

Teacher's Guide For

Ancient History: The Incas

For grade 7 - College

Programs produced by
Centre Communications, Inc. for
Ambrose Video Publishing, Inc.

Executive Producer
William V. Ambrose

Teacher's Guide by
Mark Reeder

Published and Distributed by...
Ambrose Video Publishing
145 West 45th St., Suite 1115
New York, NY 10036
1-800-526-4663
24-Hour Fax 212-768-9282
<http://www.ambrosevideo.com>

This DVD is the exclusive property of the copyright holder,
Copying, transmitting or reproducing in any form, or
by any means, without prior written permission from the
copyright holder is prohibited (Title 17, U.S. Code Section 501 and 506).
(c) MMV Ambrose Video Publishing, Inc.

Table of Contents	Page
Table of Contents and Rights.....	2
Materials in the Programs.....	3
Instructional Notes.....	3
Introduction and Summary of the Program.....	3
Links to Curriculum Standards.....	4
Suggested Lesson Plan (accessed through DVD Menu Screen under chapter selects)	
Inca Homeland.....	4
Rise of the Inca Empire.....	4
Inca Social and Economic Organization.....	5
Accomplishments.....	5
Machu Picchu.....	5

This DVD is closed-captioned

The purchase of this program entitles the user to the right to reproduce or duplicate, in whole or in part, this teacher's guide and the Test Question and Timeline handouts that accompany it for the purpose of teaching in conjunction with this program, A DVD of *Ancient History: The Incas*. This right is restricted only for use with this DVD program. Any reproduction or duplication in whole or in part of this guide and the handouts for any purpose other than for use with this program is prohibited.

CLASSROOM/LIBRARY CLEARANCE NOTICE

This program is for instructional use. The cost of each program includes public performance rights as long as no admission charge is made. Public performance rights are defined as viewing of a DVD in the course of face-to-face teaching activities in a classroom, library, or similar setting devoted to instruction.

Closed Circuit Rights are included as a part of the public performance rights as long as closed-circuit transmission is restricted to a single campus. For multiple locations, call your Ambrose representative.

Television/Cable/Satellite Rights are available. Call your Ambrose representative for details.

Duplication Rights are available if requested in large quantities. Call your Ambrose representative for details.

Quantity Discounts are available for large purchases. Call your Ambrose representative for information and pricing. Discounts, and some special services, are not applicable outside the United States.

Your suggestions and recommendations are welcome. Feel free to call Ambrose Video Publications at 1-800-526-4663 between the hours of 9am and 5pm Eastern Time.

MATERIALS IN THE PROGRAM

Teacher's Guide -This teacher's Guide has been prepared to aid the teacher in utilizing materials contained within this program. In addition to this introductory material, the guide contains the following:

- *Suggested Instructional Notes*
- *Student Learning Goals*
- *Test Questions on Blackline Masters A for duplication and handout to students.*
- *Timeline of Events in Inca history*

INSTRUCTIONAL NOTES

It is suggested that you preview the program and read the Student Goals and Teacher Points. By doing so, you will become familiar with the materials and be better prepared to adapt the program to the needs of your class. Please note that this show is set up to be played continuously and you will probably find it best to follow the program in the order in which it is presented, but this is not necessary. The program can be divided into chapters accessed through the DVD's Menu Screen under Chapter Selects. In this way each chapter can be played and studied separately. A proposed Lesson Plan based on chapter headings accessed through the DVD menu screen can be found on page 4 of this Teachers Guide. It is also suggested that the program presentation take place before the entire class and under your direction. As you review the instructional program outlined in the Teacher's Guide, you may find it necessary to make some changes, deletions, or additions to fit the specific needs of your students. After viewing the program you may wish to copy the **Test Questions on Blackline Masters 1A** and distribute it to your class to measure their comprehension of the events.

INTRODUCTION AND SUMMARY OF PROGRAM: ANCIENT HISTORY:THE INCAS

Ancient History: The Incas is a new approach to presenting in an exciting way the history of this mysterious and accomplished South American culture. The series is designed to present *Ancient History: The Incas* in a way that promotes successful student learning. The incredible story of this unique and complex culture begins with a discussion of the Inca homeland in the Urubamba River valley and the city that would become the capital of the Inca Empire, Cuzco. It then follows the swift rise of the Inca Empire under the dynamic leadership of the first Supreme Inca, Pachacuti. Next the program examines the distinctive Inca social and economic organization before ending with Inca accomplishments and the Inca's greatest achievement, the hidden city of Machu Picchu.

In addition, historical themes are clearly presented, using state of the art visuals.

Student Goals - In this Ancient History:The Incas program the students will learn:

- Nearly the whole Inca empire was part of the rugged Andes mountain chain
- The pre imperial homeland of the Incas was a small area along the Urubamba River Valley, on the eastern side of the Andes of present-day Peru

- Like nowhere else in the Americas, the people of the Andes had for over a thousand years domesticated beasts of burden: alpacas and llamas
- The origins of the Incas are murky.
- Archaeological evidence suggests they were a regional ethnic group, or tribe, living around present-day Cuzco. However, Inca oral tradition has them emerging from the chilly depths of the high Andes Lake, Titicaca
- There may have been as many as eight Supreme Inca rulers before the greatest of the Incas, Pachacuti, claimed the throne around 1438
- The foundation of the Inca empire was their ability to grow excess food and store it
- The Incas' unique social organization brought together over 7 million people, speaking many different languages and spanning over 2,000 miles
- All worked towards a common purpose
- The Incas had no written language
- The Incas built stoneworks capable of withstanding tremendous earthquakes
- The Incas built 20,000 miles of roads
- The Incas achieved a great empire through a remarkable organization of human labor
- Human labor was the coin of the Inca empire
- Through a system of communication called *quipu*, information was constantly flowing through the empire by runners
- Inca empire created a world of magnificent accomplishments
- The Incas made pottery, including small effigies depicting animals such as llamas, alpacas and the large predator of the region – the jaguar
- Utilitarian pots, beakers and dual bottles with simple repetitive geometric patterns are distinctly Inca
- The Inca state organized artisan women to produce distinctive textiles
- The Incas are most famous for their spectacular stonework and naturalistic artistic design
- Machu Picchu, the temple palace in the clouds, is the crown jewel of Inca architecture and design
- Started by Pachacuti, but never completed, Machu Picchu was never touched, damaged or looted by the Spanish
- Lost to the ages, Machu Picchu was rediscovered in 1911 by Hiram Bingham
- Machu Picchu is sharply divided into two parts: an agricultural area and an urban area

LINKS TO CURRICULUM STANDARDS

The design for this series was guided by the National Center for History in the Schools, United States History curriculum Era 3: Revolution and the New Nation-Standards 1 and 3 for grades 5-12, Era 9 Postwar United States -Standard 4 for grades 5-12, and the California Public School Standards for Historical Content, Grade 8 - Standards 8.1, 8.2 and 8.3 (#4 - #7), Standard 8.8 (#1) and Grade 11, Standards 11.1 (#2, #3), 11.3 (#5), 11.5 - (#3, #4) and 11.10 (#2, #3) and Grade 12, Standards 12.1, 12.4 and 12.5.

SUGGESTED LESSON PLAN

Ancient History: The Incas is laid out so they can be viewed in their entirety, or by selecting the DVD menu screen, chapter selects, individual chapters can be viewed separately to create a lesson plan. Each chapter presents a part of the uniqueness of the Inca culture that flourished in South America from around 1100A.D. until its conquest by Spanish conquistadors in 1531. The program shows how the Incas almost overnight created an empire larger than Rome's, built 20,000 miles of roads and engineered buildings of magnificent stone that resisted the effects of earthquakes. In addition, historical themes and figures are clearly presented, using state of the art visuals.

Below is a list of the program and its chapters. Using these chapters, teachers can create a lesson plan to cover the specific issues, themes and the historical figures mentioned.

Program 1: The Incas

- Inca Homeland
- Rise of the Inca Empire
- Inca Social and Economic Organization
- Accomplishments
- Machu Picchu

Ancient History: The Incas

Chapter One: Introduction

Student Goals - In this Ancient History: The Incas segment students will learn:

- The Inca created one of the most sophisticated of the Andean textile traditions
- Tapestry is very labor intensive and it requires very fine yarn
- Inca is the term for both the name of the supreme ruler and the people themselves
- Incas were master builders
 - They built for eternity
 - Able to accommodate the natural environment
 - Building terraces, walls, and accommodating the potential hazards of nature
- Incas were organized in a way never been seen before or since in the Andes

Chapter Two: Inca Homeland

Student Goals - In this Ancient History: The Incas segment students will learn:

- Nearly the whole Inca empire was part of the rugged Andes mountain chain
- The pre imperial homeland of the Incas was a small area along the Urubamba River Valley, on the eastern side of the Andes of present-day Peru
- Like nowhere else in the Americas, the people of the Andes had for over a thousand years domesticated beasts of burden: alpacas and llamas
- Inca rose from being a small tribe in southern Peru to controlling an empire larger than Rome's

- Their empire flourished because of agriculture and excess food that could be stored
 - Storehouses used for corn and potatoes.
 - As a result the Empire could support not only an army but, priests, educators, stone workers, water engineers.

Chapter Three: Rise of the Inca Empire

Student Goals - In this Ancient History: The Incas segment students will learn:

- The origins of the Incas are murky
- Archaeological evidence suggests they were a regional ethnic group, or tribe, living around present-day Cuzco. However, Inca oral tradition has them emerging from the chilly depths of the high Andes Lake, Titicaca
- There may have been as many as eight Supreme Inca rulers before the greatest of the Incas, Pachacuti, claimed the throne around 1438
- The foundation of the Inca empire was their ability to grow excess food and store it
- The Incas' unique social organization brought together over 7 million people, speaking many different languages and spanning over 2,000 miles
- All worked towards a common purpose
- The Incas had no written language
- Leadership of the Incas was hereditary, passed from father to son
- The earliest Incas are really legendary, they're not truly historical figure
 - The first Inca was Manco Capac
 - He founded the Inca people and the Inca Empire.
- Pachacuti is usually considered the first real historical Inca leader
 - Expanding the small realm of the Cuzco Valle
 - Becoming multi ethnic
 - Built many monuments, including Machu Picchu
- The son of Pachacuti was Topa Inca
- His armies extended the Inca Empire geographically
- Consolidated the organizational structures
- The Inca used diplomacy as well as armies to extend their rule
 - They used the carrot and stick approach, stick to threaten but the carrot for benefits.
- Inca empire was 2500 miles long from Ecuador down to Bolivia and Chile.

Chapter Four: Inca Social and Economic Organization

Student Goals - In this Ancient History: The Incas segment students will learn:

- The Incas built stoneworks capable of withstanding tremendous earthquakes
- The Incas built 20,000 miles of roads
- The Incas achieved a great empire through a remarkable organization of human labor
- Human labor was the coin of the Inca empire

- Through a system of communication called quipu, information was constantly flowing through the empire by runners
 - Qipu also enabled them to keep records of people, goods, flocks of llamas and alpacas
- The Inca had a different way they looked at their world than we do.
- Inca system included a tremendous number of different ethnic groups.
- The Inca were able to function cohesively as a single social system.
 - A single governmental system, a single economic system.

Chapter Five: Accomplishments

Student Goals - In this Ancient History: The Incas segment students will learn:

- Inca empire created a world of magnificent accomplishments
- The Incas made pottery, including small effigies depicting animals such as llamas, alpacas and the large predator of the region – the jaguar
- Utilitarian pots, beakers and dual bottles with simple repetitive geometric patterns are distinctly Inca
- The Inca state organized artisan women to produce distinctive textiles
 - The Inca had a group that were called the Chosen Women
 - They were closely supervised and cloistered
 - They spun extremely fine yarns and wove fine textiles
- The Incas are most famous for their spectacular stonework and naturalistic design
 - Stone masons had a specialized craft
 - They traded their labor for a share of crops from the farmers

Chapter Six: Machu Picchu

Student Goals - In this Ancient History: The Incas segment students will learn:

- Machu Picchu, the temple palace in the clouds, is the crown jewel of Inca architecture and design
- Started by Pachacuti, but never completed, Machu Picchu was never touched, damaged or looted by the Spanish
- Lost to the ages, Machu Picchu was rediscovered in 1911 by Hiram Bingham
- Machu Picchu is sharply divided into two parts: an agricultural area and an urban area
- The Incas were cognizant of their natural setting, part of their religious tradition
 - If the mountain was circular, they would make circular terraces
 - Their buildings mimicked the peaks of the mountains
 - The water came from a natural spring, brought into the city
- Machu Picchu still has vestiges of its irrigation and terracing systems
- The terraces allowed farming on marginal land
- Inca invested labor and engineering skill into making the land arable
- The Intuitana is a carving, perhaps six feet high a top of a natural pyramid
 - It's at the highest point in Machu Picchu
 - Also named 'Hitching Post of the Sun,' because it's at the top point

Answers to Blackline Master 1A Quiz

1-c; 2-b; 3-a; 4-d; 5-c; 6-a; 7-b; 8-d; 9-d; 10-b; 11-a