

- The ruins of Machu Picchu, the magnificent "lost city of the Inca," were finally discovered by archaeologist Hiram Bingham in 1911. As a class project, have students do further research and write a travel guide for tourists visiting Machu Picchu. Include the different modes of transportation that might be necessary, the difficult directions to reach the ruins, a tour of famous archaeological sites and a description of the mysteries of the city's construction. Don't forget suggestions for Peruvian foods to sample and traditional crafts to buy as a souvenir of the trip.
- Recent finds of Inca mummies buried in the Andes have created worldwide interest in Inca culture and history. Compare and contrast Incan mummies to mummies from ancient Egypt. Areas to explore include tombs and types of burial, artifacts found with the mummy, style of dress and accessories worn by the mummy, religious beliefs related to burial, discovery of the tomb by archaeologists and methods of preservation.

Internet Resources

- www.mesoweb.com/ — Mesoweb, an exploration of Mesoamerican cultures, features an encyclopedia of related terms.
- www.coreknowledge.org/CKproto2/resrcs/lessons/5AZTEC.htm — The Core Knowledge site presents teaching units with resources on the Inca.
- www.sscf.ucsb.edu/~ogburn/inca/inca.htm — This web page, entitled "A Brief Introduction to the Inca Empire," reviews Inca history, leaders and achievements.

Suggested Teacher Resources

- Holmgren, Virginia. "Machu Picchu: Lost City of the Incas." *Calliope Magazine: World History for Young People*, May/June, 1991. Back issues available from Cobblestone Publishing, Peterborough, NH. This issue also includes an activity on making Peruvian pottery.
- Larson, Linda. *Thematic Unit: Mayans, Aztecs and Incas*. Teacher Created Materials, Huntington Beach, CA; 1996.
- Strohl, Mary and Susan Schneck. *Mayas, Aztecs, Incas: Cooperative Learning Activities*. Scholastic Professional Books, New York, NY; 1994.

Suggested Student Resources

- Baquedano, Elizabeth. *Eyewitness Series: Aztec, Inca, and Maya*. Knopf, New York, NY; 1993.
- Jacobs, William Jay. *Pizarro: Conqueror of Peru*. Franklin Watts, New York, NY; 1994.
- McKissack, Patricia. *The Inca*. Children's Press, Chicago, IL; 1985.

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- Odijk, Pamela. *The Incas*. Silver Burdett, Englewood Cliffs, NJ; 1990.
- Wood, Marion. *Cultural Atlas for Young People: Ancient America*. Facts on File, New York, NY; 1990.
- Wood, Tim. *The Incas! See Through History Series*. Viking/Penguin, New York, NY; 1996.

TEACHER'S GUIDE:

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TITLES

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A·N·C·I·E·N·T CIVILIZATIONS for Children™

ANCIENT INCA

This guide is a supplement designed for teachers to use when presenting this program. The guide provides you with a summary of the program, pre-viewing and follow-up questions, activities, vocabulary and resources.

Before Viewing: Give students an overview of the program. Use the program summary to help provide this introduction. Select pre-viewing discussion questions and vocabulary to provide a focus for students when they view the program.

After Viewing: Review the program and vocabulary and discuss what students learned. Use follow-up questions and activities, and encourage students to research the topic further with the Internet and reading resources provided.



Historical Overview

The Inca Empire stretched more than 2,500 miles along the length of the Andes Mountains in what are today the South American countries of Peru and Chile. At the height of its power, the Inca Empire rivaled that of the Roman Empire at its peak, and without the benefit of the wheel, the horse or a writing system. The Inca Empire was founded by the first Sapa Inca, Pachacuti, who took the throne in AD 1438 and called himself “Earthshaker.” Pachacuti’s army relied upon a system of roads to unify and control the diverse lands and people he conquered. Advanced builders, farmers and craftsmen, their accomplishments were not appreciated by the Spanish invaders. Weakened by smallpox and civil strife, the Inca fell to the Spanish under the command of Francisco Pizarro in AD 1532. After less than 100 years of rule, the Inca Empire was destroyed. It wasn’t until AD 1911 that the ruins of the legendary city of Machu Picchu were discovered by archaeologists.

Vocabulary

archaeologist — A scientist who studies past cultures by analyzing their remains.

civilization — A society that has achieved a high level of culture in government, religion, technology, art and science.

empire — A number of nations or peoples united under one central power.

terraces — Leveled fields constructed on mountain slopes for agriculture.

Andes — The principle mountain range that extends down the west coast of South America.

Cuzco — The ancient capital of the Inca empire (located in Peru).

Machu Picchu — The “lost city” of the Inca located high in the Andes.

Sapa Inca — The emperor of the Inca people who was worshipped as a god.

Moche — An early Andean culture that influenced the Inca.

Nasca — An early Peruvian culture known for their immense geometric figures drawn in the desert.

llama — An Andean animal related to the camel; it was domesticated as a pack animal and used as a source of wool.

alpaca — A domestic Andean animal whose coat is a source of fine wool.

quipus — Knotted string used to record numerical information.

Quechua — The language of the Inca.

quinoa — An Andean grain cultivated by ancient and present-day Inca.

Francisco Pizarro — The Spanish conquistador who conquered the Incas in AD 1532.

Timeline

c. 200 BC – AD 600	Nasca civilization on south coast of Peru
c. AD 100 – 800	Moche civilization on north coast of Peru
AD 1200	Inca settle in the Cuzco Valley
AD 1438	King Pachacuti establishes the Inca Empire
AD 1492	Christopher Columbus lands in the West Indies
AD 1532	The Inca empire falls to Francisco Pizarro

Pre-viewing Discussion

- Ask students what kind of person they think would give himself the name “Earthshaker.” Does it sound like a name for someone who could build one of the largest empires in history? Inform students that was the name taken by Pachacuti, the first ruler of the Inca Empire.
- Locate the Andes Mountains on a map of South America and find the city of Cuzco. Point out that Cuzco was Pachacuti’s capital city and that the Inca Empire extended all the way down the Andes from Peru through Chile. Ask the class what kind of terrain and climate they would expect to find in mountains as high as the Andes. Can they make predictions about the lifestyle of the people who live there?
- As they watch the program, ask students to notice how the Incan culture developed a way of life that is suitable for the mountain environment.
- Ask them to notice how another powerful civilization, the Spanish, interacted with the Inca and what happened to Inca culture as a result of the encounters between the Old and New Worlds.

Focus Questions

1. What skills did earlier Andean civilizations such as the Moche and the Nasca pass down to the Inca?
2. What was the role of the Sapa Inca?
3. How did Pachacuti, as the first Sapa Inca, create an empire after he took the throne in AD 1438? What nickname did he give himself?
4. Describe the Incan cities of Cuzco and Machu Picchu. What is remarkable about the way in which Inca stone masons built them?
5. Explain why the Inca road system was the key to controlling the empire.
6. How was Inca society organized?
7. In what way is the Moche tomb of the Lord of Sipan unique in South America?
8. Why are the Nazca lines and drawings in the desert considered one of the world’s greatest mysteries?
9. What farming methods did the Inca use to farm on mountain sides? Name some of the crops grown by the Inca.

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10. Describe the “coming of age” ceremony for Inca girls and boys.
11. Why was the Inca leadership in a vulnerable position when the Spanish arrived? What disease further weakened the Incas?
12. What advantages did the Spanish have over the indigenous people when they arrived in the Americas? How did the Spanish under Pizarro treat the Inca?
13. What are some Inca traditions that have survived among Inca descendants today?

Follow-up Discussion

- Review the methods that the Inca used to build a powerful civilization in less than 100 years. Discuss how the Sapa Inca maintained control of his large empire. Compare and contrast the organization of Inca society and the individual’s responsibility to the community with modern-day society.
- Discuss the positives and negatives of being the Sapa Inca.
- Like ancient Roman roads, the Inca system of roads and bridges was the key to unifying the empire. Do students think the Inca means of communication by foot messenger was best suited for the terrain? Would horses have been more efficient?
- Have the class identify some of the resources unique to a mountain environment and explain how the Inca used them.
- Discuss some of the remarkable accomplishments of the Inca. Although the Inca culture continues today, the empire lasted less than 100 years, having been cut short by the Spanish conquest. How far do students feel the Inca might have advanced had their civilization not been destroyed?

Follow-up Activities

- Many ancient Inca foods are still popular today. Have students research and create a menu of traditional Peruvian dishes. Try out a recipe and share it with the class.
- Archaeologists study the traditions of modern Inca people to learn about their ancient ancestors. Students can research to find out more about the Inca people who live in and around Cuzco, Peru today. How do their customs, lifestyle, food, dress and beliefs compare to the ancient Inca? Are the two famous animals of the Andes — the alpaca and the llama still — as important as they were in ancient times?
- Peruvian pottery styles date back to the ancient Inca. Students can imitate the unique handle and spout features of Inca pottery using modeling clay. When dry, paint the pots, jars and pitchers with abstract designs and nature motifs. See Suggested Teacher Resources for details.

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