



The Inca: Machu Picchu— A Lucky Discovery

11

☑ **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
- ✓ Identify that Machu Picchu is an Incan city
- ✓ Explain that much of what we know about the Inca is because of the work of archaeologists

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:

- ✓ Draw pictures, dictate, or write simple sentences to represent details or information about the Incan civilization (W.1.2)
- ✓ Retell orally important facts and information from “The Inca: Machu Picchu—A Lucky Discovery” (RI.1.2)
- ✓ Compare and contrast orally and in writing cultural elements of the Maya, the Aztec, and the Inca (RI.1.9)
- ✓ Add information to a civilization chart about the Inca based on multi-step, oral directions (W.1.8)
- ✓ 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, indicates that the Inca existed at the same time as the Aztec and Moctezuma, and indicates that Hiram Bingham located Machu Picchu in 1900 (W.1.8)

- ✓ With assistance, categorize and organize information about aspects of the Maya, Aztec, and Inca culture into a Civilizations Chart (W.1.8)
- ✓ Prior to listening to “The Inca: Machu Picchu—A Lucky Discovery,” identify orally what they know and have learned about the parts of South America in which the Inca lived

Core Vocabulary

challenging, *adj.* Difficult or hard

Example: The 100-piece puzzle looked challenging.

Variation(s): none

existence, *n.* The state or fact of being real as opposed to imagined

Example: We did not know the existence of some stars before the invention of the telescope.

Variation(s): existences

raging, *v.* Moving forcefully or violently

Example: The army of men, with swords drawn, were raging toward their enemy.

Variation(s): rage, rages, raged

ruins, *n.* Things that remain after something has decayed or been destroyed, such as a building or a city


Example: There were no buildings left after the fire; only ruins remained.

Variation(s): ruin

trek, *n.* A long, difficult journey

Example: The trek along the trail from Maine to Georgia lasted for months.

Variation(s): treks

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Introducing the Read-Aloud</i>	Where Are We?	world map or globe	10
	Essential Background Information or Terms		
	Timeline	Image Card 20	
	Purpose for Listening		
<i>Presenting the Read-Aloud</i>	The Inca: Machu Picchu—A Lucky Discovery		15
<i>Discussing the Read-Aloud</i>	Comprehension Questions		10
	Word Work: Trek		5
 Complete Remainder of the Lesson Later in the Day			
<i>Extensions</i>	Civilizations Chart	Image Card 21	20
	Vocabulary Instructional Activity: Culture		
	Make your Own Civilizations Chart	Instructional Master PP-1; drawing tools	



The Inca: Machu Picchu— A Lucky Discovery

11A

Introducing the Read-Aloud

10 minutes

Where Are We?

Remind students that the two previous read-alouds were about the Inca, who lived in the lands that stretch along the Andes Mountains and the Pacific Ocean (present-day countries of Bolivia, Ecuador, Argentina, Chile, and Peru). Have a student locate Peru on a world map or globe. Tell them that today's read-aloud also takes place in Peru.



Essential Background Information or Terms

◀ Show image 11A-1: Hiram Bingham

Remind students that because the Inca did not have a written language, there was no record of this time period in history. Explain to students that because there were no records, much of what we know about the Inca is because of the work of archaeologists like this man, Hiram Bingham.

Tell students that an archaeologist is a person who studies ancient civilizations by examining the remains of old buildings, graves, and tools dug from the ground. Archaeologists study these remains to learn how people lived a long time ago. Explain to students that the act of finding something other people don't know about is called a *discovery*, and that many archaeologists can spend their entire lives searching for just one special piece of history. Tell students that some discoveries may be very small, and in some cases, discoveries are amazingly large. Tell students that they will learn about the fascinating job of the archaeologist Hiram Bingham, and his amazing discovery, in the read-aloud they are about to hear.

Timeline

Estimate the year 1900 on the timeline. Label it 1900, and place Image Card 20 (Hiram Bingham) on the timeline above 1900. Tell students that this was more than 500 years after the Inca lived and more than 100 years ago. (For reference, point out to students when the Inca civilization was on the timeline, when Hiram Bingham lived, and today.)

Purpose for Listening

Tell students that Hiram Bingham, the archaeologist in today's read-aloud, travels to South America to explore near the city of Cuzco and discovers an ancient Incan city in Peru. Tell students to listen carefully to find out the name of the ancient Incan city that Bingham finds.



- 1 Do you remember the strangers in metal in the Inca story about the runner? These men were Spanish conquerors who attacked the Inca empire long ago.



- 2 A conqueror is someone who fights to take over.



- 3 *Challenging* is another way of saying really hard. The Andes Mountains were really hard to climb.

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◀ Show image 11A-1: Hiram Bingham

Now we come to the amazing tale of an archaeologist named Hiram Bingham, who stumbled upon an entire city while looking for something else!

Hiram Bingham was interested in learning more about the Inca's struggle against the Spanish invaders.¹

◀ Show image 11A-2: Conquistadores

Unfortunately, the Spanish conquerors²—the Spanish word for conquerors was conquistadores (kohn-KISS-tah-DOH-rays)—destroyed a lot of the Inca culture when they attacked the Inca Empire, so Bingham had to depend on legends and folktales for some of his information.

One of these legends told that the last Inca emperor, Manco (MAHN-ko) the Second, had built a city called Vitcos (VIT-kohs), using it as a headquarters to fight the Spanish invaders. The old story hinted that Vitcos might be down the Urubamba River toward the jungle, in the area now known as Peru, South America.

◀ Show image 11A-3: Aerial view of the Andes and the jungles around Cuzco

Peru is high in the Andes Mountains, which include some of the world's tallest, most **challenging** peaks.³ Bingham decided he would begin his exploration for information in the ancient city of Cuzco. His only other clue about Vitcos was that the city was said to have been built where a huge white rock overlooked a pool in a river. Of course, Bingham didn't know if all of these so-called clues and legends were true; there might never have been such a city. Bingham went looking for Vitcos anyway.



← **Show image 11A-4: Bingham meets Arteaga**

4 A party is a group of people who do something together, so the travel party was the group of people who were traveling together. What other kind of party do you know?

5 Ruins are things that remain after something has decayed or been destroyed.

In Cuzco, Bingham started out with a small group of companions riding mules along roads that soon turned into trails. One night the small travel party camped near a river.⁴ A bit later, a stranger appeared unexpectedly. He was a local police sergeant whose tiny house was nearby. “My name is Arteaga (ahr-TAY-guh),” he said holding out his hand, and Bingham shook it, replying, “I’m Hiram Bingham.” When Arteaga heard of Bingham’s interest in old **ruins**, he said, “Señor, I have heard of some ruins. If you like, I will take you there. However, it will be quite a climb.”⁵

Bingham answered, “If you can take me, I can get there.”

They set out the next morning while the rest of Bingham’s companions waited behind, not willing to climb dangerous slopes because they were worried that the rumor of ruins was not true.



← **Show image 11A-5: Arteaga and Bingham standing above the Urubamba**

6 The water in the river was flowing very fast and looked dangerous.

7 So does the bridge sound sturdy and safe?

After walking for nearly an hour, Arteaga led Bingham down to a cliff’s edge. Below lay a silvergray river **raging** into whitewater rapids.⁶ Bingham could hear it roar as it raced along below. “Urubamba River,” said Arteaga casually. “We’re going there.” He pointed to a shaky-looking rope suspension bridge with wooden slats that looked as if it would collapse under the weight of a bird.⁷ Bingham took a deep breath and started out onto the bridge. He picked his way carefully, testing each board before he put his weight on it and praying the ropes would hold. The bridge swung and swayed wildly with every step he took. He told himself, “Don’t look down. It will only frighten you more.” Finally he was across, and then Arteaga followed.



← **Show image 11A-6: Arteaga and Bingham talking to a group of native Incas**

8 [Point to the terraces in the picture.]

For hours, they walked on through dense forest. They came to an open spot where some Incas lived in huts and grew food on narrow, level strips of land called *terraces*.⁸ These terraces, carved into the mountainside by their Inca ancestors, had been used this way for centuries. Arteaga and Bingham shared lunch with these

people in a hut. It was clearly an important occasion for their hosts, who seldom saw visitors.

9 They came out on a flat place.

After lunch, Arteaga and Bingham climbed an additional one thousand feet and emerged from the trees onto a level place.⁹ Although vines and bushes covered much of it, he could see stone walls had been built to make more terraces. Looking beyond, he saw a remarkable sight. “Look, Arteaga!” he shouted. Spread out across the mountain top lay an enormous set of stone buildings, their wooden roofs long since gone, but their carefully fitted stone walls still standing.



◀ Show image 11A-7: Bingham seeing Machu Picchu

This dramatic setting—two thousand feet above the raging river and with another, higher mountain peak thrusting up behind them—took Bingham’s breath away for a moment. Arteaga asked, “Señor, is this your lost city of Vitcos?”

“I do not know,” Bingham replied, “but whatever it is, it is amazing.”

10 Meaning no one knew the city was there.

Indeed, it later became clear that this was not the city of Vitcos. But this discovery, a city that seemed to float among the clouds, was even more fantastic. With no record of its **existence**,¹⁰ Bingham named his discovery after the towering mountain: *Machu Picchu* (MAH-choo PEEK-choo), which means “Old Mountain” in the Incan language.

The Inca living nearby in the mountains did not know who had built the deserted city, nor did they know what had happened to the people who had built it.

Later, Bingham wrote that Machu Picchu might have been the last hiding place of Inca royalty, built so high that no Spaniard had even guessed it existed; or perhaps the city had been some special religious center for the Inca. He never learned the answer.



← **Show image 11A-8: Bingham seeing Vitcos**

A few weeks after reaching Machu Picchu, Hiram Bingham stood above a watery pool next to a huge white rock that was carved with Inca designs. Hiram Bingham had found the ruins of Vitcos, the place he had been seeking. But it was the discovery of Machu Picchu and its dramatic setting that would bring Hiram Bingham worldwide fame.



← **Show image 11A-9: Machu Picchu today**

As for Machu Picchu, its beauty remains today. Photographs have made it so famous that thousands of visitors make the long **trek**¹¹ there from all over the world. Machu Picchu has been chosen as one of the most important historic places for people to preserve and care for in the whole world.

We now know that Machu Picchu was used as a summer capital for earlier Inca emperors, where the royal court would go in the hottest months. Scientists found documents written by the ancient Inca that cleared up the mystery of Machu Picchu. Maybe someday you will be an archaeologist who finds answers to mysteries, like the mystery of Machu Picchu.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Literal* Bingham hoped to find the city of Vitcos. Did he find it? (Yes, but it was not the first city he found.)
2. *Literal* What is the name of the city that Bingham found first, the one he named after the old mountain they had climbed to reach it? (Machu Picchu)
3. *Literal* What is the name of the people who built Machu Picchu? (Inca)
4. *Literal* Where is Machu Picchu? (in the Andes mountains of Peru, South America)

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.

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

5. *Evaluative Think Pair Share:* With your partner, talk about some of the difficulties that Hiram Bingham faced on his journey to Machu Picchu. Would you like to be an archaeologist like Mr. Bingham? Why or why not? (Answers may vary.)
6. 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: Trek

5 minutes

1. In the read-aloud you heard, "Photographs have made [Machu Picchu] so famous that thousands of visitors make the long *trek* there from all over the world."
2. Say the word *trek* with me.
3. A trek is a long and difficult journey. The people making a trek are usually walking to a place that is difficult to reach, due sometimes to river or mountain crossings.
4. I wore out a pair of boots on the trek from one side of the mountain to the other.
5. In today's read-aloud, Hiram Bingham made a long trek into the mountains of Peru. Think about some of the other read-alouds you have heard. Do you remember any other long treks that people made? [Ask two or three students. If necessary guide and/or rephrase students' responses: "The Incan runner made a long trek; the Aztecs looking for the sign made a long trek."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: If any of the things I say might be examples of a trek, say, “That is a trek.” If they are not examples of a trek, say, “That is not a trek.”

1. walking to the playground for recess (That is not a trek.)
2. walking across the United States (That is a trek.)
3. walking up and down the aisles of the grocery store (That is not a trek.)
4. walking to the cafeteria at school (That is not a trek.)
5. walking from your bedroom to your kitchen (That is not a trek.)
6. walking from the bottom of a mountain to the top (That is a trek.)



Complete Remainder of the Lesson Later in the Day



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Extensions

20 minutes

Civilizations Chart

Show students Image Card 21 (Machu Picchu). Talk about the Image Card, and have students share what they learned from the read-aloud about Machu Picchu. Tell students that you are going to place the Image Card on the chart to help them remember that the Inca built large cities.

↔ Vocabulary Instructional Activity

Word Work: Culture

1. In the read-aloud today you heard, “The Spanish conquerors destroyed a lot of the Inca *culture* while they were attacking the Inca Empire”
2. Say the word *culture* with me.
3. *Culture* means the characteristic features of everyday life shared by people in a certain place or time (such as the Inca).
4. In school, we watched a movie to learn about Spanish culture.
5. Tell something interesting that you have learned about the culture of Early American civilizations (Inca, Aztec, or Maya). The culture could refer to the beliefs, social practices, and other characteristics of the civilization. Try to use the word *culture* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “Calendars were an important part of the Mayan culture.”]
6. What’s the word we’ve been talking about?

Use a *Sharing* activity for follow up. Directions: Think about what makes a culture unique, or special. Share with your neighbor your thoughts. You should be able to explain your opinions to your

neighbor. Use the word *culture* when you talk about it. Remember to use complete sentences.

10 Make Your Own Civilizations Chart (Instructional Master PP-1)

Use the Civilizations Chart to review what students have learned about the Inca. Divide the class into four groups. Give each group one of the Image Cards from the Civilizations Chart to discuss within the group. Ask each group to come up with three things to tell about each Image Card and the category it represents with respect to the Inca. Then, have the groups come back together and share with the class. Remember to repeat and expand upon each response using richer and more complex language, including, if possible, any read-aloud vocabulary. Explain that the Incan culture is considered a civilization because the people living there farmed, built cities, had leaders, and practiced a religion. Groups of people around the world, in ancient times and modern times, have done all of these things. There have been, and still are, many civilizations.

Reuse Instructional Master PP-1. Tell students that they are going to continue to create their own Civilizations Chart to share with their families. Make the class Civilizations Chart available for reference, but let students know that they may think of other things to draw in addition to the pictures on the Image Cards. Have students draw pictures to show what they have learned about the various components of the Incan civilization. Students who are ready may also write words or sentences.