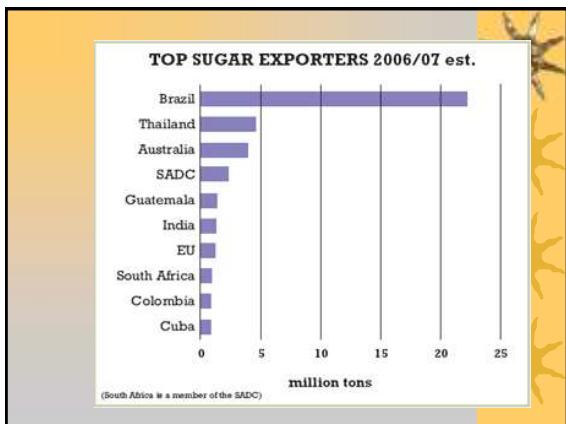


Cash Crops

- * Cash crops are crops that are grown primarily for export such as:
1. Cocoa
 2. Coffee
 3. Sugar
 4. Palm Oil









Slash and Burn Farming

★ Slash and burn farming is a common method of farming in tropical areas with large rainforests. Farmers cut down trees and burn them in order to fertilize the soil. After a few years this process must be repeated and it leads to deforestation.



Shifting Cultivation



Vegetation “slashed” and then burned. Soil remains fertile for 2-3 years. Then people move on.

- where: tropical rainforests. Amazon, Central and West Africa, Southeast Asia
- Crops: upland rice (S.E. Asia), maize and manioc (S. America), millet and sorghum (Africa)



Declining at hands of ranching and logging.





Deforestation

- ★ Deforestation is the most common environmental problem in Latin America. Most of the islands in the Caribbean and the countries of Central America have very little forest left.
- ★ The Amazon Rainforest is being cut down for farmland, urban development, and the export of wood.



Causes of Deforestation in the Amazon, 2000-2005









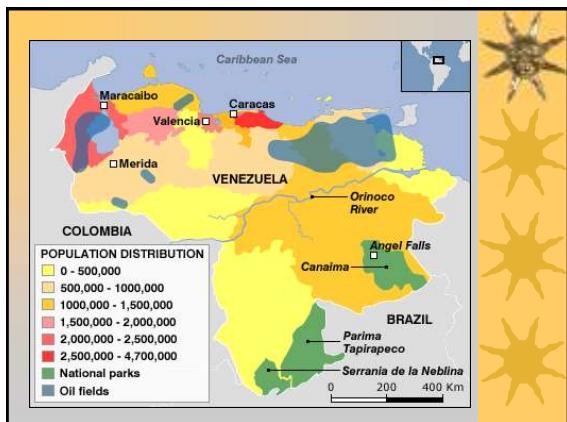
Cattle Ranches

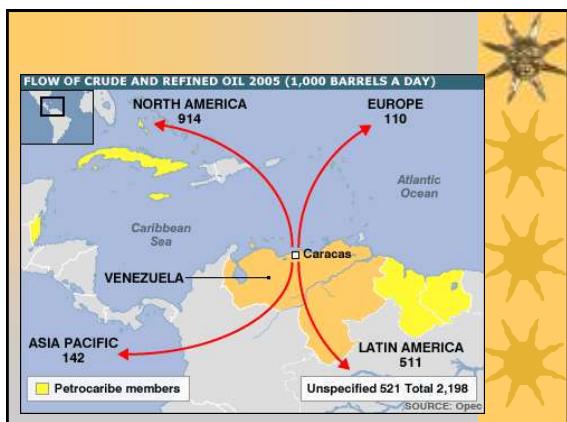
*The pampas in Argentina has many cattle ranches. Argentinian Cowboys are called **gauchos**. Brazil is also one of the leading exporters of beef in the world. Most of the cattle ranches in Brazil are located on the cerrados.

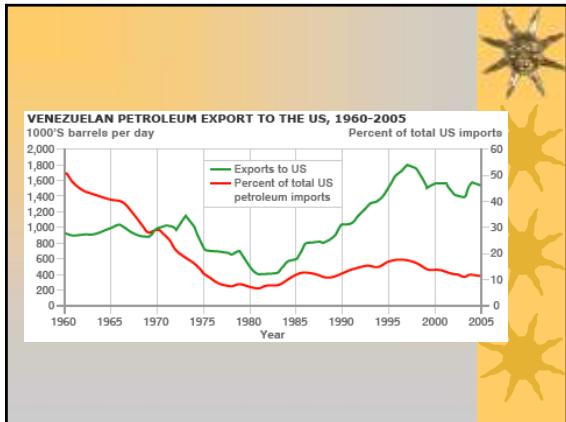
Mineral Resources

*Ecuador, Venezuela, and Mexico all have large oil reserves. Venezuela is one of the leading exporters of oil to the United States. Venezuela is also a member of OPEC, the Organization of Petroleum Exporting Countries that controls the price and production of oil.









Mineral Resources

- ★ Some countries in Latin America have many resources such as copper, iron ore, gold, bauxite, and silver.
 - A. Chile has large deposits of copper.
 - B. Venezuela and Brazil have large deposits of iron ore.

The countries in the Caribbean and Central America have very few mineral resources. These countries rely on farming, timber, and tourism.



Economic Unions - NAFTA

- ★ Examples of economic unions:
 - A. EU - European Union
 - B. NAFTA - North American Free Trade Agreement
 - C. ASEAN - Association of Southeast Asian Nations
 - D. OPEC - Organization of Petroleum Exporting Countries



NAFTA

- ★ The North American Free Trade Agreement is a trade agreement between Canada, the United States, and Mexico.
- ★ In order to promote trade, NAFTA has eliminated tariffs between these three countries, which means there is no tax on imported goods.



NAFTA

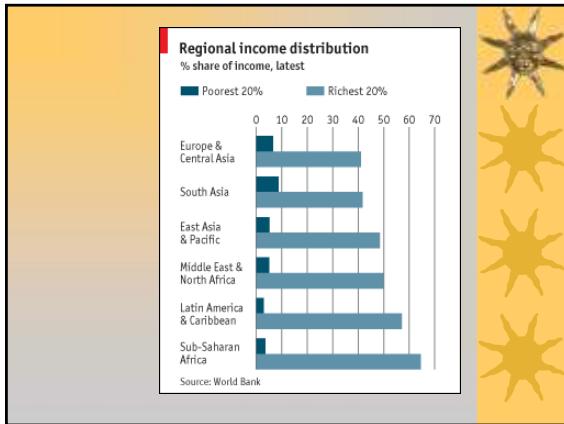
- ★ Some negative impacts of NAFTA are:
- A. The price of food increased in Mexico due to cheap imported food from U.S. agribusiness.
- B. U.S. manufacturing workers lost jobs because many factories moved to Mexico.
- C. Large factories called maquiladoras operate on the Mexican side of the border and they often mistreat workers and pay low wages.



Distribution of Wealth

- ★ Society can be broken into three classes. The lower class, middle class, and upper class. In general the upper class is very rich and the lower class is not so well off. Latin America tends to have a very small middle class and a huge lower class. This is called disparity of income distribution.





“Modern Issues” ASSIGNMENTS:

* Complete the following:

- * 1) The National Geographic Lesson “**About a Tree: The Life and Work of Emerging Explorer Mark Olson**” at the website
http://www.nationalgeographic.com/xpeditions/lesson_s/06/g912/molson.html
- * 2) The National Geographic Lesson “**Geotourism: Honduras as a Working Model**” at the website:
http://www.nationalgeographic.com/xpeditions/lesson_s/06/g912/geofriendly.html