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| **Grade Level: 6** |

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| **Essential Question:**  How were the Inca able to build such a huge empire so quickly?  **Supporting Questions:**   1. What were some of the achievements of the Inca? 2. How did the Inca travel and communicate across their huge empire? 3. What happened to the Inca? |

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| **Source 1: Virtual Tour**    [Historic Sanctuary of Machu Picchu](https://www.google.com/culturalinstitute/beta/streetview/santuario-historico-de-machu-picchu-historic-sanctuary-of-machu-picchu/lAGGN5NK82H9kA?sv_lng=-72.54476199434208&sv_lat=-13.16510656642015&sv_h=388.760923365527&sv_p=-7&sv_pid=aFK__mC3FdhdDVYzrcSCpw&sv_z=1) | **Source 2: Artifact**    [Quipu recording device](https://www.google.com/culturalinstitute/beta/asset/quipu-recording-device-based-in-knots-ml600004/PQHSXctxzMVSFQ) | **Source 3: Video**    [Inca Grass Bridge](http://www.pbs.org/wgbh/nova/education/ancient/grass-bridge.html) |

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| **Background Knowledge / Contextual Paragraph for Teachers:**  The Inca built a remarkable civilization in the Andes of South America in the 15th and 16th centuries. Their engineering skills allowed them to overcome the difficulties of living in the mountains at high altitudes. Some of the achievements that led to the growth of their empire that students will be able to identify using these resources may include:   * An extensive network of roads and bridges * A communication system based on knots tied into rope (quipus) and messengers (chasquis) * Farming techniques that allowed them to build on the side of mountains * Leaders that were skilled at both diplomacy and war, which allowed them to spread their territory * Food storage techniques that allowed them to feed their people * Engineering techniques that allowed them to build elaborate stone buildings   The summative assessment for this set asks students to create a museum exhibit to identify which artifacts they would include in preserving the history of the Inca, but you may choose to have students create other ways of communicating this information, such as creating a chapter book for younger students, developing a tour of famous Inca sites, or creating a website. |

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| **Building Background Knowledge for the Student**  "Land of the Four Quarters" or Tahuantinsuyu is the name the Inca gave to their empire. It stretched north to south some 2,500 miles. It ran along the high mountainous Andean range from Colombia to Chile. It reached west to east from the dry coastal desert called Atacama to the steamy Amazonian rain forest. At the height of its existence the Inca Empire was the largest nation on Earth and remains the largest native state to have existed in the western hemisphere.  Imagine yourself living in the world of the Inca. You travel back 500 years into a magnificent society made up of more than 10 million subjects. Cuzco, its capital, became the richest city in the Western Hemisphere. It was the center of Inca life, the home of its leaders. "The riches that were gathered in the city of Cuzco alone, as capital and court of the Empire, were incredible," says an early account of Inca culture written 300 years ago by Jesuit priest Father Bernabe Cobo, "for therein were many palaces of dead kings with all the treasure that each amassed in life; and he who began to reign did not touch the estate and wealth of his predecessor but .... built a new palace and acquired for himself silver and gold and all the rest."  The first known Incas, a noble family who ruled Cuzco and a small surrounding high Andean agricultural state, date back to A.D. 1200. The growth of the empire beyond Cuzco began in 1438 when emperor Pachacuti, which means "he who transforms the earth," strode forth from Cuzco to conquer the world around him and bring the surrounding cultures into the Inca fold.  What allowed the Incas to expand their empire so quickly and grow so rich? You will be exploring sources that will help you answer this question, and then creating a museum exhibit that will help others to learn more about the amazing Inca.  Adapted from: <http://www.pbs.org/wgbh/nova/ancient/lost-inca-empire.html> |

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| **Strategy Instruction:**  Since answering this essential question requires students to synthesize information from many different sources, have students collect information in an [Evidence Log](https://www.facinghistory.org/resource-library/teaching-strategies/evidence-logs). Find an example of an evidence log here:  <https://www.facinghistory.org/sites/default/files/Sample%20Evidence%20Log%202.pdf>  Information that students might need to collect   * Citation (title and/or type of source, author, date, etc.) * Summary of information collected from source * Classification: which achievement of the Inca does this source address? * Analysis and justification: according to this source, why were the Inca remarkable? * What further questions does this source prompt? |

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| **Strategy Instruction Differentiation:**   * Teachers may choose to either provide students with a graphic organizer to use as an evidence log or to have students create their own log in a notebook * Teachers may choose to model with one or more sources to demonstrate source analysis using the mindset of a historian * Teachers may choose to use different sources and combinations of print and visual sources depending on the reading levels of students |

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| **Discussion:**  Possible discussion questions for students:   * What are some of the things that make our society remarkable? What has made past societies remarkable?   + Students could start with more specific elements and then generalize to bigger concepts that define civilizations (For example, grouping things like cell phones and the internet under the bigger umbrella of technology) in order to create a concept map of elements of advanced societies. * What are the characteristics or elements of an empire? Of a civilization? * Why is travel and transportation important to societies? How does it help them develop and grow? * What systems of communication do we have today? Why is a system for communication important for helping societies develop and grow? * What caused the Inca to decline? * What happened when the Spanish encountered the Inca? Why were they able to overpower the Inca? * How should we remember the achievements of groups like the Inca? |

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| **Assessment:**  In order to answer the question, “How do we best preserve the achievements of past civilizations?” students can create a museum exhibit of important Inca achievements. As part of their exhibit, students should justify which achievements and artifacts they are including in the exhibit, and why they are worthy of preserving and sharing with others.  Teachers may choose to have students develop and share their museum exhibits using a variety of publishing formats. Examples could include:   * Creating a Google site * Creating a Google Slides presentation * Creating a trifold poster board * Use a template for a virtual exhibit, such as the ones on [this site](http://christykeeler.com/EducationalVirtualMuseums.html) that use PowerPoint |

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| **Curriculum Standards:**   * CO History Standard 1. Analyze and interpret historical sources to ask and research historical questions   + Evidence outcome a. Identify ways different cultures record history (DOK 1)   + Evidence outcome b. Interpret documents and data from multiple primary and secondary sources while formulating historical questions. Sources to include but not limited to art, artifacts, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts (DOK 1-3) * CO History Standard 2. The historical eras, individuals, groups, ideas and themes in regions of the Western Hemisphere and their relationships with one another   + Evidence outcome c. Identify examples of the social, political, cultural, and economic development in key areas of the Western Hemisphere (DOK 1-2) * CO Geography Standard 2. Human and physical systems vary and interact   + Evidence outcome c. Give examples of how people have adapted to their physical environment (DOK 1) |

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| **Reading and Writing Standards:**   * CO Speaking and listening Standard 1e: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (CCSS: SL.6.2) * CO Reading Standard 2ci: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (CCSS: RI.6.7) * CO Writing Standard 2b: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (CCSS: W.6.2) * CO Research and Reasoning Standard 1b: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (CCSS: W.6.8) |

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| **Sample Activities:**   * [See-think-wonder](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/SeeThinkWonder/SeeThinkWonder_Routine.html): Have students explore the virtual tour of Machu Picchu, and have them identify interesting elements. By using see-think-wonder, they can distinguish between the evidence the are finding in the images, the inferences they are making, and the questions and wonderings they have that will further their research into the Inca. * [What makes you say that?](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/WhatMakes/WhatMakes_Routine.html) Use the Quipu and Chasqui images to have students analyze unfamiliar images and then justify their explanations for what is going on in the images. * [Carousel Strategy](http://www.readwritethink.org/professional-development/strategy-guides/brainstorming-reviewing-using-carousel-30630.html) for activating student background knowledge about a variety of artifacts before synthesizing information and determining importance of ideas they will share in their final product. |

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| **Extra Source 1: Virtual Exhibit**    [Engineering the Inka Empire](http://nmai.si.edu/inkaroad/engineering/) | **Extra Source 2: Virtual Exhibit**    [The Great Inka Road](http://nmai.si.edu/inkaroad/index.html) |
| **Extra Source 3**    [Map of the Inca Empire Road System](https://commons.wikimedia.org/wiki/File:Inca_road_system_map-en.svg) | **Extra Source 4**    [Rise of the Inca: interview with a professor of anthropology from Columbia University](http://www.pbs.org/wgbh/nova/ancient/inca-empire.html) |