

I SPY

By *Mairlyn Kiser*, for Blue Ridge Public Television (WBRA, WMSY, WSBN)
Tazewell Middle School, Tazewell, VA

GRADE LEVEL:

6th – 8th grades

TIME ALLOTMENT:

4– 45 minute blocks

SUBJECT MATTER:

Social Studies/ Language Arts

OVERVIEW:

This lesson will focus on the ancient civilization of the Incas. The students will investigate the religion, gods, method of farming and what they produced, the social structure, the family life, and warriors and warfare of the Incas. They will use the Internet to locate information on the Incas. The students will keep a journal for the information found. After completing the journals, the students will use Inspiration to organize the information into a report. After completing a written report, the students will present the information to the class.

LEARNING OBJECTIVES:

Students will be able to:

- Explain the religious beliefs of the Incas.
- Describe the role that each part of the caste system played in their society.
- Identify/differentiate between the gods.
- Explain the importance of farming and what was produced.
- Describe how the Incas prepared for war and what weaponry was used.
- Report on the Incas' road system.
- Identify the types of temples built and what was their purpose.
- Collect information into a journal form.
- Organize collected information into a report.

STANDARDS:

State Standards:

The objectives listed may be used in part to address the Virginia Standards of Learning at <http://www.pen.k12.va.us>

- The student will describe and compare civilizations in Asia, Africa and the Americas, in term of chronology, location, geography, social structure, form of government, economy, religion, and contribution to later civilizations... (VA SOL History and Social Science 8.8)
- The student will analyze the regional development of Asia, Africa, the Middle East, Latin America, and the Caribbean in terms of physical, economic, and cultural characteristics and historical evolution from 1000 A.D. to the present. (VA. SOL World Geography 10.11)
- The student will read and understand information from varied sources. (VA SOL English 7.6)
- The student will organize and synthesize information for use in written and oral presentation. (VA. SOL English 7.6)
- The student will use available technology. (VA SOL English 8.5)
- The student will use prewriting strategies to generate and organize ideas, revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs, and edit final copies to ensure correct spelling, capitalization, punctuation, and format. (VA SOL English 8.5)

MEDIA COMPONENTS:

Video:

Sketches of the World #4 – “Of Gods and Men”

Websites:

The following websites deal with the Inca Empire in regard to farming, military, education, gods and goddesses, religion, food, laws, rulers, and temples/buildings:

http://www.millville.org/Workshops_f/Acker_Inca/incan.htm

Inca Indians

<http://www.wsu.edu/~dee/CIVAMRCA/INCAS.HTM>

Civilizations in America

http://www.internet-at-work.com/hos_mcgrane/inca/eg_inca_menu1.html

The Incas

<http://www.netside.net/~manomed/inca.htm>

The Incas of Peru

<http://aztzia.com/History/Inca/>

Inca

http://www.andyllama.com/shome/s_school/s_llama_inka/

The Inca Empire

<http://lsa.colorado.edu/~lsa/texts/Incas.html>

The Inca Civilization

<http://www.rose-hulman.edu/~delacova/incas/collier.htm>

The Incas

<http://www.fortunecity.com/millennium/lilac/3/andes1.htm>

Children of the Sun

MATERIALS :

Materials needed for Introductory Activity:

- TV
- VCR

Materials needed for Learning Activity:

- Computer(s)
- Notebook for Journal
- Packet with directions
- pencil

Materials needed for Culminating Activity for each group of two to three students:

- Computer(s) (program Kidspiration or Inspiration)
- Student's Journal

Materials needed for Optional Mobile: (Use if Kidspiration or Inspiration is not available.)

- 10 – 12 large note cards
- 1 plastic coat hanger
- 9 – 10 20 cm strings or cords
- Scotch tape
- Markers - Colored

PREPARATION FOR TEACHERS:

- ✓ Prior to teaching the unit, bookmark the Web sites.
- ✓ Prepare the Instruction Packets for Students.
- ✓ Photocopy all student handouts for distribution as needed during the lesson.
- ✓ Make sure you go through the instructions from the student materials handouts to make certain that you understand and are familiar with the lesson format and what the students need to do or understand for the lesson.
- ✓ When using media, always provide the students with a *Focus for Media Interaction*, which is a specific task to complete during or after viewing video segments, Web sites, or other media material.
- ✓ Cue the video clip to the place that the segment is to be shown.

INTRODUCTORY ACTIVITY: SETTING THE STAGE

1st Day

1. **Focus for Media Interaction:** Say, “We are now going to watch a video on a civilization that was great in its time, but is no longer a civilization. I want you to be able to name the architecture ruin of the Incas that is considered outstanding. What does the name mean?” **Start** where you **see** a large ruin of a city on the top of a mountain in Peru and **hear** music playing. **Pause** when you **see** stone walls and **hear** “a city which for centuries was hidden

from the world.” **Ask**, “What is the name of the Inca city?” (Machu Picchu) “What does the name mean?” (Ancient Mountain)

- 2. Focus for Media Interaction:** **Say**, “The Incas built three defined areas. I want you to tell me what they are and for what were they used.” **Resume** where you paused the video. **Pause** when you **see** people walking down the step and **hear** “...consisted of hillside terracing for crop growing.” **Ask**, “What are the two main defined areas that the Incas built?” (ceremonial and residential) “For what was the ceremonial area used?” (This is where the priests and warriors lived.) “For what was the residential area used?” (These were small houses for common people.) “What was the third area and how was it used? (It was a hillside terracing that was for crop growing.)
- 3. Focus for Media Interaction:** **Say**, “What I want you to look for in this next section is, who discovered the ancient city and when? What remains unanswered?” **Resume** and **Pause** when you **see** a large gray boulder and **hear** “...many remain unanswered.” **Ask**: “Who discovered the ancient Inca city?” (Hiram Bingham) “When did he discover the city?” (1911) “What remains unanswered?” (many questions about the city)
- 4. Focus for Media Interaction:** **Say**, “Now, I want you to watch for another site that is an architecture remain of the Incas. What is the name of this site? How did various neighborhoods of the city communicate? How did the Incas build with stones?” **Resume** and **Stop** when you **see** the remains of a city and **hear** music. **Ask**: “What is the name of the site that is remarkable because of its state of repair?” (The Sacred Valley of the Incas) “How did the various neighborhoods of the city communicate?” (by means of stairways, tunnels, passages, and terraces) “How did the Incas build with stones?” (They used no mortar but the stones were interlocked perfectly.)

LEARNING ACTIVITY :

*Note to teacher: Have the Web sites bookmarked. Have the students’ packets prepared to give out for this activity. See instructions for preparing packet at back of lesson.

(The teacher will assist the students as they work through the Web sites.)

- 1. Focus for Media Interaction:** **Say**, ““We saw only a small portion of what is left of a civilization that spread out along the west coast of South America. The Inca Empire was large and varied. The system devised by the Incas was to organize and assimilate newly conquered territory. By conquering other territories, the Inca Empire grew. But, the Inca Empire finally fell. We are now going to go to the computer room where we will get on the Internet and find information about the Incas. However, before we start this search, we are going to start our journey a different way. We are going to pretend to be the Spaniards that are going in to conquer these people, but we have to know much more about them before we can do this. You are Spanish ‘spies’ who are going into the country to find out if it is possible to conquer them. In your packet, which I am going to give you, you will find which part of the Inca civilization you will be spying on. You will keep a journal in which you will write an entry for each website you visit and get information. You will need at least four entries, which will be listed as Day 1, Day 2,

Day 3, and Day 4. You will write each as if you are there seeing what you are writing about. You will write each entry in the present tense. An example is: "Today I saw the warriors practicing." Each entry is to be at least 5 sentences long about something different each time. We will use two days to get your "spying" completed. On the third day, you will organize your information, which you will use to report to the group what you have discovered. At the end of the reports by all of the 'spies' which will be given on the 4th day, we will decide if we should try to conquer them." (You may need to take an extra day for students to revise their report.) **Pass** out the students' packets.

2. Have the students take out their directions and go over the directions so that students will understand what they are expected to do. **Say**, "Look to see what part of the Inca civilization you will be 'spying' on. On those instructions you can see some of the questions I want answered. Also, I want you to find extra information that I did not have questions for. Are there any questions?" (Answer any questions that the students have.)
3. Go to the computer room and have students log in. Tell students: "Go to Favorites on the toolbar. Arrow down to the Website that is on your instructions and go to that Website. Begin your 'spying'." Be available to help students with any questions. Let students read, find answers, and write in their journals.

2nd Day

Before beginning the second day, remind students that again they will be "spying" on certain parts of the Inca civilization. They are to keep their journal entries that are to be used for a written report.

1. Take students to the computer room. Let students log in.
2. **Focus for Media Interaction:** Tell the students: "You are now going to go back to 'spying' again on the civilization which is listed in your packet. Remember to keep your journal entries. Look for different aspects of the topic given you. We need to know as much as possible about these people. You need to get your 'spying' done today. Tomorrow we are going to organize our information into a report." Remind students that they are not to wander away from this website!
3. Let students complete journal entries. Circulate among the students, making sure they are completing the assignment as instructed.
4. At the end of the period, remind students that tomorrow they are to organize the information they have in their journals into a written report.
5. Homework: Draw a map of the country that their civilization was in and diagram and label where the civilization was located.

CULMINATING ACTIVITY:

(3rd Day)

1. Organize the information they found in their research in their journals. Use this information to either do an Inspiration/ Kidspiration diagram or a mobile.
2. Diagram information

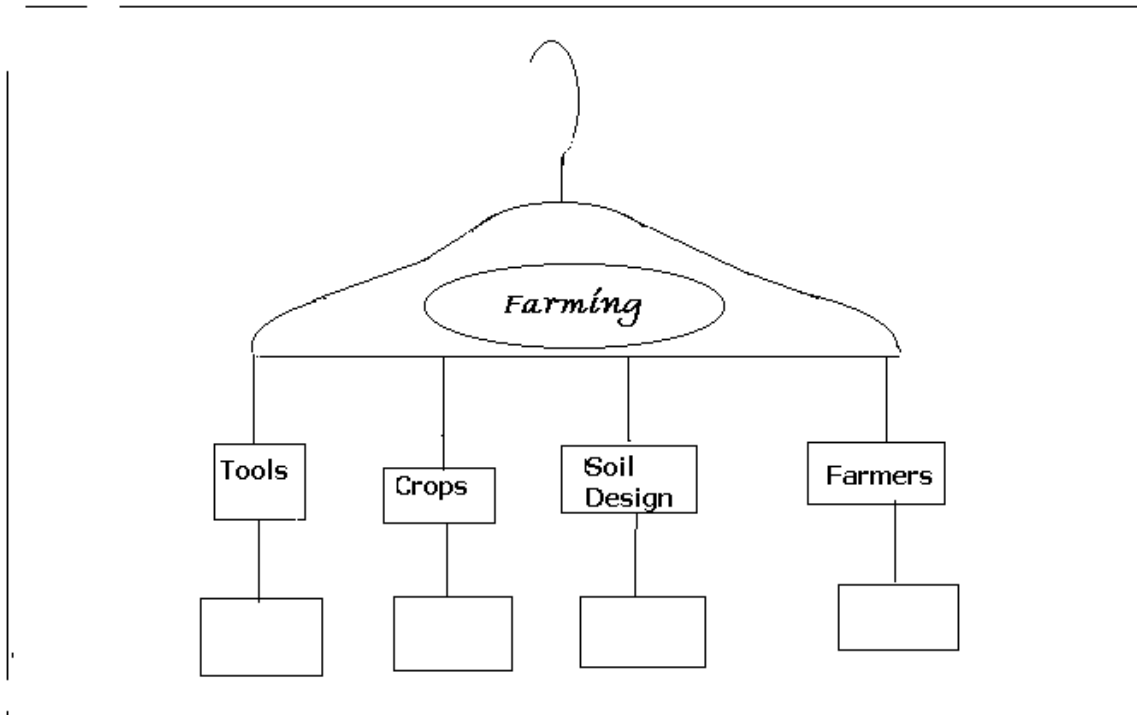
Option 1-Inspiration/Kidspiration:

This activity will incorporate the use of Inspiration or Kidspiration to organize the information they have gathered. (See attached example at the end of this lesson, which uses the Aztecs instead of the Incas. This will help students see how to use an Inspiration diagram without giving them the actual information concerning the Incas. ***Please Note- this example is NOT on the Incas!**)

Option 2- Mobile:

(Use if Inspiration / Kidspiration is not available.)

- Have each group get 1 coat hanger, 10-12 large note cards, tape, 9-10 strings or cords, and markers.
- Take one note card and write the part of the Inca Empire that you investigated. (Example: Farming or Agriculture)
- Attach this card in the center of the coat hanger.
- Attach 3 to 4 strings along the bottom of the coat hanger. On each of these strings or cords, attach a note card. After the note cards are attached, write the main topics of the information that you found. (Example: Tools, Crops, Farmers, and Soil or Land Design)
- When this has been completed, take the remaining cards and use 1 or 2 cards per topic. On these cards, write the main ideas of that topic. (Example: Under Tools, you might write: A simple digging stick was used to till the soil.)



3. Writing Assignment:

- Using their journal entries and the Inspiration/Kidspiration diagram or the mobile as a guide, complete a written report to be presented to the class on the information about the Incas that they researched.

(If students' work needs to be revised, take another day for revision.)

(4th Day)

1. Use this day for students to do oral reports. The students can each report their information found or they can do this as a group.
2. After the group or individual has given the oral report, the written report is to be turned in for evaluation.

CROSS-CURRICULAR EXTENSIONS

Math/Science:

- At the following Web site, students can do geometry, step by step from the land of the Incas:

<http://agutie.homestead.com/>

Social Studies:

- Students can research other civilizations that were once great but are not now and compare these to the Incas. They could compare/contrast each aspect of the civilization. They could see if the other civilizations were conquered or how they were extinguished.

Language Arts:

- Students can write paragraphs comparing/ contrasting the Incas to another civilization such as the Aztecs. An example is that they can look at the difference in the religion of each civilization.

Family Life/Home Economics:

- Students can prepare a food(s) that were eaten by the Incas.

COMMUNITY CONNECTIONS

- Invite a historian into the classroom and let the person explain more about the culture of the Incas
- Have a person from South America or Latin America prepare some foods that might have been eaten by the Incas.

INSTRUCTIONS FOR PREPARING STUDENTS' PACKET:

- Cut along the dotted line of each section below.
- Put the websites and the questions from each section in zip-lock bags or envelopes for each student/group along with some paper for the journal. Each student/group will have a zip-lock bag or envelope with just one section to research.
- Give each student/group a packet for research.

*****Cut along line

http://www.millville.org/Workshops_f/Acker_Inca/incan.htm

<http://www.wsu.edu/~dee/CIVAMRCA/INCAS.HTM>

http://www.internet-at-work.com/hos_mcgrane/inca/eg_inca_menu1.html

<http://www.netside.net/~manomed/inca.htm>

<http://aztizia.com/History/Inca/>

http://www.andyllama.com/shome/s_school/s_llama_inka/

<http://lsa.colorado.edu/~lsa/texts/Incas.html>

<http://www.rose-hulman.edu/~delacova/incas/collier.htm>

<http://www.fortunecity.com/millennium/lilac/3/andes1.htm>

Your assignment is:

INCAS ---RELIGIONS--- GODS

You are to find out:

1. The Incas believed in what?
2. Why were temples built?
3. Where did the priests live?
4. When were many sacrifices done?
5. Who was the central god of the Incan religion?
6. Who were some other gods of the Incas?
7. Give information on these gods.
8. The Incas considered the ruler to be a descendent of whom?

***** Cut along line.

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Your assignment is:

INCAS --- FARMING--- CROPS

You are to find out:

1. What were their most important crops?
2. What domestic animals did they have?
3. Where were the different crops raised?
4. What did the Incas do to make farming possible on the mountains?
5. For meat, what did they eat?
6. About 2/3 of a farmer's goods would be shared by what?
7. They grew how many varieties of corn? of potatoes?
8. How did children help in the farming process?

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Your assignment is:

INCAS-- SOCIAL STRUCTURE

You are to find out:

1. Who had supreme control over the empire?
2. Who were the next highest in control?
3. Give the order of the Incas' social structure in order from greatest to least.
4. Each tribe was ruled independently by whom?
5. The tribe as a whole gave its allegiance to whom?
6. What people organized troops, tributes, and law and order?
7. How was The Inca transported around?
8. The Sapa Inca was believed to be the child of what?
9. The Sapa Inca, when he would take the throne, would marry whom?

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Your assignment is:

INCAS--- ARMY ---WEAPONRY

You are to find out:

1. What kind of warriors were the Incas?
2. How did the Incas gain territory?
3. When the Incas conquered a place, the people did what?
4. Conquered people were required to pay what to the state?
5. To know what was going on at any time in his vast empire, the Inca was served by an elite group of messengers called what?
6. To conquer and control his empire the Inca commanded a powerful army. At its largest, how many men did this number?
7. After conquering a tribe, the Lord Inca bestowed what upon the people of the tribe?
8. Who would the Inca send to the conquered tribes? Why?

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Your assignment is:

INCAS--- STRUCTURES --- ARCHITECTURE

You are to find out:

1. What were their buildings made of?
2. What were some of their major buildings?
3. How were they made?
4. Did they have temples?
5. What were the names of some of these temples?
6. Who cared for the temples and ceremonies?
7. What were some of the ceremonies that take place at the temple?
8. For what were the temples used?

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Your assignment is:
INCAS--- --RULERS/Laws

You are to find out:

1. Because the Incas were provided with everything they needed in life, what was rare?
2. In the whole land, there were no what?
3. What were the worst crimes? What was the punishment for such crimes?
4. How was a person put to death?
5. What was the punishment for lesser crimes?
6. Who supervised all parts of the Inca life?
7. People's lives were strictly controlled, but the government did what for the people?
8. What kept most people from committing the "worst" crimes?

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<http://www.fortunecity.com/millennium/lilac/3/andes1.htm>

Your assignment is:
INCAS----FAMILY ---FAMILY LIFE

You are to find out:

1. What were a few girls selected to be?
2. Most boys did what?
3. Where did most families live?
4. What were their houses like?
5. When and what was the main meal?
6. The Incas clothed themselves with garments made from what?
7. Give some facts on childhood of the Incas.
8. One of the most significant and substantial attributes was a 20,000-mile network of what?

*****Cut along line



This is an example of how to use Inspiration, using the Aztec Indians instead the Incas. Students' diagrams should look similar to this when they do their work on the Incas. This could be given to students as a guide for doing their Inspiration diagram on the Incas. (This is based on the outline on the next page)

Outline of information on the Aztecs used as an example
for Inspiration/ Kidspiration

Aztec Gods

- I. Xipe Totec**
 - A. God of the west**
 - B. Color is red.**
- II. Huitilopochtli**
 - A. God of the South**
 - B. God of war, hunt, and sun**
 - C. Master of the world**
 - D. Color is blue**
- III. Quetzalcoatl**
 - A. God of the East**
 - B. God of life and twins, wind, craft, art, and industry**
 - C. Color is white**
- IV. Tezcatlipuca**
 - A. God of the North**
 - B. God of the sky, providence, and inventor of fire**
 - C. Color is black**
- V. Beliefs**
 - A. Believed the sun fought the darkness every night and rose to save mankind**
 - B. Believed in 13 heavens and 9 hells**
 - C. Believed the Earth was flat**
 - D. Believed if they fed the sun blood, it would rise**