

Chapter

9

# The Andean Countries



**The World  
and Its People**

NATIONAL  
GEOGRAPHIC



To learn more about the people and places of the Andean countries, view ***The World and Its People* Chapter 9** video.



**Social Studies** **Online**

**Chapter Overview** Visit ***The World and Its People*** Web site at [twip.glencoe.com](http://twip.glencoe.com) and click on **Chapter 9—Chapter Overviews** to preview information about the Andean countries.

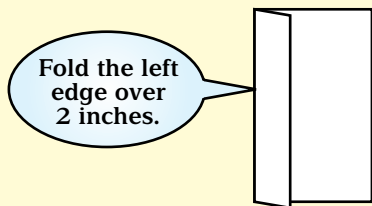


# FOLDABLES™

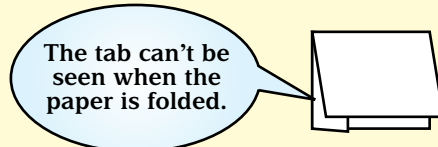
## Study Organizer

**Summarizing Information** Make this foldable and use it to organize note cards with information about the people and places of the Andean countries of South America.

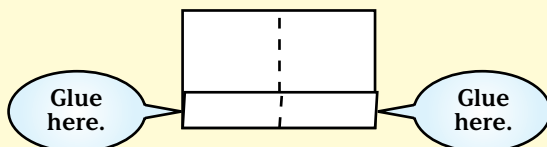
**Step 1** Fold a 2-inch tab along the long edge of a sheet of paper.



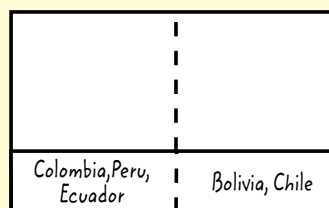
**Step 2** Fold the paper in half so the tab is on the inside.



**Step 3** Open the paper pocket foldable and glue the edges of the pockets together.



**Step 4** Label the pockets as shown.



**Reading and Writing** As you read the chapter, summarize key facts about the Andean countries on note cards or on quarter sheets of notebook paper. Organize your notes by placing them in your pocket foldable inside the appropriate pockets. (Glue your foldable from Chapter 8 on the front cover of this foldable to form a four-pocket foldable on South America.)

## Why It Matters

### Wealth in the Andes

The Andes form the spine of South America and are the longest mountain chain on Earth. These high, rocky peaks are the source of some of the world's most highly desired substances, including oil, emeralds, gold, silver, coffee, and "Colombian Gold"—the illegal drug, cocaine. Worldwide demand for these products has caused corruption and instability in the countries of this region.

◀ Monastery of San Francisco, Quito, Ecuador

## Guide to Reading

### Main Idea

Although it has many resources, Colombia faces political and economic unrest.

### Terms to Know

- cordillera
- cash crop
- mestizo
- campesino

### Reading Strategy

Create a chart like the one below and list advantages that Colombia enjoys in the left column. In the right column, list the challenges that it faces.

Colombia	
Advantages	Challenges

## Section

# 1

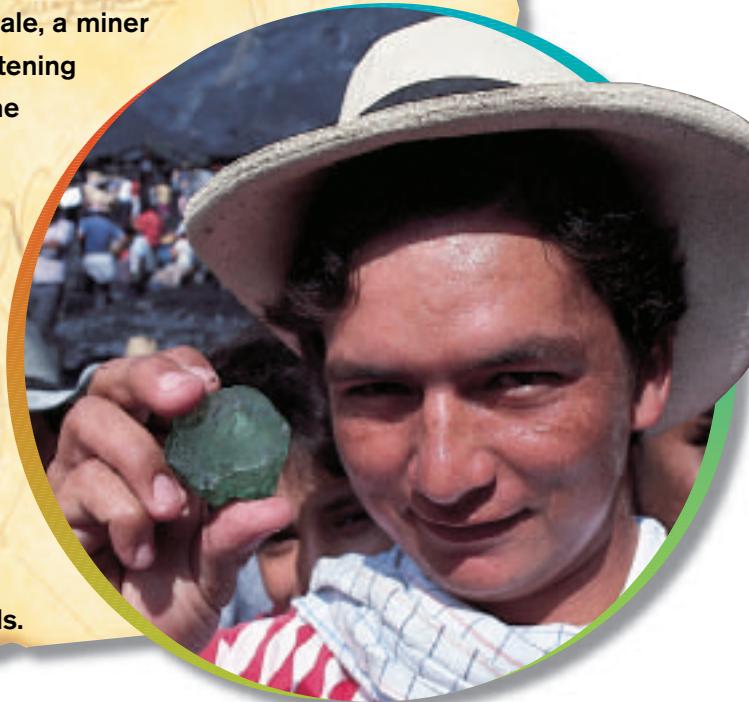
# Colombia's Culture and Challenges



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GEOGRAPHIC

## Exploring our World

In a thin vein of black shale, a miner in Colombia spots a glistening green stone. He is not the first Colombian to mine the precious gemstones we call emeralds. The Colombian mine called Muzo has been producing top-quality emeralds for a thousand years. Early Native American rulers would offer these gems—more rare than diamonds—to their gods.



**C**olombia was named after Christopher Columbus. The lofty Andes mountain ranges at the northwestern edge of South America run through Colombia. These mountains continue south through five other countries—Ecuador, Peru, Bolivia, Chile, and Argentina.

## Colombia's Landscape

Colombia—almost three times larger than Montana—has coasts on both the Caribbean Sea and the Pacific Ocean. The Andes rise in the western part of Colombia. Here they become a **cordillera**—mountain ranges that run side by side. Nearly 80 percent of Colombia's people live in the valleys and highland plateaus of the Andes. Thick forests spread over lowlands along the Pacific coast. Few people live there.

Only a few Native American groups live in the hot, steamy tropical rain forests of the southeast. In the northeast, ranchers drive cattle across the llanos, which, as you recall, are grassy plains.



Colombia lies within the Tropics. Temperatures are very hot, and heavy rains fall along the coasts and in the interior plains. In the high elevations of the Andes, temperatures are very cool for a tropical area. **Bogotá**, Colombia's capital and largest city, lies on an Andean plateau. High temperatures there average only 67°F (19°C).

✓ **Reading Check** Where do most of Colombia's people live?

## Colombia's Economic Resources

Colombia has many natural resources. The mountains hold valuable minerals and precious stones, and Colombia has more coal than any other country in South America. Second only to Brazil in its potential hydroelectric power, Colombia also has large petroleum reserves in



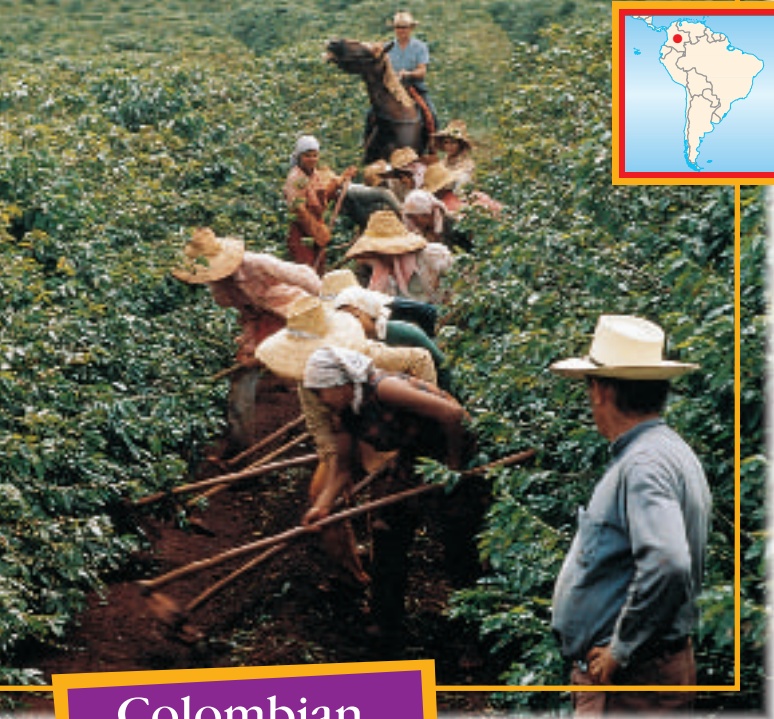
### The Andean Countries: Political



#### Applying Map Skills

1. What bodies of water does Colombia border?
2. What country has a name that sounds like "Equator"?

Find NGS online map resources @ [www.nationalgeographic.com/maps](http://www.nationalgeographic.com/maps)



## Colombian Coffee

Many historians believe that coffee was “discovered” in Ethiopia, Africa. Eventually, Spanish missionaries brought the first coffee plants to Colombia.

**Economics** What other crops does Colombia export?

the lowlands. In addition, the country is a major supplier of gold and the world’s number one source of emeralds. Factories produce clothing, leather goods, food products, paper, chemicals, and iron and steel products.

**Agriculture** The coastal regions and the highlands have good soil for growing a variety of crops. Coffee is the country’s major **cash crop**—a product sold for export. Colombian coffee is known all over the world for its rich flavor.

Colombia exports bananas as well as cacao, sugarcane, rice, and cotton. Huge herds of cattle roam large *estancias*, or ranches, in the llanos. The rain forests also supply a valuable resource—lumber.

**Economic Challenges** Despite many natural resources, Colombia faces economic challenges. Since the 1980s, drug dealers have been a major force in Colombia. The dealers pay farmers more to grow coca leaves—which are used to make the illegal drug cocaine—than the farmers earn grow-

ing coffee. Much of this cocaine is smuggled into the United States and western Europe. The drug dealers have used their immense profits to build private armies. They have threatened—and even killed—government officials who have tried to stop them.

With U.S. support, the government of Colombia has stepped up its efforts to break the power of the drug dealers. In addition, the government has tried to persuade thousands of farmers to switch back to growing other crops. See **TIME Reports: Focus on World Issues** on pages 259–265 for an in-depth study of the drug problem.

✓ **Reading Check** What crop has been a problem in Colombia? Why?

## Colombia’s History and People

About 44.2 million people live in Colombia. Nearly all Colombians are **mestizos** (meh•STEE•zohs). This means they have mixed European and Native American backgrounds. Most speak Spanish and follow the Roman Catholic faith.

In 1810 Colombia was one of the first Spanish colonies in the Americas to declare independence. Simón Bolívar, whom you read about in Chapter 8, led this struggle for independence. In 1819 Colombia became part of New Granada, an independent country that included Venezuela, Ecuador, and Panama. Later, these other regions broke away and became separate countries.

Colombia today is a republic with an elected president. Political violence has scarred the country’s history, though. During the late 1800s

alone, Colombia suffered through more than 50 revolts and 8 civil wars. Fighting broke out again in 1948. About 250,000 people died in this conflict, which ended in the late 1950s.


To prevent further unrest, the two main political parties agreed to govern the country together. Efforts were made to improve the lives of poor farmers by giving them more land. Factories and industrial jobs opened up. Still, a wide gap between rich and poor remained, causing further disturbances.

In the 1960s, rebels in the countryside began fighting the government. This latest civil war is still being fought. It has left more than 100,000 people dead. In 2003 the United States responded to the Colombian government's call for help. It sent U.S. special forces to Colombia to train Colombian soldiers and to protect an oil pipeline.

**A Diverse Culture** Colombia has a rapidly growing urban population. Colombian farmers, or **campesinos**, and their families have journeyed to cities to look for work or to flee the fighting in the countryside. Thirty cities have more than 100,000 people each.

You can see Colombia's Spanish, Native American, and African heritages reflected in its culture. Native American skills in weaving and pottery date back before the arrival of Columbus. Caribbean African rhythms blend with Spanish-influenced music.

 **Reading Check** What is a mestizo?

 **Social Studies** **Online**

**Web Activity** Visit **The World and Its People** Web site at [twip.glencoe.com](http://twip.glencoe.com) and click on **Chapter 9—Student Web Activities** to learn more about Colombia.

## Section

# 1

## Assessment

### Defining Terms

1. **Define** cordillera, cash crop, mestizo, campesino.

### Recalling Facts

2. **Economics** Colombia is the world's number one source of what resource?
3. **Culture** What language do most Colombians speak? What religion do they practice?
4. **History** Who led Colombia's struggle for independence from Spain?

### Critical Thinking

5. **Analyzing Cause and Effect** Why does Bogotá, which is located in the Tropics, have an average temperature of only 67°F (19°C)?
6. **Drawing Conclusions** Why do you think it is so difficult for Colombian farmers to stop growing coca?

### Graphic Organizer

7. **Organizing Information** Create a time line like this one. Then put the following events and their dates in the correct order on it: U.S. special forces sent to Colombia, groups of rebels fight the government, Colombia declares independence from Spain, Colombia suffers 50 revolts and 8 civil wars, Colombia becomes part of New Granada.



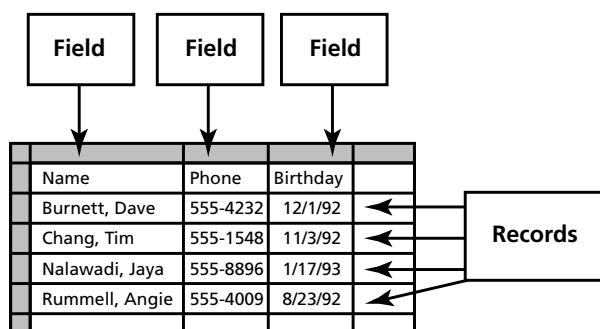
### Applying Social Studies Skills

8. **Analyzing Maps** Study the political map on page 255. What rivers run through Colombia? What are Colombia's major cities?

# Technology Skill

## Using a Database

An electronic **database** is a collection of data—names, facts, and statistics—that is stored in a file on the computer. Databases are useful for organizing large amounts of information. The information in a database can be sorted and presented in different ways.



▲ Using a database can help organize statistics, names and addresses, and even baseball card collections.

## Learning the Skill

The database organizes information in categories called fields. For example, as shown above, a database of your friends might include the fields **Name**, **Telephone Number**, and **Birthday**. Each person you enter into the database is called a record. After entering the records, you might create a list sorted by birthdays or use the records to create a personalized phone-book. Together, all the records make up the database.

Scientists use databases for many purposes. They often have large amounts of

data that they need to analyze. For example, a sociologist might want to compare and contrast certain information about the people of the Andean countries. A database would be a good place to sort and compare information about the languages, religions, and ethnic groups of these countries.

## Practicing the Skill

Follow these steps to build a database about the Andean countries.

1. Determine what facts you want to include in your database and research to collect that information.
2. Follow the instructions in the database that you are using to set up fields. Then enter each item of data in its assigned field.
3. Determine how you want to organize the facts in the database—chronologically by the date, alphabetically, or by some other method.
4. Follow the instructions in your computer program to sort the information.
5. Check that all the information in your database is correct. If necessary, add, delete, or change information or fields.

## Applying the Skill

Research and build a database that organizes information about an Andean country of your choice. Explain why the database is organized the way it is.



# TIME REPORTS

FOCUS ON  
WORLD  
ISSUES

## Waging War on Drugs

Small, hidden cocaine labs, like this one in Colombia, are difficult to eliminate.

South America Fights a Global Problem



A war on many fronts: U.S. Navy Seals on patrol in Brazil. Police in Peru seize cocaine.

LUKE FRAZZA/AF



# The Drug Trade's Tragic Effect

**C**hris Farley lived every actor's dream. During the 1990s, the comic actor spent five successful years on television's hit series *Saturday Night Live*. Farley became so popular that in 1995 he left SNL to start a career in films.

Hollywood quickly became a fan of Farley's and his fame grew. He played roles in movies such as *Tommy Boy* and *Black Sheep*. By 1997, a well-known talk-show host predicted Farley would be "a major motion picture star."

Farley played outrageous characters that battled the world with humor and a big heart. In real life, the actor also battled an addiction to alcohol and drugs like cocaine and heroin. **Cocaine** is a drug that can cause brain injuries if taken only once. In December 1997, Farley used cocaine and other drugs and died.

**A Deadly Import**

The cocaine that killed Chris Farley came from South America. And so did the 650 tons of cocaine smuggled into the United States in 2000. Every day Americans died as a result of using this drug.

Cocaine is made from the coca plant, which is grown in only three countries. Colombia is by far the biggest producer, followed by Peru and Bolivia.

In all three countries, coca is grown high up in the Andes. Cocaine "factories" there turn coca leaves into a white powder. **Smugglers** use boats and airplanes to slip that powder, cocaine, into countries around the world.

Chris Farley's career was heading to the top.



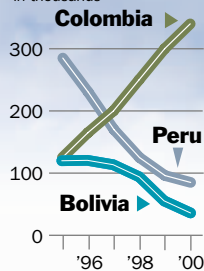
CORBIS SYGMA

## The Drug War in the Andes

### THE BALLOON

While coca cultivation has shrunk dramatically in Bolivia and Peru, it has exploded in Colombia as drug traffickers have relocated their businesses.

A crescent of coca cultivation, in thousands



Sources: U.S. State Department; CIA; Office of National Drug Control Policy



## INTERPRETING MAPS AND CHARTS

- 1. Interpreting Data** What does this map tell you about the U.S. role in South America's drug war?
- 2. Making Inferences** Suppose the war against drugs succeeds in Colombia. How might the lines on the graph change?



Farley could have been a major star but drugs cost him his life.

ALLEN FREDRICKSON/NEWS.COM



Colombia's president (left) discusses how to fight drugs with President Bush.

PAUL J. RICHARD/NEWS.COM



AFP/CORBIS

▲ The beautiful poppy is harvested for deadly heroin.

**Heroin**, another deadly drug, is made from the poppy plant. In South America, poppies are turned into heroin only in Colombia.

## Rebels' Businesses

Drugs have nearly brought Colombia to its knees. Colombia is a country about the size of Texas and California combined. Rebel armies based in Colombia's jungles have fought government troops for some 40 years. The rebels make and sell cocaine and heroin. Their dirty business brings them more than \$1 million a day. They spend a lot of that money on weapons.

**Paramilitaries** add to Colombia's woes. These are armed men that landowners and businesses hire to protect their workers. In 2000, rebels and paramilitaries kidnapped eight innocent civilians every day and murdered 80 more. The chaos has forced some 2 million Colombians to flee their homes.

U.S. money had helped Bolivia and Peru tackle drug problems during the 1990s. But many cocaine producers in those countries moved their operations to Colombia, where cocaine production doubled between 1995 and 2000.

In 2000, the U.S. decided to help Colombia rid itself of the drug trade. It gave Colombia's government \$1.3 billion to equip and train its army to fight drugs.

## Think, Laugh and Live

If no one bought drugs, no one would produce them. Chris Farley's death helped persuade many people to avoid cocaine. But millions still use it, so the cocaine business remains strong.

Farley's friends and family have created the Chris Farley Foundation to teach kids about the dangers of **drug abuse**. The Foundation encourages young people to "think, laugh and live" when peers try to get them to use drugs. And it does so—as Farley would have—with humor. 🍷

## EXPLORING THE ISSUE

- 1. Explaining** What comment does this article's title make about the trade in illegal drugs?
- 2. Cause and Effect** Describe how Chris Farley's death could have persuaded millions of Americans to avoid cocaine.



# Targeting Drug Supplies

**P**op works for the U.S. Customs Service in Hidalgo, Texas. He looks for illegal drugs in vehicles that cross into the United States from Mexico.

By any measure, Pop is good at his job. In 1998 he discovered 3,075 pounds of cocaine in a pineapple truck. In 1999 he found 50 pounds of marijuana hidden in an ice chest.



CHRIS USHER

Popsicle's nose earned him a Significant Seizure Medal in 1999.

What makes Pop so successful? His nose. Pop—short for Popsicle—is a pit bull. Like 500 other **customs dogs** in the U.S., he's been trained to sniff out drugs.

Popsicle plays a role in the worldwide effort to stop the flow of drugs. Many thousands of people are also part of that effort. Police officers, for example, arrest people who sell drugs on the street. Members of the U.S. Coast Guard head off smugglers at sea. Soldiers in Colombia destroy coca plants and cocaine factories.

## U.S. Help

About 80 percent of the cocaine that reaches the United States comes from Colombia. That's why the U.S. has put more than \$1.3 billion behind Colombia's fight against drugs. Colombia's armed forces use most of the money to train soldiers and buy equipment. Planes bought with U.S. dollars drop chemicals that kill growing coca plants. New helicopters rush soldiers to cocaine factories defended by heavily armed rebel troops.

Stopping cocaine at its source isn't just a military job. It's also an effort to change minds. Colombian officials are trying to persuade farmers to stop growing coca and poppies. They pay farmers to grow cocoa, coffee, palm hearts, and other crops instead.

Will those efforts work? Some experts think so. Others aren't so sure. "Those that profit from producing cocaine and heroin are not about to roll over and play dead," said one expert. "There is evidence that drug factories are moving into Brazil and Ecuador."

If she's right, Popsicle has a lot of work ahead of him. ■

## EXPLORING THE ISSUE

- 1. Explaining** Why is stopping cocaine at its source important to the war on drugs?
- 2. Analyzing Information** Why might it be more effective to wipe out cocaine in Colombia than to stop it in the United States?

## Dealing With Demand

**I**t's tragic but true: Someone somewhere is always going to want to buy illegal drugs. And someone else will be willing to **supply** them. Worldwide, about 14 million people use cocaine today. About 5.3 million of them live in the United States. Nine million people in the world use heroin. More than 650,000 of them are Americans.

Suppose those numbers were cut in half. Heroin and cocaine production would plunge. And illegal drugs would cause far less misery than they do today.

### Inside Drug Court

Is slashing the **demand** for drugs by 50 percent an impossible dream? Not in Baltimore, Maryland. Baltimore has a Drug Treatment Court. The court's goal is to help people arrested for carrying illegal drugs to stop abusing them. "If you ask for help," a Drug Court judge said in 2001, "you'll get it. If you don't ask, you'll go to jail."

Half the addicts placed in treatment by the Drug Court have stayed away from drugs. Copy that success rate throughout the nation, and the demand in the U.S. for illegal drugs would nose-dive.

### Educating Americans

No war on drugs can be successful without such a drop in usage, experts say. U.S. president George W. Bush shares their view. "The main reason drugs are shipped . . . to the United States," he said in 2001, "is because



PAUL F. GERO/SABA

▲ **Phoenix, Arizona, has a drug court like Baltimore's. Here a judge rewards a drug offender's good behavior with tickets to Phoenix's science museum.**

United States citizens use drugs. Our nation must do a better job of educating our citizenry about the dangers and evils of drug use."

Yes, someone somewhere is always going to want to buy illegal drugs. But proper education and treatment will surely reduce the demand for drugs everywhere. ■

### EXPLORING THE ISSUE

- 1. Analyzing Information** Which is more important—reducing the demand for illegal drugs or stopping criminals from producing them? Why?
- 2. Problem Solving** What could schools do to lower the demand for illegal drugs?



# Fighting Drug Abuse: What Can One Person Do?

**A**ndy McDonald is a man with a mission—helping kids stay away from drugs. Andy is a national spokesperson for the Partnership for a Drug-Free America. His message: “Kids don’t need drugs to succeed.”

Andy should know. He’s one of the few top-ranked skateboarders in the world. He’s so good, he once jumped over three SUVs and one car—all at the same time. That feat landed him in *The Guinness Book of World Records*. “That right there,” he says of skateboarding, “is my idea of getting high.”

## Speaking Out

You don’t have to be a champion athlete to fight drug abuse. Kaelin Weiler proved it. Between 1996 and 1998,



▲ Andy McDonald: too active to do drugs

## EXPLORING THE ISSUE

**1. Making Inferences** Experts say that the risk for alcohol and other drug use skyrockets in the sixth grade. Assuming that’s true, when—and why—should kids begin learning about the dangers of illegal drugs?

**2. Analyzing Information** What makes Andy McDonald an effective promoter of a drug-free life?

heroin killed 11 teens in her hometown of Plano, Texas. The youngest victim was a seventh-grader.

Kaelin, 17, persuaded other kids to fight back. They tied white ribbons around traffic lights to remind people

of the problem. They created a “memorial wall”—pictures of kids lost to drugs and the families they left behind. And they made videos about the dangers of drugs and showed them at assemblies.

You can work with school officials to start a similar program in your school and town. Learn as much as you can about the dangers of illegal drugs. Then design a program to teach what you learned to young students and their parents. Launch your program. Afterwards, describe the program and its results in a letter to your local newspaper’s editor. E-mail a copy to the “In Your Own Words” Web site page of the Partnership for a Drug-Free America ([www.drugfreeamerica.org](http://www.drugfreeamerica.org)). ■

## REVIEW AND ASSESS

### UNDERSTANDING THE ISSUE



#### 1. Defining Key Terms

Write definitions for the following terms: *cocaine*, *smuggler*, *heroin*, *paramilitary*, *drug abuse*, *customs dog*, *supply*, *demand*.

**2. Writing to Inform** In a 300-word article, explain why the drug trade needs both buyers and suppliers for its survival. Use at least five of the key terms listed above.

**3. Writing to Persuade** In your view, can the war against drugs ever be won? Support your answer to that question in a brief essay.

### INTERNET RESEARCH ACTIVITY

**4.** Since 1998 the U.S. government has funded ads designed to combat drug abuse among young people. How good are the ads? You be the judge. Browse the Internet or use copies of current magazines and

newspapers to find ads designed to combat drug abuse. Choose two you think are effective and two you think are not effective. Either print copies off the Internet, or photocopy ads from magazines and newspapers. Attach a comment to each one explaining why it does or doesn't work well.

**5.** The No. 1 drug problem in America isn't cocaine or heroin. It's underage drinking. One organization that works to prevent underage drinking is Mothers Against Drunk Driving (MADD). Use Internet resources to learn more about this organization and report your findings to the class.

### BEYOND THE CLASSROOM

**6. Research the way farmers live in Colombia, Bolivia, or Peru.** In a short article, explain why those farmers might



▲ **Venus and Serena Williams are at the top of their game—and far from drugs.**

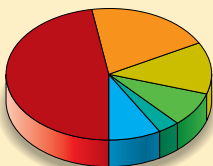
see growing poppies or coca as a way to improve their lives.

**7. Research the geography and people of Afghanistan and Myanmar.** Most of the world's heroin is produced in those two countries. Make a list of conditions—poverty, climate, and location, for example—that each country shares with Colombia. In class, explain what your list suggests about places in which drug production thrives.



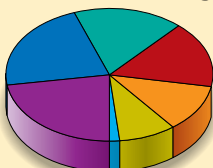
## WHAT DRUG AND ALCOHOL ABUSE COST

### Annual Cost of Alcohol Abuse in the U.S. \$185 billion



Output <sup>1</sup> lost to alcohol-related illness:	<b>\$87.6 billion</b>
Output lost to early deaths:	<b>\$36.5 billion</b>
Healthcare:	<b>\$23.6 billion</b>
Car-crash damage:	<b>\$15.7 billion</b>
Alcohol-related crime:	<b>\$6.3 billion</b>
Other costs:	<b>\$15.3 billion</b>

### Annual Cost of Drug Abuse in the U.S. \$143 billion



Output <sup>2</sup> lost by crime victims:	<b>\$32.2 billion</b>
Property damage, government expenses <sup>3</sup> :	<b>\$31.4 billion</b>
Output lost to lives of crime:	<b>\$24.6 billion</b>
Output lost to drug-related illness:	<b>\$23.1 billion</b>
Output lost to early deaths:	<b>\$16.6 billion</b>
Healthcare:	<b>\$12.8 billion</b>
Other costs:	<b>\$2.3 billion</b>

<sup>1</sup>Output is the estimated amount of goods and services that workers would have produced if they had not died or gotten sick, injured, or jailed. <sup>2</sup>Includes output lost by victims of drug-related crimes and criminals jailed for those crimes. <sup>3</sup>Includes the cost of government anti-drug efforts, police, prisons, and other items.  
Source: National Institutes of Health

## BUILDING GRAPH READING SKILLS

**1. Explaining** A worker's "output" consists of the goods and services that he or she produces. The abuse of alcohol and other drugs costs the U.S. billions of dollars in lost output. How do these two graphs show that?

**2. Making Inferences** Suppose the U.S. Congress made cocaine and heroin as legal as alcohol. What might happen to the annual cost of drug abuse?

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WORLD ISSUES GO TO  
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## Guide to Reading

### Main Idea

Peru and Ecuador share similar landscapes, climates, and history.

### Terms to Know

- navigable
- foothills
- empire

### Reading Strategy

Create two ovals like these. Under each heading, list facts about Peru and Ecuador in the outer parts of the ovals. Where the ovals overlap, write facts that apply to both countries.

Peru

Ecuador

## Section 2

# Land and People of Peru and Ecuador



NATIONAL  
GEOGRAPHIC

## Exploring our World

They built thousands of miles of roads. They built a city on mountain peaks and were expert bridge builders. The Inca accomplished these feats in western South America during the 1400s and 1500s. The ruins of their ancient city of Machu Picchu (MAH•choo PEEK•choo), built nearly 8,000 feet (2,438 m) high in the Andes, were not even known to modern people until 1911.



**P**eru and Ecuador lie along the Pacific coast of South America, west of Brazil and south of Colombia. The Andes form the spine of these countries. *Peru*—a Native American word that means “land of abundance”—is rich in mineral resources.

### Peru

Dry deserts, the snowcapped Andes, and hot, humid rain forests greet you in Peru. Most of Peru’s farms and cities lie on a narrow coastal strip of plains and deserts. The cold **Peru Current** in the Pacific Ocean keeps temperatures here fairly mild even though the area is very near the Equator. Find the Peru Current on the map on page 57.

The Andes, with their highland valleys and plateaus, sweep through the center of Peru. On Peru’s border with Bolivia, you can see **Lake Titicaca** (TEE•tee•KAH•kah), the highest navigable lake in the world. **Navigable** means that a body of water is wide and deep enough to

allow ships to travel in it. East of the Andes you descend to the foothills and flat plains of the **Amazon Basin**. **Foothills** are the low hills at the base of a mountain range. Rainfall is plentiful here, and thick, hot rain forests cover almost all of the plains area.

**Mining, Fishing, and Farming** Peru's economy relies on a variety of natural resources. The Andes contain many minerals, including copper, silver, gold, and iron ore. Peru's biggest export is copper. The second-largest export—fish—comes from the Peru Current.

About one-third of Peru's people farm the land. Some grow sugarcane, cotton, and coffee for export. Like Colombia, Peru grows coca leaves. Most people, however, work on subsistence farms, where they grow only enough food to meet their family's needs. Some of these farms are terraced, or stair-stepped, up the mountainsides of the Andes. The chief crops are rice, plantains (a kind of banana), and corn. Native Americans in the Andes were the first people ever to grow potatoes. Today potatoes are Peru's main food crop, and farmers grow hundreds of varieties in different colors and shapes. Refer back to page 228 to see how the potato was part of the Columbian Exchange.

**From Empire to Republic** During the 1400s, a Native American people called the Inca had a powerful civilization in the area that is now Peru. Their **empire**, or group of lands under one ruler, stretched more than 2,500 miles (4,023 km) along the Andes.

The Incan emperor developed courts, military posts, trade inspections, work rules, and a complex system of record keeping. Work crews built irrigation systems, roads, and suspension bridges that linked the regions of the empire to Cuzco, the capital city of the Inca. You can still see the remains of magnificent fortresses and buildings erected centuries ago by skilled Incan builders. The photograph on page 266 shows the ruins of one of the Inca's most famous cities—Machu Picchu.

In the early 1500s, Spaniards arrived in Peru. They desired the gold and silver found here. The Spaniards defeated the Inca and made Peru a Spanish territory. Peru gained its freedom from Spain in the 1820s. After independence, Peru fought wars with neighboring Chile and Ecuador over land.

Peru is now a republic with an elected president. In recent years, the country's economy has grown very rapidly. Many of Peru's people, however, still live in poverty and cannot find steady jobs.

**Peru's Culture** Peru's 27.1 million people live mostly along the Pacific coast. **Lima** (LEE•mah), with more than 7 million people, is the capital and largest city. In recent years, many people from the countryside have moved to Lima in search of work. Because of this sudden rise in population, the city has become overcrowded, noisy, and polluted.

About half of Peru's people are Native American. In fact, Peru has one of the largest Native American populations in the Western Hemisphere. Many live in the Andean highlands or eastern rain forests where they follow a traditional way of life. Most of them blend the Catholic faith, Peru's main religion, with beliefs of their ancestors.



### The Quipu

The Inca did not have a written language. To keep records, they used a system of knotted strings called the quipu. The strings were of various lengths and colors, and each knot meant a different item or number. Men in charge of the quipu used the knots to record all the taxes brought each year to the Inca. They recorded the number of men who went to war and how many were born and died every year. In short, it might be said that they recorded on their quipu everything that could be counted.



# EXPLORING CULTURE

## Sports

Sports have been played in Peru for centuries. Ancient vases show the Inca playing early forms of badminton and basketball. Today soccer, called *fútbol*, is the national sport of Peru. Boys and girls learn the sport at a young age, and every village has a local soccer team. Peruvians also enjoy baseball and basketball. In addition, volleyball has become very popular since 1988. That was the year the women's volleyball team from Peru won an Olympic medal.

**Looking Closer** How is the game shown here similar to and different from an American soccer game?



Peruvians also include many people of mixed or European ancestry. People of Asian heritage form a small but important part of the population. Although a minority, Peruvians of European ancestry (mainly Spanish) control most of Peru's wealth and political power.

Spanish is Peru's official language, but about 70 Native American languages also are spoken. You can hear Quechua (KEH•chuh•wuh), the ancient language of the Inca, in many Native American villages. Another sound you may hear is the flutelike tones of the panpipe. An ancient instrument, panpipes are made from different lengths of bamboo stalks tied together.

✓ **Reading Check** Who built a huge empire centered in Peru?

## Ecuador


Ecuador is one of the smallest countries in South America. Can you guess how it got its name? *Ecuador* is the Spanish word for "Equator," which runs right through Ecuador. West of Ecuador and also on the Equator are the **Galápagos Islands**. Owned by Ecuador since 1832, these scattered islands are known for their rich plant and animal life. Turn to page 270 to learn more about the unusual Galápagos Islands.

Ecuador's land and climate are similar to Peru's. Swamps and fertile plains stretch along Ecuador's Pacific coast. The Peru Current in the Pacific Ocean keeps coastal temperatures mild. The Andes run through the center of the country. The higher you climb up these mountains, the colder the climate gets. In contrast, hot, humid rain forests cover the lowlands of eastern Ecuador. Few people live in the rain forests.

**An Agricultural Economy** Agriculture is Ecuador's most important economic activity. Because of the mild climate, bananas, cacao, coffee,

rice, sugarcane, and other export crops grow plentifully in the coastal lowlands. Farther inland, farms in the Andean highlands grow coffee, beans, corn, potatoes, and wheat. The eastern lowlands yield petroleum, Ecuador's major mineral export.

**Ecuador's People** Mestizos and Native Americans each make up about 40 percent of Ecuador's population. Spanish is the official language, but many Native Americans speak their traditional languages. About half of Ecuador's 12.6 million people live along the coast. The port of **Guayaquil** (GWY•ah•KEEL) is the most populous city. The other half of the population live in the valleys and plateaus of the Andes. **Quito** (KEE•toh), Ecuador's capital, lies more than 9,000 feet (2,743 m) above sea level. From the heart of Quito, you can see several snowcapped volcanoes. The city's historic center has Spanish colonial churches and old whitewashed houses with red-tiled roofs. These houses are built around central courtyards. You will not find flashing neon signs here because the construction of modern buildings has been strictly controlled since 1978. In that year, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) declared the "old town" section of Quito a protected world cultural heritage site. Quito does have a "new town" section, though, in the north. This area has modern offices, embassies, and shopping centers.

 **Reading Check** Why are Ecuador's eastern lowlands important economically?

## **Assessment**

### **Defining Terms**

1. **Define** navigable, foothills, empire.

### **Recalling Facts**

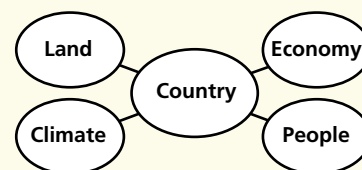
2. **History** Who were the first people to grow potatoes?
3. **Culture** What has been the result of Lima's sudden population growth?
4. **Economics** What is Ecuador's major mineral export?

### **Critical Thinking**

5. **Analyzing Information** Why is Peru's name, which means "land of abundance," appropriate? Why is it also inappropriate?
6. **Analyzing Cause and Effect** What effect does the Peru Current have on the coastal areas of Peru?

### **Graphic Organizer**

7. **Organizing Information** Create two diagrams like this one, one for Peru and one for Ecuador. Under each heading, list facts about the countries.



### **Applying Social Studies Skills**

8. **Analyzing Maps** Turn to the political map on page 255. What Andean capital city lies closest to the Equator?



# MakingConnections

ART

SCIENCE

CULTURE

TECHNOLOGY

## The Galápagos Islands

The Galápagos Islands are located in the eastern Pacific Ocean about 600 miles (966 km) west of mainland Ecuador. Since 1959 about 95 percent of the islands has been maintained as a national park.

### History of Exploration

From the first documented visit to the Galápagos Islands in 1535, people have commented on the islands' unusual wildlife. Sailors, including pirates and whalers, stopped on the islands to collect water and to trap the huge *galápagos*, or tortoises, found on the islands. Sailors valued the tortoises as a source of fresh meat because the giant tortoises could live on ships for months without food or water.

### Charles Darwin

The most famous visitor to the Galápagos Islands was Charles Darwin, a scientist from England. He was studying animals all over the

world. In 1835 Darwin spent five weeks visiting four of the biggest islands in the Galápagos. He carefully studied the volcanic landscape and the plant and animal life that he saw. He took notes on the differences among animals such as finches, mockingbirds, and iguanas from island to island. Darwin believed that these differences showed how populations of the same species change to fit their environment.

### A Fragile Environment

Today the Galápagos Islands are still prized for their amazing variety of animal and plant life. Many of the species found here exist nowhere else on the earth. For instance, the marine iguana that lives here is the only seagoing lizard in the world.

Unfortunately, years of contact between the islands and humans have had serious effects. Three of the 14 types of tortoises are extinct, and others are seriously threatened. Populations of goats, pigs, dogs, rats, and some types of plants, brought by visitors, have grown so large that they threaten the survival of native plants and animals. Demand for exotic marine life, including sharks and sea cucumbers, has led to overfishing. The government of Ecuador, along with environmentalists worldwide, is now working to protect the islands.



▲ Giant Galápagos tortoise

## Making the Connection

1. Why did sailors long ago stop at the islands?
2. What did Darwin observe about the islands?
3. **Drawing Conclusions** Why are environmentalists and the government of Ecuador working to protect the Galápagos Islands?

## Section 3

### Guide to Reading

#### Main Idea

Bolivia and Chile share the Andes, but their economies and people are different.

#### Terms to Know

- landlocked
- altiplano
- sodium nitrate

#### Reading Strategy

Create a chart like the one below. In each row, write at least one fact about Bolivia and one about Chile.

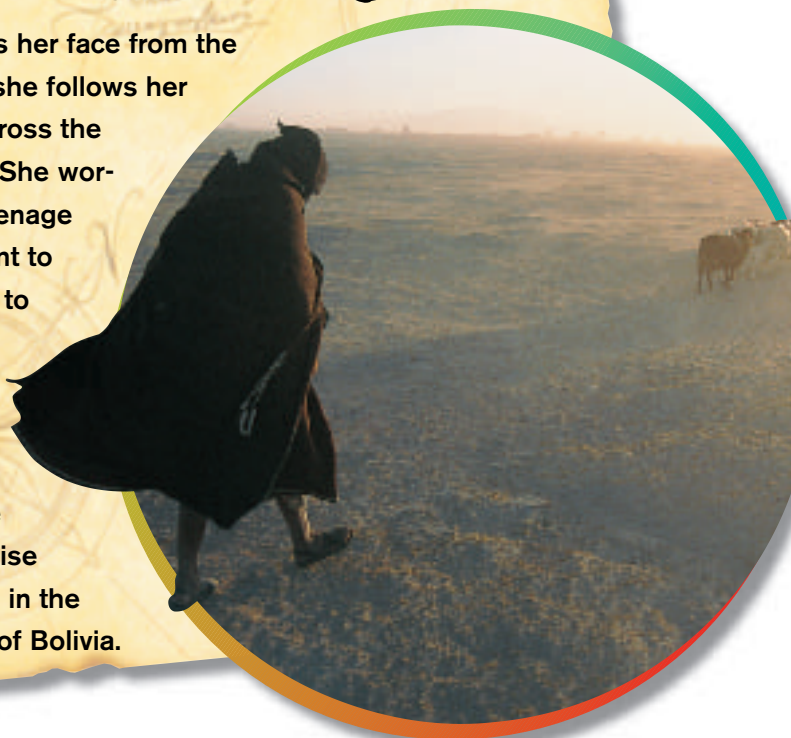
	Bolivia	Chile
Land		
Climate		
Economy		
People		

# The Bolivians and Chileans



## Exploring our World

The woman hides her face from the gusting wind as she follows her herd of sheep across the plains of Bolivia. She worries about her teenage children, who want to leave their home to find work in the city. The woman is part of a Native American group called the Chipaya, who raise sheep and farm in the dusty altiplano of Bolivia.

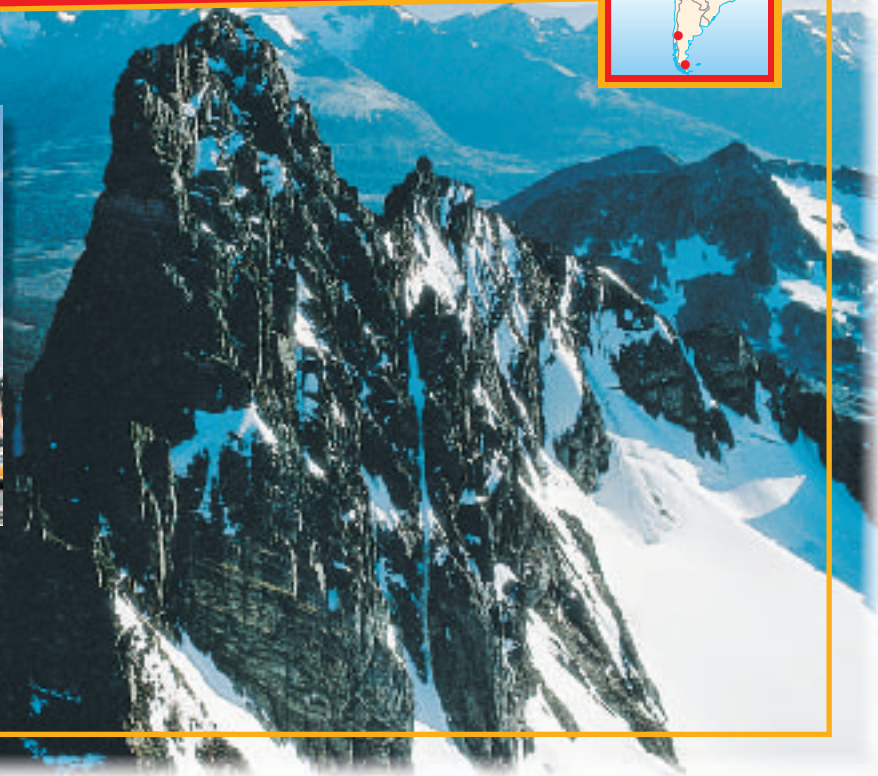


**A**t first glance, **Bolivia** and **Chile** seem very different. Bolivia lacks a seacoast, while Chile has a long coastline on the Pacific Ocean. The Andes, however, affect the climate and cultures of both countries.

### Bolivia

Bolivia lies near the center of South America. It is a **landlocked** country, which means it has no sea or ocean that touches its land. Fortunately, in 1993 Peru agreed to give Bolivia a free trade zone in the port city of **Ilo**. This gave Bolivia better access to the free flow of people, goods, and ideas. Bolivia is the highest and most isolated country in South America. Why? The Andes dominate Bolivia's landscape. Look at the map on page 180. You see that in western Bolivia, the Andes surround a high plateau called the **altiplano**. Over one-third of Bolivia is a mile or more high. Unless you were born in this area, you would find that the cold, thin air makes it difficult to breathe. Few trees grow on





## Chile's Contrasts

Chile has a wide variety of climates and landforms. The moderate capital city of Santiago in central Chile (above) contrasts sharply with the icy southern region (right).

**Location** What group of islands lies at the southern tip of Chile?

the altiplano, and most of the land is too dry to farm. Still, the vast majority of Bolivians live on this high plateau. Those areas that have water have been farmed for many centuries.

Bolivia also has lowland plains and tropical rain forests in the east and north. Most of this area has a hot, humid climate. South-central Bolivia, however, has more fertile land, and many farms dot this region.

**A Struggling Economy** Bolivia is rich in minerals such as tin, silver, and zinc. Miners remove these minerals from high in the Andes. Workers in the eastern lowlands draw out gold, petroleum, and natural gas.

Still, Bolivia is a poor country. About two-thirds of the people live in poverty. Throughout the highlands, many villagers practice subsistence farming. They struggle to grow wheat, potatoes, and barley. At higher elevations, herders raise animals such as alpacas and llamas for wool and for carrying goods. In the south, farmers plant soybeans, a growing export. Timber is another important export. Unfortunately, one crop that can be grown for sale is coca, which is made into cocaine.

**Bolivia's People** Bolivia was part of the Incan Empire until Spain conquered the Inca. The country won independence in 1825 and was named after Simón Bolívar. What is unusual about Bolivia's capital? There is not just one capital city, but two. The official capital is **Sucre** (SOO•kay). The administrative capital and largest city is **La Paz** (lah PAHZ). Both capital cities are located in the altiplano. La Paz—at 12,000 feet (3,658 m)—is the highest capital city in the world.

Most of Bolivia's 8.6 million people live in the Andean highlands. About half are of Native American ancestry, and another 30 percent are mestizos. In the cities, most people follow modern ways of living. In the countryside, you may hear traditional sounds, such as music played with panpipes and other flutelike instruments.

✓ **Reading Check** What is the altiplano?

## Chile

Chile is almost twice the size of California. Although its average width is only 110 miles (177 km), Chile stretches 2,652 miles (4,267 km) along the Pacific Ocean.

About 80 percent of Chile's land is mountainous. The high Andes run along Chile's border with Bolivia and Argentina. Except in the altiplano area of Chile's north, very few Chileans live in the Andes.

Also in the north is the **Atacama Desert**. It is one of the driest places on the earth. Why? This area is in the rain shadow of the Andes. Winds from the Atlantic Ocean bring precipitation to regions east of the Andes, but they carry no moisture past them. In addition, the cold Peru Current in the Pacific Ocean does not evaporate as much as a warm current does. As a result, only dry air hits the coast.

A steppe climate zone lies just north of **Santiago**, Chile's capital. Most of Chile's people live in a central region called the Central Valley. With a mild Mediterranean climate, the fertile valleys here have the largest concentration of cities, industries, and farms.

The lake region, also known as "the south," has a marine west coast climate that supports thick forests. Chile's far south is a stormy, wind-swept region of snowcapped volcanoes, thick forests, and huge glaciers. The **Strait of Magellan** separates mainland Chile from a group of islands known as **Tierra del Fuego** (FWAY•goh)—or "Land of Fire." This region is shared by both Chile and Argentina. Cold ocean waters batter the rugged coast around **Cape Horn**, the southernmost point of South America.

### The Andean Countries



## The Andean Countries: Climate





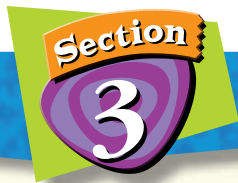
**Chile's Economy** In recent years, Chile has had high economic growth, and the number of people below the poverty line has fallen by half. Mining forms the backbone of Chile's economy. The Atacama region is rich in minerals. Chile ranks as the world's leading copper producer. The country also mines and exports gold, silver, iron ore, and **sodium nitrate**—a mineral used in fertilizer and explosives.

Agriculture is also a major economic activity. Farmers produce wheat, corn, beans, sugar, and potatoes. The grapes and apples you eat in winter may come from Chile's summer harvest. (Remember that the seasons here in the Southern Hemisphere are opposite of those you experience in the Northern Hemisphere.) Many people also raise cattle, sheep, and other livestock.

Chile has factories that process fish and other foods. Other workers manufacture wood products, iron, steel, vehicles, cement, and textiles. Service industries such as banking and tourism also thrive.

**Chile's Culture** Of the 15.8 million people in Chile, most are mestizos. A large minority are of European descent, and some Native American groups live in the altiplano and "the south." Nearly all the people speak Spanish, and most are Roman Catholic. Some 80 percent of Chile's population live in urban areas. Chile has been a democratic republic since the end of strict military rule in 1990.

 **Reading Check** What are the three cultural backgrounds of Chile's 15.8 million people?



## Assessment

### Defining Terms

1. **Define** landlocked, altiplano, sodium nitrate.

### Recalling Facts

2. **Economics** What part of Bolivia's population lives in poverty?
3. **Geography** What makes La Paz unusual?
4. **Economics** Chile is the world's leading producer of what mineral?

### Critical Thinking

5. **Analyzing Cause and Effect** Why is the Atacama Desert one of the world's driest places?
6. **Making Comparisons** What are differences and similarities between the economies of Bolivia and Chile?

### Graphic Organizer

7. **Organizing Information** Create a diagram like this one. Under each arrow, list supporting facts for the main idea.

Main Idea: Bolivia is rich in minerals but is still a poor country.



### Applying Social Studies Skills

8. **Analyzing Maps** Study the physical map on page 180. The southernmost tip of South America is part of what country? What is the name of the group of islands at the southern tip of South America? What does the name mean?

# Chapter 9

# Reading Review



## Section 1

## Colombia's Culture and Challenges

### Terms to Know

cordillera  
cash crop  
mestizo  
campesino

### Main Idea

Although it has many resources, Colombia faces political and economic unrest.

- ✓ **Economics** Colombia is rich in hydroelectric power, gold, and emeralds.
- ✓ **Government** The government of Colombia is struggling to combat the power of drug dealers who make huge fortunes from selling cocaine, which comes from the coca plant.
- ✓ **Culture** Most Colombians speak Spanish and follow the Roman Catholic religion.
- ✓ **History** Civil war in Colombia is still being fought today.

## Section 2

## Land and People of Peru and Ecuador

### Terms to Know

navigable  
foothills  
empire

### Main Idea

Peru and Ecuador share similar landscapes, climates, and history.

- ✓ **History** The Inca had a powerful civilization in the area that is now Peru. They developed a complex system of record keeping.
- ✓ **Economics** Peru's main exports are copper and fish. Many people farm. Ecuador's economy is focused on agriculture.
- ✓ **Culture** Most people in Peru and Ecuador live along the coast.



▲ Dancers in Peru

## Section 3

## The Bolivians and Chileans

### Terms to Know

landlocked  
altiplano  
sodium nitrate

### Main Idea

Bolivia and Chile share the Andes, but their economies and people are different.

- ✓ **Human/Environment Interaction** Bolivia is a poor country consisting mainly of the towering Andes and a high plateau that is difficult to farm.
- ✓ **Culture** Most of Chile's people speak Spanish and follow the Roman Catholic religion.
- ✓ **Economics** Chile has a diverse economy that includes mining—especially copper and sodium nitrate—farming, and manufacturing.



# Chapter 9

# Assessment and Activities



## Using Key Terms

Match the terms in Part A with their definitions in Part B.

### A.

1. cordillera
2. campesino
3. cash crop
4. altiplano
5. navigable
6. foothills
7. empire
8. sodium nitrate
9. landlocked
10. mestizo

### B.

- a. person of mixed Native American and European ancestry
- b. crop grown to be sold, often for export
- c. mineral used in making fertilizer
- d. group of lands under one ruler
- e. group of mountain ranges that run side by side
- f. when a body of water is wide and deep enough for ships to pass through
- g. land that does not have a sea or an ocean touching it
- h. low hills at the base of a mountain range
- i. farmer in Colombia
- j. large highland plateau



## Reviewing the Main Ideas

### Section 1 Colombia's Culture and Challenges

11. **Economics** List four of Colombia's natural resources.
12. **History** What is the heritage of most of Colombia's people?
13. **History** What type of activities have scarred Colombia's history?

### Section 2 Land and People of Peru and Ecuador

14. **Place** What is the highest navigable lake in the world?
15. **History** What ancient Native American civilization of the Andes lived in Peru?
16. **Government** Which country owns the Galápagos Islands?

### Section 3 The Bolivians and Chileans

17. **Culture** What is life like for about two-thirds of Bolivia's people?
18. **Government** What type of government does Chile have?
19. **Culture** What is the ethnic background of most Chileans?



## The Andean Countries

### Place Location Activity

On a separate sheet of paper, match the letters on the map with the numbered places listed below.

1. Colombia
2. Peru
3. Chile
4. Andes
5. Lake Titicaca
6. Quito
7. Bogotá
8. Strait of Magellan
9. Lima
10. Bolivia





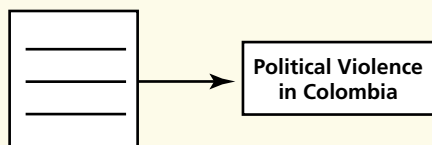
## Social Studies Online

**Self-Check Quiz** Visit **The World and Its People** Web site at [twip.glencoe.com](http://twip.glencoe.com) and click on **Chapter 9—Self-Check Quizzes** to prepare for the Chapter Test.



### Critical Thinking

- 20. Making Inferences** Why are Native Americans who live in the Andean highlands more likely to follow a traditional way of life than those who live in the cities?
- 21. Analyzing Cause and Effect** On a diagram like the one below, list factors that have led to political violence during Colombia's history.



### Comparing Regions Activity

- 22. Geography** Compare the features of the Andes to the Himalaya in South Asia. Write a travel article for a mountain climbing magazine to tell potential climbers which region might be best for them to try.



### Mental Mapping Activity

- 23. Focusing on the Region** Create a simple outline map of South America, and then label the following:
- Pacific Ocean
  - Peru
  - Andes
  - Colombia
  - Atacama Desert
  - Galápagos Islands
  - Strait of Magellan
  - Lake Titicaca
  - Chile
  - Ecuador



### Technology Skills Activity



- 24. Building a Database** Create a fact sheet about the Andean countries by building a database. Create fields for such categories as physical features, natural resources, capital cities, population, and type of government. When you have entered data for each field, print your fact sheet.

## Standardized Test Practice

**Directions:** Read the paragraphs below, and then answer the question that follows.

Simón Bolívar, an aristocrat from Venezuela, led many of South America's lands to independence. He believed in equality and saw liberty as "the only object worth a man's life." Called "the Liberator," Bolívar devoted his life to freedom for Latin Americans.

Bolívar was the son of a rich family in New Granada, or what is today Colombia, Venezuela, Panama, and Ecuador. In 1805 he went to Europe. There he learned about the French Revolution and its ideas of democracy. He returned home, vowing to free his people from Spanish rule. In 1810 Bolívar started a revolt against the Spaniards in Venezuela. Spanish officials soon crushed the movement, but Bolívar escaped and trained an army. During the next 20 years, Bolívar and his forces won freedom for the present-day countries of Venezuela, Colombia, Panama, Bolivia, and Ecuador.

- 1. What is the main idea of the paragraphs above?**
- A Bolívar was the son of a rich family.
  - B Bolívar traveled to Europe and learned about democracy.
  - C Simón Bolívar was called "the Liberator."
  - D Bolívar devoted his life to freedom for Latin Americans.

**Test-Taking Tip:** This question asks you to find the main idea, or to make a generalization. Most of the answer choices provide specific details, not a general idea. Which of the answers is more of a general statement?