

# PERU: KINGDOM IN THE CLOUDS



Others come for the  
majesty of the architecture,

## #3498

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OPEN-CAPTIONED  
UNITED LEARNING  
1996

Grade Levels: 10-13+  
25 minutes

2 Instructional Graphics Enclosed

## **DESCRIPTION**

Past and present converge in Peru, the land of the Incas. Presents a brief history of the Inca Empire, and explores the influence of Incan spiritual beliefs on their lifestyle, architecture, and astronomical achievements as seen in the ruins of Machu Picchu, the Sacred Valley, Ollantaytambo, and Pisac. Suggests those influences still remain in today's Peru.

## **ACADEMIC STANDARDS**

Subject Area: World History

- Standard: Understands how the transoceanic interlinking of all major regions of the world between 1450 and 1600 led to global transformations
  - Benchmark: Understands features of Spanish exploration and conquest (e.g., why the Spanish wanted to invade the Incan and Aztec Empires, and why these empires collapsed after the conflict with the Spanish; interaction between the Spanish and indigenous populations such as the Inca and the Aztec; different perspectives on Cortes' journey into Mexico) (See Instructional Goal #4)
  - Benchmark: Understands cultural interaction between various societies in the late 15th and 16th centuries (e.g., how the Church helped administer Spanish and Portuguese colonies in the Americas; reasons for the fall of the Incan Empire to Pizarro; how the Portuguese dominated seaborne trade in the Indian Ocean basin in the 16th century; the relations between pilgrims and indigenous populations in North and South America, and the role different religious sects played in these relations; how the presence of Spanish conquerors affected the daily lives of Aztec, Maya, and Inca peoples) (See Instructional Goal #4)
- Standard: Understands the expansion of states and civilizations in the Americas between 1000 and 1500
  - Benchmark: Understands social and political elements of Incan society (e.g., Incan methods for expansion and unification of their empire, daily life for different people in Incan society, the food plants that formed the basis of Incan as compared with Aztec agriculture) (See Instructional Goals #1, #2 and #3)
  - Benchmark: Understands major political and social features of Incan society (e.g., the development of Incan social and political institutions, the chronology of Incan imperial expansion from 1230 to 1525 and the difficulties posed by its geographically and climatically diverse territories, the location and major features of Machu Picchu and what this site reveals about Incan civilization) (See Instructional Goals #1, #2, and #3)

## **INSTRUCTIONAL GOALS**

1. To introduce significant sacred sites of the Inca.
2. To explore how Inca spiritual beliefs affected their lifestyle, architecture, and astronomy.
3. To depict traditional Inca beliefs, identifying natural forces and deities worshipped by the Incas.
4. To demonstrate the rise and fall of the Inca empire, including the Spanish conquest of the Incas.

## **VOCABULARY**

1. winter solstice
2. observatory

3. astronomer
4. cosmos
5. mummification, mummies, mummified

## **BEFORE SHOWING**

1. Find the following places on a map of South America.
  - a. Peru
    - (1) Tiobamba
    - (2) Cuzco
    - (3) Urubamba River
    - (4) Lima
    - (5) Machu Picchu Mountain
    - (6) Wayna Picchu Mountain
  - b. Andes Mountains
  - c. Ecuador
  - d. Chile
  - e. Argentina
  - f. Bolivia, and its capital, La Paz
2. Discuss previous knowledge of the Incas and other ancient cultures.
  - a. What is the prior knowledge regarding Inca civilization, religion, and culture?
  - b. Why might the study of the sun, moon, and stars be important to an agrarian society?
  - c. How would learning about a society's spiritual beliefs and practices make a difference in developing an understanding of its culture?
  - d. Without a written language, how were a people's history and traditions passed on and preserved?

## **DURING SHOWING**

### Discussion Items and Questions

1. View the video more than once, with one showing uninterrupted.
2. Pause at each onscreen map to identify where the onscreen sites are in relation to other locations on the map of South America. (See BEFORE SHOWING #1.)
3. Examine Inca words used in the video. (See INSTRUCTIONAL GRAPHICS.)

## **AFTER SHOWING**

### Discussion Items and Questions

1. Make a timeline of important Inca events. Include the following:
  - a. Hiram Bingham's discovery of Machu Picchu
  - b. Manco Capac's creation of the Inca kingdom
  - c. Pachacutec's expansion of the Inca empire
  - d. the fall of the Inca empire
  - e. the Inca time of peace
  - f. the Incas build Machu Picchu
  - g. the peak of the Inca civilization
2. Discuss Inca sacred sites.
  - a. Describe a unique feature or ceremonial function for each of the following sacred sites.

- (1) Cuzco
  - (2) Machu Picchu
  - (3) Ollantaytambo
  - (4) Pacaritanpu
  - (5) Pisac
  - (6) Qenko
- b. List commonalities in the important spiritual centers of the Inca.
3. Discuss Machu Picchu
    - a. How does Machu Picchu reflect the essence of Inca beliefs?
    - b. What ceremonies were performed in Machu Picchu?
  4. Discuss Inca beliefs and deities worshipped.
    - a. What natural forces did the Incas worship?
    - b. What traditional Inca beliefs are still shared by their descendants?
    - c. How did Inca beliefs affect architecture and astronomy?
    - d. What is the purpose of the festival of Inti-Rami?
    - e. What did the Inca believe about the Urubamba River?
    - f. What is the Inca story of creation?
    - g. What is the purpose of the Inca altar at Ollantaytambo?
  5. Discuss Inca architecture.
    - a. How did Inca beliefs influence architecture?
    - b. What challenges did the Incas face in both design and construction? How did they overcome these challenges?
    - c. Why are the remnants of the Incas' walls a testament to the enduring strength of their empire?
  6. Discuss Inca astronomy.
    - a. What role did the sacred observatories play in the lives of the Inca people?
    - b. How did Inca beliefs influence astronomy?
    - c. What skills did the Inca possess to accurately measure time, predict seasons, chart the night sky, and create a compass?
    - d. How was the importance that the Incas gave the heavens both practical and spiritual?
  7. Discuss the rise and fall of the Inca empire.
    - a. Why does the video only focus on the achievements and successes of the Incas?
    - b. What internal factors may have led to the fall of the Inca empire?
    - c. What was negative about living in the Inca empire?
    - d. What external factors contributed to the fall of the Inca empire?
    - e. How were 180 Spaniards able to bring an empire of over ten million people to ruin?
  8. Discuss the archaeological discovery of Pacaritanpu.
    - a. What differing skills do the archaeologists and shamans bring to the work?
    - b. What significance may this discovery have?
    - c. How have archaeologists determined that the topsoil on the terraces was imported?
    - d. What may lie beneath the world's largest pyramid?
  9. Discuss mummification.
    - a. Who was involved in the mummification process?
    - b. What was the importance of mummification?
    - c. How do mummies benefit archaeologists?

## Applications and Activities

1. Investigate Inca religion.
  - a. What were the rituals and traditions practiced by the Incas? What traditional Inca beliefs are still held by their present-day descendants?
  - b. What is the role of the shaman in Peruvian religious tradition, both historical and contemporary?
  - c. What was the role of the Inca priestess?
  - d. How were Incas taught to live in harmony with nature?
  - e. What animals do the Incas consider sacred?
2. Draw a map from an Inca perspective where Cuzco is the center of the world.
3. Research the rise of the Inca empire.
  - a. Compare the military exploits of Inca ruler Pachacutec to those of Alexander the Great, Genghis Khan, or Francisco Pizarro.
  - b. Compare the expansion of the Inca empire to the expansion of the British, American, and Spanish empires.
    - (1) What were the tactics used to conquer?
    - (2) What was rationale for expanding their empires?
4. Investigate the fall of the Inca empire.
  - a. How may the government and political structure of the Inca empire have contributed to its downfall?
  - b. What role did the Spanish *conquistadors* play in the Inca demise?
    - (1) Why did the *conquistadors* invade the Incas?
    - (2) What were the interactions between the Incas and the Spanish?
    - (3) What are differing perspectives on Pizarro's conquest?
    - (4) What methods did the Spanish use to conquer the Incas?
5. Research the influence of the Church on the political, cultural, and religious history and traditions of Central and South America.
  - a. How did the Church help administrate the Spanish colonies?
  - b. How did Spanish presence influence daily life?
6. Research the archaeological discovery of Machu Picchu.
  - a. Who was Hiram Bingham? How did he discover Machu Picchu?
  - b. Why had it remained hidden for so long?
  - c. What difficulties were involved in the recovery of Machu Picchu?
  - d. Why is this the most important archaeological site in South America?
7. Compare the Incas to other ancient empires: the Maya, the Egyptian, and the Chinese.
  - a. What religious beliefs influenced these cultures?
  - b. What architectural feats did they accomplish?
  - c. What other accomplishments were achieved?
  - d. What contributed to the rise and fall of these cultures? What enabled some of these empires to continue?
8. Plan a trip to Peru.
  - a. Include a four-day trek on the Inca trail to Machu Picchu and other sites of historic interest.
  - b. Devise a time schedule that includes attendance at the Inti-Rami festival.
9. Write a fictional account of trekking the Inca Trail to Machu Picchu.
  - a. How does the Inca spirit touch those who visit?
  - b. How do the past and present converge?
  - c. Why is this a haunting city?
  - d. Why do people visit?

10. Invite an archaeologist to speak to the class or visit an archaeological site or museum to discuss the role of archeologists in the discovery and recovery of ancient sites.
11. Write a fictional diary entry describing Inca culture, religion, architecture, customs, or lifestyle from one of the following points of view:
  - a. a Spanish *conquistador*
  - b. a Spanish priest
  - c. an Inca astronomer
  - d. an Inca priest
  - e. an Inca mathematician
  - f. an Inca builder
  - g. a modern-day ancestor of the Inca with traditional or modern views
12. Write a biopoem about one of the following people:
  - a. Francisco Pizarro
  - b. Manco Capac
  - c. Atahualpa
  - d. Pachacutec

## INSTRUCTIONAL GRAPHICS

- INCA VOCABULARY GUIDE
- BIOPOEM

## RELATED RESOURCES

### Captioned Media Program

- Europe Explores the Americas: Southern Voyages and Settlements #3356
- Francisco Pizarro (Edited Version) #1861
- South America: The Andean Region #2582
- South America: The People and Their Culture #2527

### World Wide Web

The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and “kid-safe” sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- ICE TREASURES OF THE INCA <http://www.nationalgeographic.com/mummy/index.html>

This site covers the 1997 National Geographic expedition into the Andes where an Inca female mummy, believed to be part of an Inca human sacrifice ritual, is discovered.

- NOVA ONLINE <http://www.pbs.org/wgbh/nova/sitemap.html>

This searchable site map, although a bit cumbersome to use, has numerous offerings related to the Incas, including ice mummy and architectural information. Offerings include classroom resources, teacher

guides, TV transcripts, and archived questions and answers. Related Inca topics include Stonehenge and Easter Island.

- THE INCA EMPIRE <http://www.sscf.ucsb.edu/~ogburn/inca/inca.htm>

This subpage of the University of California at Santa Barbara's "Anthropology" page was developed by a Ph.D. student as part of his doctoral work. The site investigates Inca imperial strategies of conquest and control in Ecuador. The strong point of this site is great links to Inca cultural and historic sites and virtual tours of the Inca trail to Machu Picchu.

- DESTINATION PERU <http://www.lonelyplanet.com/dest/sam/peru.htm>

This subpage of "Lonely Planet" offers a complete overview of Peru, including history, culture, and travel tips. Good links to other Peru sites.

- MR. DONN'S HISTORY PAGE <http://members.aol.com/donnandlee/index.html>

Everything ancient is available at this organized site that has an internal search engine. Always scroll down after clicking. Includes a library of lesson plans and an icon for links.

# Incan Vocabulary Guide



## Directions:

Determine if the following Incan words refer to a place, an Incan deity, a relic, a festival or a person.

Match each word to a definition listed on the second page.

Follow the example.



## Incan Word

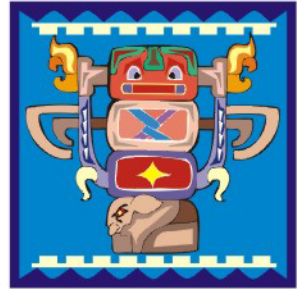
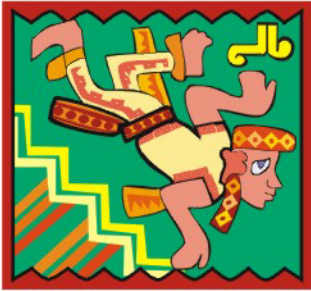
	Person	Place	Relic	Deity	Festival	DEFINITION
Machu Picchu		X				H
Hurin						
Illapa						
Pachamama						
Taita Inti						
Wiraqocha						
Inti-Rami						
Pachacutec						
Hanan						
Ollantaytambo						
Manco Capac						
Pisac						
Sacsayhuaman						
Inti-Huatana						
Qenko						
Pacaritanpu						
Cuzco						
Aqllawasi						

# DEFINITION

- A. “Place of the chosen one”--Inca priestesses’ sanctuary at Machu Picchu.
- B. Inca God of Thunder.
- C. “Navel of the world”--archaeological capital of the Americas and oldest continually inhabited city; capital city of the Inca Empire.
- D. Masculine force.
- E. Feminine force.
- F. “Hitching post of the sun”--an accurate instrument for measuring time and seasons, located in the center of the astronomical observatory of Machu Picchu.
- G. Feast of the sun--festival celebration of the winter solstice.
- H. Known as the “lost city of the Inca,” Machu Picchu was a sacred ceremonial center of the Inca, located high in the Andean Mountains. Most spectacular archaeological site on the South American continent.
- I. First emperor of the Inca who established his court at Cuzco.
- J. Inca sacred site and observatory. Among its ruins, the Temple of Pachamama holds the largest single stone altar yet discovered.
- K. Ninth lord of the Inca who was responsible for the largest territorial expansion of the Empire.
- L. Mother Earth.
- M. Temple and earthen pyramid located near Ollantaytambo that, according to legend, was built by the ancestors of the Inca as a birthplace for their dynasty.
- N. Largest Inca observatory in the Andes. Buildings at Pisac housed mathematicians, astronomers and priests.
- O. Observatory, site of moon worship. Mummification rituals for Inca nobility took place in its caverns.
- P. “Satisfied falcon”--an important Inca military and religious center.
- Q. Father Sun.
- R. Inca God of Creation.



# BIOPOEM



Directions: Compose a biopoem with Francisco Pizarro, Manco Capac, Atahualpa, or Pachacutec.

- Line 1. First name
- Line 2. Four traits that describe character
- Line 3. Relative (“brother,” “sister,” “daughter,” etc.) of \_\_\_\_\_
- Line 4. Lover of \_\_\_\_\_ (list three things of people)
- Line 5. Who feels \_\_\_\_\_ (three items)
- Line 6. Who needs \_\_\_\_\_ (three items)
- Line 7. Who fears \_\_\_\_\_ (three items)
- Line 8. Who gives \_\_\_\_\_ (three items)
- Line 9. Who would like to see \_\_\_\_\_ (three items)
- Line 10. Resident of \_\_\_\_\_
- Line 11. Last name



**PLEASE RETURN LESSON GUIDE  
WITH VIDEO**

**Lesson guide also available  
online at *www.cfv.org***

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