

## The Inca: A lost society

### Topic

Inca culture and society

### Aims

- To develop learners' ability to take information from a text and form their own opinions about it
- To develop learners' ability to deduce the meaning of words in a text

### Age group

Teens

### Level

B1+

### Time

60-90 minutes

### Materials

- The Inca: A lost society student worksheet

### Introduction

During this lesson students will read and discuss the content of a text about the Inca. The lesson has been designed to be as communicative as possible, so that students work collaboratively to extract meaning from the text and apply their own opinions to the content of the text.

There are some suggested follow up tasks at the end.

### Procedure

#### 1. Lead in: (10 minutes)

- Put up the word 'Inca' on the board (or if you can find some, put up related pictures) and ask students what they already know about the subject. If they don't know very much, try to give them some prompts – part of the world?

Time in history? This is a good opportunity to find out what they do or don't know.

- Tell students that they are going to read a text about the incas, but that they will all have different information.

### 2. Task 1: Reading

- Put the students into groups of five and give each one a part of the text from **Worksheet A** to read.
- Once they have read their part of the text ask the students to work together as a group and put the parts of the text into the correct order.
- Do some quick feedback to make sure they have the correct order and ask them how they knew the order.
- Give the students the definitions from **Worksheet B** on strips of paper (you'll need to copy one set of definitions for each group) and get each student to find the definitions that match to the words in **bold** in their text. You will need to mix up the definitions, as they follow the order of the words in the text.

**Tip:** It may be better not to do feedback after this activity, as the students may change their minds about the definitions as the lesson progresses and they start to understand more about the text. In this way they will have the chance to self-correct.

### 3. Task 2: Facts from the text

- Give the students out **Worksheet C** and ask them to read the text again and put the facts under the correct heading in the table.

**Tip:** At this point you can either give the students one complete text each to do on their own **OR** you can get them to continue to work as a group.

#### Answers:

The Inca Empire	Inca society	The Conquistadors	Machu Picchu
<ul style="list-style-type: none"> <li>• 12 million people</li> <li>• an army 40,000 men</li> <li>• capital city Cuzco in Peru</li> <li>• covered</li> </ul>	<ul style="list-style-type: none"> <li>• a small ethnic group</li> <li>• didn't know about the wheel</li> <li>• had no written language</li> <li>• very good at</li> </ul>	<ul style="list-style-type: none"> <li>• an army of less than 400 men</li> <li>• arrived in 1532</li> <li>• brought many diseases</li> <li>• brutal conquerors</li> </ul>	<ul style="list-style-type: none"> <li>• a religious place</li> <li>• close to the Urubamba River in Peru</li> <li>• discovered in 1911</li> </ul>

	<table border="1" data-bbox="384 226 1485 409"> <tr> <td data-bbox="384 226 616 409">           an area of 2,500 miles         </td> <td data-bbox="616 226 887 409">           making things • very tolerant         </td> <td data-bbox="887 226 1161 409"></td> <td data-bbox="1161 226 1485 409"></td> </tr> </table> <ul style="list-style-type: none"> <li>Once they have finished you can clarify their answers to the grouping task and to the vocabulary matching.</li> </ul>	an area of 2,500 miles	making things • very tolerant		
an area of 2,500 miles	making things • very tolerant				
<b>4. Task 3: Post reading discussion</b>	<ul style="list-style-type: none"> <li>Give each student a copy of <b>Worksheet D</b> and ask them to complete the sentences about the text.</li> </ul> <div data-bbox="352 701 1490 813" style="border: 1px solid black; padding: 5px;"> <p><b>Tip:</b> Here you might need to stress that there is no correct / incorrect answer. They should complete the sentences according to their own opinion.</p> </div> <ul style="list-style-type: none"> <li>After they have completed the sentences they should compare and discuss them in small groups or as a whole class. You could also offer your own opinions.</li> </ul>				
<b>5. Possible follow ups</b>	<ul style="list-style-type: none"> <li>Take away the original text and ask students to write their own text based upon the notes from the table in Worksheet C.</li> <li>Ask the students to write some questions about other things they would like to know about Incas, their culture and society, then send them to a library or the Internet to try to discover more.</li> <li>Read out the vocabulary words and ask students to decide how many syllables each word has and which syllable is stressed.</li> </ul>				

**Contributed by**

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