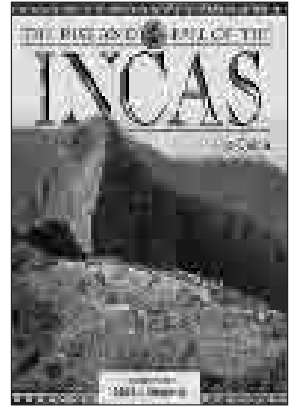


The Rise and Fall of the Incas

by Pat Quinn

illustrated by Martin Simpson



Book Summary

Hundreds of years ago, the Incan Empire was one of the largest in the world. It comprised almost twelve million people who spoke more than twenty different languages. This text explores the reasons for the empire's success and the causes of its demise.

Features of the Book

- Archeology
- Architectural detail
- Procedural text
- Artist rendering of historical events

Purpose

The Rise and Fall of the Incas can be used to introduce and reinforce the following skills and understandings:

- S** determining importance;
- S** using analogy to make meaning from unfamiliar words and concepts;
- S** making connections;
- S** examining people's interaction with their environment.

Investigation Tools

- Making Connections – The Maya, page 7
- Looking Closer – Machu Picchu, pages 10–11
- Digging Deeper – Chasqui, page 15
- Step by Step – Freeze-drying Potatoes, pages 22–23
- Weighing Both Sides – Bartering, page 27
- What's the Background? – The Great Age of Discovery, page 29

The Guided Reading Lesson

S Determining importance

S Using analogy to make meaning from unfamiliar words and concepts

S Making connections

Introducing the text

Read aloud the blurb on the back of the book.

- What does the word "empire" mean to you?
- Can you name some empires? (Roman, British, empires in science-fiction movies)

Distribute the books. Read the title and discuss the following questions:

- What might cause an empire to rise?
- What might cause it to fall?

Read the contents page together.

- Which chapters might describe the rise of the Incas?
- Which chapter might explain how empires form?

Reading and discussing the text

- Read to the end of page 7 to find out where the Incan Empire was located and how it grew.
- What information can you add to your understanding of empires?
- How did the Incas grow from a small tribe to a powerful empire? (They seized land.)

Ask the students to read to the end of page 15, looking for what helped the Incan Empire to grow.

Discuss the things the students identified.

- What were the most important facts from this chapter? (The Incas built cities, roads, and bridges to increase travel and communication.)
- How did the roads help the empire to grow?
- Do you think the empire could have grown without roads? Why/why not?

Ask the students to prioritise the reasons for the Empire's growth and ask them to justify their thinking.

- If a chasqui team is like a relay team, what is the baton? (the words of the message)

Invite the students to interpret Incan words and ideas using concepts they are familiar with.

- What words or ideas could we substitute for "lodges, storehouses, temples, and resting posts"? (page 14)

Ask the students to read chapter 3 to find out how the Incas organised their communities.

- What do you think was the most important idea in this chapter? (Incan society was strictly organised.)

Discuss the connections between our culture and Incan culture.

- How is Incan life similar to ours?
- How do the structure and values of Incan society reflect some aspects of modern society?

Ask the students to read to the end of page 27, making connections between Incan daily life and their own.

- How is an ayllu like a family? A village? A business?
- What other parts of Incan life can you relate to your life?

Invite the students to turn to a partner and discuss the most important reason for the Incas' success.

- Did you and your partner agree? Why/why not?

Ask the students to read the rest of the story to find out why the empire collapsed. When they've finished, ask them to turn to their partner and discuss the most important reason for the fall of the Incan Empire.

- Did you and your partner agree? Why/why not?

Revisiting the Text

The activities below can be used immediately after the guided reading lesson, during later reading sessions as mini-lessons, or as independent activities.

S Examining people's interaction with their environment

Discuss some of the challenges the Incas faced. Ask the students to review the text and to find evidence of how they met these challenges.

 The students can record their findings on the blackline master on page 84.

S Making connections

Ask the students which part of the text interested them the most.

- What are you still curious about?

Brainstorm questions they would like to investigate. Discuss the research methods they could use to find answers.

The students can record their findings on an individual copy of the Looking Closer investigation tool on page 89 of this guide.