

## THE INCAS

The early history of the Incas is a mystery. Since the Incas never developed a system of writing, we must rely on the writings of their Spanish conquerors for any Incan history that we know. We can also study artifacts of the ancient cities for clues to the early Incas' story.

We do know some Incan myths. One early story is that the sun god created the first Incan, Manco Capac, and his sister. The god told them to go and teach other Indians. They went into the wilderness to establish a city. They named their city Cuzco, and it became the capital of the Incan empire.

The Incas probably began as one of many small tribes in the Andes Mountains. At its peak, the Incan empire spread through parts of what are now Peru, Ecuador, Chile, Bolivia, and Argentina. The Incan land included desert, fertile valleys, some rain forests, and the Andes Mountains.

The Incas conquered most of their territory under the leadership of Pachacutec, who ruled from 1438 to 1471. The Incas crushed most of the other tribes during brutal fighting.

The Incan empire was so large that they built a system of roads that stretched over 12,000 miles. The Incas did not use wheeled vehicles on their roads. The great road system was for pedestrians. Only the road system of the ancient Romans was equal to that of the Incas.

The Incas developed terrace farming. They cut terraces into the steep sides of the mountains to create more farm land. They also dug irrigation systems to bring water from the mountain streams to the terraces. Many of the Incan roads, terraces, and irrigation ditches are still in use today.

The llama was an important animal for the Incas. They tamed the llama and used it for transportation of men and materials. The llama also provided the Incas with wool and food.

The Incas developed a counting system that used a based of ten. They used a *quipus* to remember numbers. The quipus had a main cord about two feet long. They tied many colored strings to the main cord. Each string had knots tied in it. The color of the strings and the distance between the knots had special meanings.

The Incan civilization was at its peak when the Spanish arrived. Francisco Pizarro led the Spanish invaders against the Incas. After a series of fierce battles, the Spanish defeated the Incan king, Atahualpa, and in 1533 he was killed. The descendants of the Incas, like those of the Mayas and Aztecs, continued to live under the rule of the Spanish.



The Incas conquered a vast empire in South America, constructed a 12,000-mile road system, and developed terrace farming and irrigation systems.

Name \_\_\_\_\_ Date \_\_\_\_\_

## QUESTIONS FOR CONSIDERATION

1. Why is so little known about the early history of the Incas?

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2. According to legend, who was the first Incan?

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3. What was the capital of the Incan empire named?

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4. Where is it believed that the Incan tribe began?

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5. Under whose reign did the Incan empire grow most?

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6. What did the size of the empire compel the Incas to do?

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7. How did the Incas grow crops in the mountains?

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8. How was the llama beneficial to the Incas?

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9. What Incan invention helped with counting?

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10. Who defeated the Incas?

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Name \_\_\_\_\_ Date \_\_\_\_\_

## THE INCAS—MAPPING IT OUT

The Incan empire included parts of the countries that are now Peru, Ecuador, Chile, Bolivia, and Argentina.

1. Using a globe, atlas, or map, label those countries on the map on this page.
2. Use a colored pencil or crayon and color in these countries to show the approximate size of the Incan empire.
3. Label the locations of the following: The Caribbean Sea, the Atlantic Ocean, and the Pacific Ocean.



## INCAN RELIGION

Like the other Indian tribes, the Incas worshipped many gods and goddesses. The major Incan god was the god of nature, Viracocha, the creator.

Another Incan god was Inti, the sun god. Gold was the symbol of Inti. The sun god temple is the most important structure in Cuzco, the major city of the Incas. The Incas believed Inti was the father of Incan rulers. They worshipped the ruler as a living god.

Major Incan goddesses included those of the earth and the sea. The Incas also worshipped many lesser gods and goddesses. These included gods of thunder, the Moon, stars, rainbows, and others.

The Incas believed they could learn the will of the gods by divining. Divining is studying objects to find magic signs. Priests would look at things such as animal organs, flames of a fire, or movements of animals, and from these they would try to discover if it was a good day for planting crops, going to war, or making other important decisions.

In addition to the gods and goddesses, the Incas worshipped *huacas*. A huaca was a sacred place or thing. Huacas included mummies of the dead, temples, holy places, and things of nature such as mountains, springs, and stones. Each Incan family had small statues in their homes of huacas. The statues were sacred to that family.

Religious ceremonies were an important part of Incan life. Each family had daily prayers to their huacas. The priests performed daily ceremonies at the various temples. The high priest was a favorite relative of the ruler.

The Incas held a major religious festival during each of the 12 months of their calendar. The Incan year began in December with the Capac Raimi. This means "the magnificent festival." This was the most important and elaborate of all celebrations. Pauca Huaray, in March, celebrated the ripening of the earth. The June ceremony of Inti Raimi was the festival of the Sun. Uma Raimi, the festival of the water, occurred in October.

Some rituals happened inside the temples. The great monthly festivals occurred outdoors. All of the people could take part in them. The celebrations included dancing, feasts, games, songs, and parades. The ceremonies also included sacrifices and offerings. Incas sacrificed animals such as the llama and guinea pigs. At times human sacrifices, including child sacrifices, were part of the rituals.



Winged attendants of the thunder god are shown in profile rather than full face. The figures have rayed headdresses and carry staffs.

Name \_\_\_\_\_ Date \_\_\_\_\_

## QUESTIONS FOR CONSIDERATION

1. Who was the major Incan god?

\_\_\_\_\_

2. What was the name of the sun god?

\_\_\_\_\_

3. What was the sun god's symbol?

\_\_\_\_\_

4. What is divining?

\_\_\_\_\_

\_\_\_\_\_

5. What was a huaca?

\_\_\_\_\_

\_\_\_\_\_

6. How many months did the Incas have in their calendar?

\_\_\_\_\_

7. What events were held each month?

\_\_\_\_\_

8. What was the most important festival? When was it held?

\_\_\_\_\_

\_\_\_\_\_

9. Where did the festivals take place? Why?

\_\_\_\_\_

\_\_\_\_\_

10. What types of things were sacrificed at festivals?

\_\_\_\_\_

\_\_\_\_\_

## INCAN AGRICULTURE

Many of the foods we use today were also part of the Incan diet. Incan farmers grew a greater variety of crops than any other ancient American tribe. They grew potatoes, corn, tomatoes, avocados, peppers, strawberries, peanuts, cashews, squash, beans, pineapples, chocolate, and other crops.

The potato was the most important food of the Incas. They called it *papa*. The Incas had many varieties and colors of potatoes, and today we know of 40 of those varieties. The potato became the main source of food for the Incas since they could plant it at great heights in the Andes Mountains. Some of the varieties of potato would also resist the frosts of the region.

The Incas used the first known freeze-dried process. They left the potatoes outside to freeze. Then the Incas trampled the potatoes by foot to squeeze the water out of them. Next they left them in the sunlight to dry. The Incas called these dried potatoes *chuñu*. The Incas preserved *chuñu* either whole or ground into flour. *Chuñu* would last for years without spoiling and was easy to store. The Incas were able to eat it throughout the year.

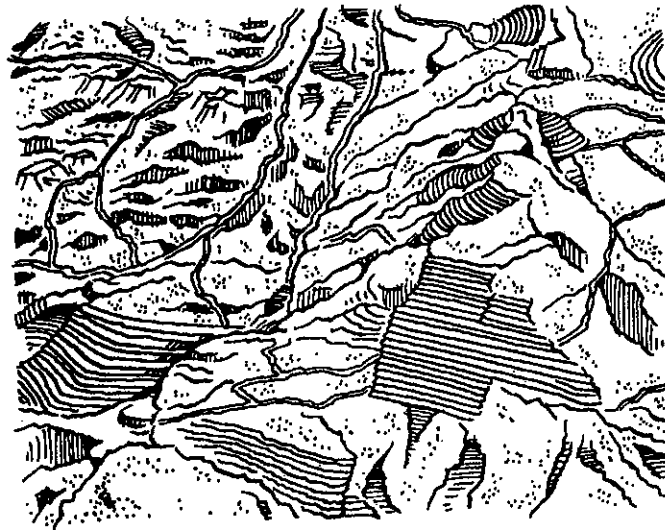
Corn was another important Incan crop. The Incas planted over 20 varieties of corn. Corn is called maize by many Indian tribes. The Incas named it *sara*. Corn was grown only in the lower regions.

The mountains presented farmers with special challenges. To create enough flat land for the crops, the Incas carved flat step-like terraces into the mountain sides. The terraces also helped to keep the soil from being eroded. Modern Andes farmers still use many of the ancient Incan terraces.

Planting the crops was a group effort. The men would break up the soil with planting sticks. The women then followed, putting the seeds into the earth. The children often worked in the fields to scare away birds and animals that might eat the crops before the harvest.

The Incas also developed a system to carry the water of the mountain streams to the terraces. They dug canals and tunnels and built raised aqueducts to carry the water. The Incan water system is still in use today.

Farming was the subject of many Incan religious ceremonies. After the planting season, the Incas made sacrifices to the rain god. At another major festival, the Incas thanked the gods for a good harvest.



Using step-like terraces carved into the mountain sides, the Incas created more flat land for crops. The terraces, which are still used today, also helped control soil erosion.

Name \_\_\_\_\_ Date \_\_\_\_\_

## QUESTIONS FOR CONSIDERATION

1. What was the most important food to the ancient Incas?

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2. How many varieties of this crop were there?

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3. Why was this food popular?

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4. What was the Incan name for corn?

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5. What were Incan "freeze dried" potatoes called?

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6. How did the Incas make more flat farm land?

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7. How did Incas irrigate their farm land?

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8. What in the text might make you believe that the Incas designed things to last?

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9. Why might farming be the subject of religious ceremonies?

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10. When did Incas sacrifice to the rain god?

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Name \_\_\_\_\_ Date \_\_\_\_\_

## INCAN AGRICULTURE—WORD SEARCH

Find and circle the names of the Incan foods listed in the puzzle. The words may be placed horizontally, vertically, or diagonally. They may be spelled forward or backward.

### WORD LIST

AVOCADOS  
BEANS  
CASHEWS  
CHOCOLATE  
CHUÑU

CORN  
PEPPERS  
PEANUTS  
PINEAPPLE  
PAPA

POTATOES  
SQUASH  
STRAWBERRIES  
TOMATOES  
SARA

S	I	U	V	U	K	A	F	S	L	N	X	R	R	T	C	N	I	N	J
S	Q	S	N	O	X	H	R	W	Y	M	Y	Y	B	L	K	T	O	P	P
P	M	O	A	Y	S	T	R	E	W	M	F	D	T	M	L	X	P	G	B
D	C	Z	K	R	D	Q	S	H	G	H	A	E	H	J	C	S	M	Z	Z
Y	P	Z	T	J	A	D	R	S	G	C	H	O	C	O	L	A	T	E	K
C	T	I	X	U	Q	Y	J	A	H	O	I	F	N	N	P	T	O	N	G
D	X	S	N	M	T	S	Y	C	Y	K	E	H	I	E	X	Q	U	S	O
A	X	E	W	E	H	F	T	N	L	S	O	D	A	C	O	V	A	C	D
B	N	I	V	L	A	D	A	N	V	B	B	S	S	W	P	J	C	Y	J
V	T	R	P	U	L	P	B	Z	P	E	A	K	E	T	K	X	C	R	V
G	F	R	I	N	M	F	P	C	Q	A	R	N	B	O	U	S	O	I	F
K	I	E	L	U	U	P	R	L	M	N	D	W	M	I	T	N	N	G	Q
G	P	B	S	H	K	S	L	J	E	S	X	D	Y	T	A	A	A	B	L
A	B	W	N	C	U	P	E	H	R	D	P	X	P	O	C	N	T	E	S
C	G	A	V	P	N	A	G	S	E	M	S	J	E	M	E	O	A	O	P
T	K	R	G	Y	H	P	J	A	E	Y	S	P	P	A	X	D	R	X	P
D	K	T	C	T	D	A	H	U	F	G	H	J	P	T	Q	U	I	N	J
X	U	S	R	C	O	Z	L	Q	I	X	B	S	E	O	J	T	S	A	G
X	P	K	Z	D	M	B	V	S	O	Y	J	J	R	E	P	E	E	O	V
O	S	R	T	X	Z	J	R	I	X	D	D	M	S	S	D	Z	V	C	E

## INCAN WEAVING

Weaving was one of the most important crafts of the ancient Incas. The women did most of the dyeing, spinning, and weaving of cloth. However many Incan men were also weavers.

The Incas used wool for weaving most of their cloth. Llama wool is very coarse and is varied in color. The Incas used it to make blankets and ropes. Wool from the alpaca is white with some gray and brown. The Incas used alpaca wool to weave clothing. The wool from the vicuña is a soft fiber. They used vicuña wool for weaving the finest cloth. When the Spanish invaders first saw cloth woven from vicuña wool, they thought it was silk.

Cotton could not be grown in the mountain regions of the Incas. When the Incan empire spread to the coast, cotton became available through trade with other tribes and soon became popular with the Incan weavers.

Three types of looms were used by Incan weavers. The most unusual was the backstrap loom. They tied one end of the loom to a tree. They then tied the other end to a belt that went around the weaver's back. The Incas also used a horizontal loom. It was stretched about a foot off the ground between wooden supports. They also used a vertical loom, attached to a wall. The weaver using this loom would stand to work.

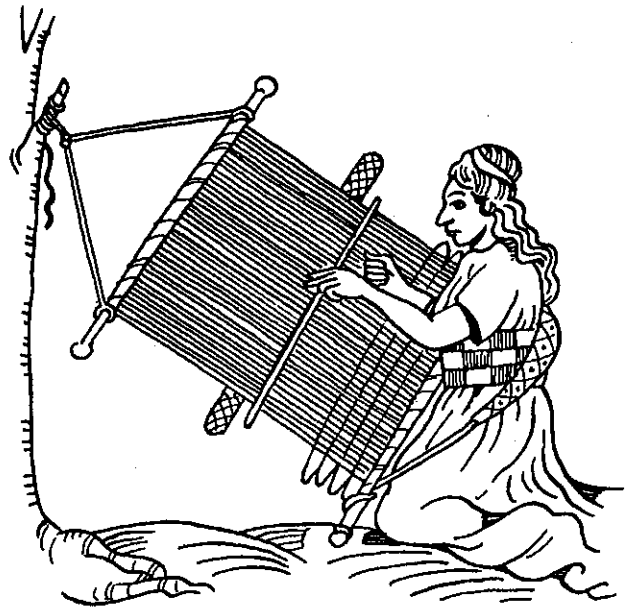
Incan cloth had bright, bold colors. They obtained the colors to dye the wool from many sources. They used metals such as copper and tin for some of the dyes. The Incas also used vegetable dyes. The indigo plant gave a bright blue dye, and the achiote tree was the source of a brilliant red dye. A dye made from ground shellfish provided a deep purple color.

Several steps were necessary in the production of wool cloth. The Incas gathered the wool from the animals. The women then dyed the wool. After drying it, they spun the wool into thread. Next, they wove the thread into cloth. The Incan weavers used geometric patterns. Seldom did a weaver repeat the same pattern.

The Incas used embroidery to decorate some of the cloth. Some of the better garments had decorations of gold, silver, or copper attached to them, and some garments had feathers woven into them for extra color and decoration.

A group of women called the "chosen women" lived in the temples. They wove the finest wool into garments for the ruler. He only wore each garment once, and then it was destroyed.

Today, descendants of the ancient Incas still weave beautiful, bright textiles. The methods and designs used have remained unchanged for about 3,000 years.



One type of loom used by Incan women was the backstrap loom.

Name \_\_\_\_\_ Date \_\_\_\_\_

### QUESTIONS FOR CONSIDERATION

1. Name three animals the Incas used as sources of wool.

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2. What did they use to make blankets and rope?

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3. What was alcapa used for?

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4. What did the Spanish think the finest wool cloth really was?

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5. What item became popular as the Incan empire grew?

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6. What type of loom that was used by the Incas was most unusual?

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7. What types of minerals were used as sources of dye colors?

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8. What color was obtained from the indigo plant?

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9. From what did the Incas get purple dye?

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10. What did the "chosen women" do?

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## INCAN ARTS AND CRAFTS

The Incas are most famous for their weaving, but they also developed skills in metalwork. They used gold, silver, copper, and tin. They discovered how to make bronze by melting copper and tin together. Incan men mined the precious metals. They did not use slaves to work in the mines. Instead, the Incas did this work as part of their "work tax." The Incas had to give a certain amount of their labor to the government.

All of the gold became the property of the ruler. Metal workers pounded much of the gold into thin sheets to cover the walls of the palaces. They also made statues and other decorations for the ruler. The ruler and nobles also used silver for decoration. They believed that silver was the metal of the Moon. Craftsmen also used gold and silver to make masks, plates, and jewelry.

Spanish invaders reported seeing life-size statues made of bronze and covered in gold. After the conquests of the Incas, the Spaniards melted down most of the Incan gold and shipped it to Spain. Very few Incan artworks made of gold still exist.

Copper, tin, and bronze were also used to make artistic, as well as useful, items. Archaeologists have found many examples of Incan metal items such as knives, weapons, pins for garments, and tools.

The Incas also created a variety of pottery. Examples survive of three-legged pots, plates, and drinking cups. The most unusual Incan pottery was the aryballuses. This was a jar with a pointed bottom. It balanced itself upright when filled. It rested on its side when empty. Much of Incan pottery had knobs attached to it to which ropes could be tied for carrying it.

The Incas made most of their pottery for use rather than art. Even so, it was beautiful. Their pottery is known for its elaborate yet small geometric patterns.

The Incas also had a special method of applying colors to the pottery. However, the secret of the ancient Incan method of coloring pottery is lost. Most Incan pottery was red, white, and black. At times they also used yellow and orange.

The crafts of weaving, metal work, and pottery are still being done by the descendants of the ancient Incas. They still use many of the same methods and designs of their ancestors.



Even though Incan pottery was made for practical use, the pieces were decorated with elaborate geometric patterns.

Name \_\_\_\_\_ Date \_\_\_\_\_

**QUESTIONS FOR CONSIDERATION**

1. What metal did the Incas produce by mixing copper and tin together?

2. What type of tax was placed on Incas by their government?

3. What metal automatically became the property of the ruler when it was mined?

4. What did the Incas believe about silver?

5. What did the invaders do with the Incan gold?

6. Why did Incan pottery have knobs on it?

7. What was an aryballuses?

8. How did Incas color their pottery?

9. What colors were used on Incan pottery?

10. Do any Incan descendants still do Incan crafts? If so, what crafts do they do?

Name \_\_\_\_\_ Date \_\_\_\_\_

**INCAN ARTS AND CRAFTS—WORD SCRAMBLE**

Unscramble the following groups of letters to form words that were used in the chapter on Incan Arts and Crafts:

1. givewan \_\_\_\_\_

2. wtokmaler \_\_\_\_\_

3. zenrob \_\_\_\_\_

4. susatte \_\_\_\_\_

5. levirs \_\_\_\_\_

6. torypet \_\_\_\_\_

7. ssaalburey \_\_\_\_\_

8. migoretce \_\_\_\_\_

9. norage \_\_\_\_\_

10. nessdig \_\_\_\_\_

11. wereljy \_\_\_\_\_

12. ercpop \_\_\_\_\_

13. ipnaS \_\_\_\_\_

14. soknb \_\_\_\_\_

15. ooctaeidnrs \_\_\_\_\_

# Homonyms

Words that are spelled and pronounced the same but have different meanings are called **homonyms**. Homonyms are listed in the dictionary in separate numbered entries. Each entry may have multiple meanings. The dictionary entry for two homonyms of *bluff*, for example, is shown below:

**bluff**<sup>1</sup> *verb* **1.** to mislead or deceive, especially by using a false display of confidence or strength **noun** **2.** the act of intimidating by a false display of confidence or strength

**bluff**<sup>2</sup> *noun* a steep riverbank or cliff

She could **bluff** many people with her bold talk, but I knew that she was afraid. (meaning 1.1)

The deer stared down at us from the grass-covered **bluff**. (meaning 2)

## A. Identifying Homonyms

Circle the homonyms in each pair of sentences. Then write a brief definition of each word. Use a dictionary if needed.

1. The sailor stood at the bow of the ship. \_\_\_\_\_  
All the actors took a bow when the play was over. \_\_\_\_\_
2. Please put those apples in a bowl. \_\_\_\_\_  
Would you rather bowl or play checkers? \_\_\_\_\_
3. Let me introduce you to the party's host. \_\_\_\_\_  
She will be serving a host of appetizers for us to enjoy. \_\_\_\_\_
4. In general, I lean toward vegetarian meals. \_\_\_\_\_  
I eat lean pieces of meat sometimes. \_\_\_\_\_
5. Is there enough milk in the pitcher? \_\_\_\_\_  
The team's star pitcher has a sore arm. \_\_\_\_\_
6. How do you spell your name? \_\_\_\_\_  
Would you like to sit down for a spell? \_\_\_\_\_
7. The toddler decided to run away and hide. \_\_\_\_\_  
The rug was made from animal hide. \_\_\_\_\_
8. Those tools belong in the shed. \_\_\_\_\_  
Do all snakes shed their skin? \_\_\_\_\_
9. If you drive off now, you will strand me. \_\_\_\_\_  
You should brush that strand of hair off your sweater. \_\_\_\_\_
10. Those heavy boots will hamper your running speed. \_\_\_\_\_  
Is all the picnic food in the hamper? \_\_\_\_\_

# Homonyms

## B. Homonyms in Action

For each item, choose the homonym from the list that makes sense in both sentences and write it in the blanks. Use a dictionary if needed.

1. herd / head / fair / right

My cookie recipe won first prize at the county \_\_\_\_\_.

I don't think it's \_\_\_\_\_ that I have to stay home tonight.

2. fawn / pore / stand / order

I wish you wouldn't \_\_\_\_\_ over her. Nobody believes your flattery!

The slender \_\_\_\_\_ stayed close to its mother.

3. polished / slapped / smash / ground

Eleanor \_\_\_\_\_ the coffee beans before breakfast.

The \_\_\_\_\_ was muddy after the storm.

4. stem / down / pit / away

Get \_\_\_\_\_ from there this instant!

The pillow is stuffed with goose \_\_\_\_\_.

5. awful / base / mean / average

How can you be so \_\_\_\_\_ and cruel?

What do you \_\_\_\_\_ by that remark?

6. tale / deck / story / account

That's quite a \_\_\_\_\_ she told us.

Dr. Fell's office is on the second \_\_\_\_\_ of this building.

## C. Vocabulary Challenge

Read the definitions given and identify each pair of homonyms. Then use each in a sentence. Use a dictionary if needed.

1. a large, black bird / the sound a rooster makes

homonyms: \_\_\_\_\_ / \_\_\_\_\_

sentence 1: \_\_\_\_\_

sentence 2: \_\_\_\_\_

2. not stale / impudent, disobedient, sassy

homonyms: \_\_\_\_\_ / \_\_\_\_\_

sentence 1: \_\_\_\_\_

sentence 2: \_\_\_\_\_

3. a formal dance / a round object

homonyms: \_\_\_\_\_ / \_\_\_\_\_

sentence 1: \_\_\_\_\_

sentence 2: \_\_\_\_\_

# Homophones and Easily Confused Words

Teaching

Many sets of English words sound the same but have different spellings and meanings. These sets of words are called **homophones**, from the Greek words *homos*, meaning "same," and *phonos*, meaning "sound."

Word	Pronunciation	Meaning
brake	brāk (rhymes with <i>fake</i> )	to slow or stop
break	brāk (rhymes with <i>fake</i> )	to smash or otherwise divide in pieces

Homophones can lead to spelling mistakes. You may mean, "I was careful not to break the dish," but if you write "I was careful not to brake the dish," you have made a spelling error. Here are other examples of homophones.

coarse (rough), course (path or school subject)	pail (bucket), pale (light-colored)
flew (past tense of <i>fly</i> ), flu (a sickness also called influenza)	cent (one penny), scent (smell), sent (past tense of send)
forth (forward), fourth (between third and fifth)	heal (cure, make well), heel (the back part of the foot), he'll (he will)
hoarse (rough-sounding), horse (an animal)	right (correct or opposite of left), rite (ceremony), write (put words on paper)
instance (example), instants (brief periods)	
know (be familiar with), no (negative)	

## A. Identifying Homophones

Circle the homophones in each sentence. Then write a brief definition of each word. Use a dictionary if needed.

1. It's about time that the cat got its food and water. \_\_\_\_\_
2. When I asked him to put the box on its side, he sighed wearily. \_\_\_\_\_
3. When the weather became chilly, Fred decided to make a bowl of chili. \_\_\_\_\_
4. There was peace in our house after we ate a piece of pie. \_\_\_\_\_
5. My favorite flower is the rose, so I intend to plant rows of them. \_\_\_\_\_
6. The sea was calm and beautiful for as far as the eye could see. \_\_\_\_\_
7. The long hall seems an endless way to haul bags of groceries. \_\_\_\_\_
8. After the bolt of lightning, the sky began lightening. \_\_\_\_\_
9. Have you read the blue book or the red one? \_\_\_\_\_
10. The bird could soar despite its sore wing. \_\_\_\_\_

# Homophones and Easily Confused Words

More Practice

## B. Homophones in Action

maze / maize      peak / peek    heed / he'd    raze / raise    wurst / worst  
 stationary / stationery    pale / pail    weed / we'd    cellar / seller    reel / real

Answer each riddle using a pair of homophones from the list above. You may have to switch the order of the words. Use a dictionary if needed.

1. What do you call a bucket that is a light color? \_\_\_\_\_
2. What do you call a look at a mountaintop? \_\_\_\_\_
3. What is another way of saying "He would pay attention"? \_\_\_\_\_
4. What do you call a person who exchanges basements for money? \_\_\_\_\_
5. What do you call a network of paths that go through a cornfield? \_\_\_\_\_
6. How would you say, "Put that up, then tear it down"? \_\_\_\_\_
7. What do you call a genuine spool? \_\_\_\_\_
8. What do you call writing paper that does not move? \_\_\_\_\_
9. How would you say, "We would tear those unwanted plants out of the ground"? \_\_\_\_\_
10. What do you call the most terrible sausage? \_\_\_\_\_

## C. Vocabulary Challenge

The following paragraph includes twelve misspelled homophones. Read the passage and circle the incorrect words. Then write the correct words on the lines. Use a dictionary if needed.

Hour school's knew principle is very strict. He past by us in the hallway won day and gave us detention for being noisy. I no its important for rules too bee enforced. Still, theirs know reason to overdue it.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____