



The Inca: Who Were the Inca?

9

☑ **Lesson Objectives**

Core Content Objectives

Students will:

- ✓ Identify the area in which the Inca lived
- ✓ Explain that the Inca established a far-ranging empire in the Andes Mountains of Peru and Chile many, many years ago
- ✓ Explain that the Inca had leaders (emperors) and a religion

Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards that are addressed in all lessons in this domain.

Students will:

- ✓ With assistance, create and interpret a timeline that begins with a time approximately three thousand years ago, ends with “today,” includes a marker for the Maya between 1000 BCE and 1542 CE, indicates that Moctezuma lived approximately five hundred years ago, and indicates that the Inca existed at the same time as the Aztec and Moctezuma (W.1.8)
- ✓ With assistance, categorize and organize information about aspects of the Maya, Aztec, and Inca cultures into a Civilizations Chart (W.1.8)

Core Vocabulary

collecting, v. gathering

Example: Sheri wandered down the beach collecting all the shells she could find.

Variation(s): collect, collects, collected

possessions, n. Things that someone owns

Example: Among the artist's possessions were paints, paintbrushes, and an easel.

Variation(s): possession

villagers, n. People living in a small town or village

Example: The villagers walked down the road through their village together.

Variation(s): villager

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Where Are We?	world map or globe	10
	Essential Background and Terms		
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Inca: Who Were the Inca?		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Possessions		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	The Legend of Viracocha		20
	Civilizations Chart	Image Cards 16, 17	
	Timeline	Image Card 18	



The Inca: Who Were the Inca?

9_A

Introducing the Read-Aloud

10 minutes

Where Are We?

Review the locations of North, Central, and South America with the class. On a world map or globe, have one student locate the area where the Maya lived. If students have trouble locating where the Maya lived, remind them that the Maya lived in the rainforests in Mexico and Central America, in and around what we now call the Yucatán Peninsula. Point out the region on the map or globe.

Then have another student locate the area where the Aztec lived. If students have trouble locating where the Aztec lived, remind students that the Aztec lived in central Mexico, north of the Maya. Point out the region on the map or globe.

Tell students that today they are going to learn about a third civilization, the Incan civilization, that developed in South America. Have them repeat the word *Inca* after you. Tell students that the Inca ruled over the lands that stretch along the Andes Mountains and the Pacific Ocean (present-day countries of Bolivia, Ecuador, Argentina, Chile, and Peru). Locate that area on the map. Tell students that today's read-aloud takes place in the area that is now called Peru. Point to Peru on the map.

Essential Background Information or Terms



← Show image 9A-1: Llama

Ask students what they see in the picture. If they say *camel*, explain that this animal is similar to a camel, but it is called a llama. Ask them to repeat the word *llama*. Tell them that llamas do not have humps like a camel. Llamas were important to the Inca.

Purpose for Listening

Tell students that the Inca lands formed a large empire ruled by one leader. Also tell them that today they will hear some true facts about the Inca as a part of the made-up story. Ask them to listen to the read-aloud to see how the Inca leader is the same as the Maya and Aztec leaders and how the Inca leader is different.



The Inca: Who Were the Inca?

← Show image 9A-2: Map of the Inca Empire

The Inca were one of many groups of people who lived in North, Central, or South America long ago. They lived in the western part of South America, which you can see on the map. The Inca lived in parts of what we now call Bolivia, Ecuador, Argentina, Peru, and Chile.¹

1 [Point to the illustration.]

They controlled about twenty-five hundred miles of land in South America. That’s about the same distance as if you measured from one side of the United States to the other.



← Show image 9A-3: Inca roads

More incredibly, the Inca created almost twenty thousand² miles of roads. They walked or ran in order to share ideas and information with other Inca in faraway parts of their empire. Many of these roads are still used today.

2 that’s *thousand* [You may want to emphasize the enormity of 20,000 miles. That’s 10 times the amount of land they controlled!]

3 Remember, to conquer is to take over other people, against their will, and control their land. Just as the Aztec conquered other people and had an empire, the Inca did as well, but in a different area.

4 A village is like a small town. Can anyone tell me what a villager is? (Villagers are the people who live in a small town or village.)

The Inca controlled so much land because they conquered other nations of people. Each time they did, the size of their empire would grow.³ When the Inca conquered other nations, the emperor of the Inca would often have the conquered **villagers** move to a new area.⁴ The rest of this read-aloud is a story about a village that was forced to move.



← Show image 9A-4: Little Flower and Blue Sky

“I do not understand,” cried the girl. Her name was Little Flower, and she was five years old. “Why do we have to move? This is where we live.”⁵

5 The girl’s name is Little Flower. The Inca, like the Maya and the Aztec, named themselves for plants, animals, or types of weather that had special meaning to them.

Her older sister, Blue Sky, tried to explain, as she had been trying for three days now. “The emperor of the Inca has ordered our people, the people of the Village of Stone Walls, to move.”



← **Show image 9A-5: Emperor of the Inca**

“He says we must go and live up in the big, tall mountains closer to his city of Cuzco (kooz-ko). He says if we are living among his own people, we will not try to be so different from them. He says we will get to be friends with the Inca people. And before you ask me again, Little Flower, I will tell you one last time. The emperor of the Inca now rules the Village of Stone Walls. We have to do as he says or he will be very angry.”



← **Show image 9A-6: Little Flower and Blue Sky**

Blue Sky thought about how much to tell Little Flower. She did not want to upset her sister, but even though she was usually a very, very patient older sister, she was so tired of talking about this over and over again. “After all,” she thought, “I am not so old myself. I do not like to think about these things either.” But then she looked once more at her little sister, whom she really did love, and said as gently as she could, “If the Inca emperor gets angry with all the people of the Village of Stone Walls, it will not be like when papa or mama gets mad at you or me. It will be much worse. So I think we had better do what he orders,⁶ don’t you?”

6 or says

7 or gathering

8 How do you think Little Flower and Blue Sky feel about leaving their village?

Little Flower thought about this. “Yes,” she answered, “I guess we had better do it.” But as Blue Sky smiled and went back to **collecting**⁷ their things, the smaller girl whispered to herself, “But I still don’t like it.”⁸



← **Show image 9A-7: Preparing to leave the Village of Stone Walls**

Three days later, all the people who had lived in the Village of Stone Walls were almost ready to move. They were sad to leave their home, and even the oldest and wisest of them felt the way that Little Flower felt, for they were about to go somewhere no one from the Village of Stone Walls had ever even visited. The people from the Village of Stone Walls were used to living in the dry, flat desert lands down near the ocean coast of what is today called Peru. They had never been a mountain people, nor had they lived anywhere as cold as where they were moving. Yet the colder, high mountains is where they had to go.⁹

9 [Ask students to describe first some features of the desert (dry, hot) and then some features of the highest mountaintops (lush and green, snow caps, cold, streams).]



10 [Point to the picture, and ask students if they know what kind of animal is pictured.]

11 or things that they owned

← **Show image 9A-8: Blue Sky and Little Flower leading their llama**¹⁰

The people of the Village of Stone Walls used llamas to carry loads for them. Llamas were very gentle, but strong enough to carry a lot on their backs. Blue Sky and Little Flower loaded all the **possessions**¹¹ they were able to take with them onto their llama. Early the next morning, Blue Sky, Little Flower, and the rest of the people from the Village of Stone Walls left their homes to make new ones in the mountains around Cuzco.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Inferential* The read-aloud says that the Inca created twenty thousand miles of roads. Why did they need so many? (The Inca had a very large empire, and as the empire grew, they built more and more roads to connect their newly conquered lands.)
2. *Evaluative* The read-aloud also tells us that the Inca walked or ran from one place to another, often long distances. Why wouldn't they get in their cars and drive from place to place or call someone on the phone to give them a message, like we do? (They did not have cars or phones back then; phones and cars weren't invented yet.)
3. *Evaluative* Why were all the people in the Village of Stone Walls moving at once? (They were forced to move by the emperor of the Inca, who had conquered the village. They had no choice.) How is this reason different from reasons we move today? (Answers may vary.)
4. *Inferential* What can you tell about the leaders of the Inca? (Answers may vary, but may include that the Inca were greedy, out to expand their empire; they appear bossy, or mean, making people move to other areas, away from their homes; they were feared.)

5. *Inferential* How was the Village of Stone Walls different from the city of Cuzco where Blue Sky, Little Flower, and the others are moving? (The Village of Stone Walls was located in flat, dry desert lands near the ocean coast. Cuzco was located high up in the mountains where it was much colder.)

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask you a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

6. *Evaluative Think Pair Share:* Blue Sky does not want her little sister, Little Flower, to be scared. How would you feel if you were moving to a new place that you had never seen before and that was very different from the place where you lived? Have you ever moved to a new place? (Answers may vary.)
7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]

Word Work: Possessions

5 minutes

1. In the read-aloud you heard, “Blue Sky and Little Flower loaded all the *possessions* they were able to take with them onto their llama.”
2. Say the word *possessions* with me.
3. The word *possessions* means things that you possess, or own.
4. Some of my favorite possessions are family photographs and my old, soft baby blanket.
5. What are your favorite possessions? If you had to move quickly and could only take one or two things with you, what would you choose to take? Tell us what they are, using the word *possessions*. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “My favorite possessions are . . . ”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to name some pairs of things. If any of the things I name could be possessions, or things that somebody might own, say, “Those are possessions.” If they are not things that someone might own, say, “Those are not possessions.”

1. hat and scarf (Those are possessions.)
2. shoes and socks (Those are possessions.)
3. clouds and wind (Those are not possessions.)
4. pots and pans (Those are possessions.)
5. sun and rain (Those are not possessions.)



Complete Remainder of the Lesson Later in the Day



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9_B

Extensions

20 minutes

The Legend of Viracocha (vee-ra-koh-chuh)

Tell students that people all over the world tell legends to one another. Say, “Legends are like folktales that are passed down from one generation to another. For example, your grandmother may have told your mother a story that she now tells to you. Legends are told as a true story, but in fact may really be false and only a myth, told to explain how something came to be.” Review with students the Aztec legend, “The Eagle and the Serpent.”

The Maya, Aztec, and Inca all had legends to help explain how their worlds were created, or born—who made the sun, the moon, and the stars; who made the animals and plants on Earth; and who made people. The Inca passed along the legend of Viracocha, the creator of the world. Like the Maya and the Aztec, the Inca also believed in many mythical gods that controlled different things.



← Show image 9B-1: Sun Temple in Cuzco

The following legend should be read to students to give them an idea of the mythical nature of the religion practiced by the Inca. Explain that Viracocha is the name of one of the gods the Incas believed in to try to explain how the world was created. Tell students this is an image of the Sun Temple.

The Legend of Viracocha

It is told that Viracocha rose up from the Island of the Sun in the middle of Lake Titicaca (tit-i-KAH-kuh), near Peru’s capital city of Cuzco, the city that was close to Blue Sky and Little Flower’s new mountain home. Viracocha created the earth and the heavens from nothing. Then he created all the beings of the earth, the animals and plants, and people.

Some say that Viracocha made the people out of mud; others say that he used the native stone that is so plentiful in the Andes Mountains of Peru. He divided the figures into groups, giving each group its own language, its own foods to grow, and its own legends to tell. Then it is said that he buried the creatures in mountain caves until he was ready to tell them what to do next.

One by one, Viracocha scattered these different groups of people in different places, from mountains to deserts to seas. He then traveled among them across many lands, awakening them, and teaching them how to live where he had put them. Viracocha gave them jobs to do and foods to eat. But when he arrived in the high mountains of Peru, the people were frightened by this strange white man with his long white beard. They drew their weapons, ready to kill him, thus angering Viracocha.



← **Show image 9B-2: Volcano**

Suddenly, fire poured out of the mountains around them and rolled down the slopes, burning everything in its path. When the people saw how powerful Viracocha was, they threw down their weapons and knelt before him. He put out the fire, telling the people that he was their creator. From then on, the Inca worshipped Viracocha as the creator of all things, the god of the sun that provides life to the people on Earth.

Once Viracocha finished his job on Earth, it is said that he wandered off into the sunset, walking across the waters of the Pacific Ocean.



← **Show image 9B-3: Viracocha**

The Inca believed that Viracocha was a magical and all-powerful god. They built huacas (wa-kas), or stone temples, to worship him and remember their good fortune. These huacas still exist today around Cuzco, in the mountains of Peru. One large and famous huaca is at the Sun Temple in Cuzco.

Civilizations Chart

Take a few minutes to review the Civilizations Chart with students. Remind them of the read-aloud they heard this morning, which told of the Inca's very strong rulers. The Inca rulers created a large empire, often requiring people to give up their homes and learn new ways of living in very different places. Place Image Card 16 (Ruler) under Inca leaders on the Civilizations Chart.

Then, show them Image Card 17 (Sun Temple), and tell them that it is a picture of the sun temple at Cuzco. Ask them where they think this card might belong on the Civilizations Chart. (under "Religion") Place the card in its appropriate spot.

Timeline

Show students the timeline. Remind students that this timeline represents all that has passed, from the time of the Mayan Civilization, until today. Review that the Maya stories they heard about happened prior to the Aztec empire. Explain to students that the Inca, whom they have been hearing about today, lived at the same time as the Aztec and their Emperor Moctezuma. Place Image Card 18 (Inca) right below and at the same vertical marker as Image Card 14 (Moctezuma and His Entourage) on the timeline.

Note: The Maya was the earliest civilization and spanned more than 2000 years, from 1000 BCE to 1542 CE. Both the Aztec and the Inca were later civilizations that only overlapped briefly with the Maya and spanned a little over 200 years, from 1300 CE to 1533 CE.