The purpose of this lesson is to help students understand how and why the Incan Civilization was conquered by Pizarro in South America.

Content Objectives
All students will be able to create a podcast and online flashcards explaining the events and vocabulary associated with Francisco Pizarro.

1. ELLs will become familiar with vocabulary associated with Pizarro’s conquest.
2. ELLs will investigate what daily life was like as an Incan.
3. ELLS will create online vocabulary flashcards and a podcast.

Language Objectives
All students will be able to define and illustrate vocabulary words, write a summary of the events of Pizarro’s conquest, and create a podcast.

1. ELLs will read websites and passages about Francisco Pizarro and the Incas.
2. ELLs will discuss Incan daily life and main events that happened during the Spanish conquest.
3. ELLs will rewrite commentary for their podcast using new vocabulary from their lesson on Pizarro.

Culture Objectives
1. ELLs will pair with a native English speaking student to discuss similarities and differences between their native country, culture, and/or region and those of the Incan Civilization. Students will discuss Incan foods, housing, language, religion, political organization, and accomplishments in comparison with their own culture.
**North Carolina Standard Course of Study Social Studies Goals: Grade 6**

7.01 Identify historical events such as invasions, conquests, and migrations and evaluate their relationship to current issues.

8.01 Describe the role of key historical figures and evaluate their impact on past and present societies in South America and Europe.

**Teacher Materials:**

- Reference Texts (websites, textbooks, non-fiction picture books, etc)
- Paper
- Pencils/pens
- Incan video (from unitedstreaming.com)
- Scavenger Hunt worksheet
- Laptops or desktop computers with Internet access
- Pizarro video (from unitedstreaming.com)
- Index cards
- Highlighters
- Dictionaries
- Audacity, JamGlue, or another audio program to record podcasts
- flashcardmachine.com to create online vocabulary cards
- speakers
- wireless microphone and receiver
- digital camera or scanner
- SMARTboard with mounted projector
- SMARTboard slides with information on Pizarro and the Incan Civilization

**Activity 1 – Introduction:**

Students will watch a brief video about the Incan Civilization. Students will then use laptops, pre-determined websites, and SMART Notebook files to complete an online scavenger hunt about the Incan Civilization. Students will learn about Incan customs, daily life, and traditions as they complete the activity. ELL students may be paired with an English speaking student to complete the scavenger hunt. Students will then compare their own culture to that of the Incas through partner discussion.

**Activity 2 –**

First, students will watch a short video on Francisco Pizarro. Then, students will be given an index card with a role they will be portraying as they learn more about Pizarro. Examples of roles include Pizarro, Spanish army members, Atahualpa, Inca warriors, Pizarro’s brother (Hernando), Diego de Almagro, the king of Spain, etc. Be sure each student is assigned a role. The teacher will read a passage about Pizarro, and students will role-play the events as they are described.
Next, students will work with a partner to reread the passage about Pizarro. With their partner, students will highlight two or three unfamiliar words to define. Students will work with their partner to define each highlighted word and draw an illustration that depicts each word. A digital camera will then be used to take pictures of student artwork. (A scanner could used instead.) These digital images will be uploaded onto www.flashcardmachine.com and students will type their definitions onto this website. The teacher will need to ensure that ELL students are paired with English speaking students to assist with this activity.

Here are examples of completed student flashcards. Click on “Start Study Session” once the website opens.

Last, students will be divided into cooperative learning groups (3-4 students) to summarize the events from the narrative. Each group will be asked to write sentences describing how Pizarro conquered the Incan Empire. Once groups are ready, they will use the wireless microphone, receiver, and audio program to record a podcast of events that happened. Again, ELL students will need to be paired with English speaking students to help with sentence formation and word pronunciation. If time allows, students may add sound effects to their podcast or create a video depicting the events.

Here is an example of a student created podcast using jamglue.com. Once the website has fully loaded, click the play button to hear this podcast about Pizarro.

**Activity 3 – Conclusion**
Allow students to present their online flashcards and podcasts to the class. Students may give feedback to their peers using two pluses and a wish. Two pluses means to give positive comments and compliments, and the wish means to state a way the project could be improved.

**Activity 4 – Assessment**
Use the rubric provided to assess the students’ scavenger hunt questions, flashcards, and podcast.

Using learning outcomes from all three activities, assess each student’s understanding of how and why the Incan Civilization was conquered by Pizarro in South America. Based on students’ performance, conclude whether or not they have mastered the lesson’s objective.
<table>
<thead>
<tr>
<th>Purpose for Technology</th>
<th>Points</th>
<th>Use of Technology</th>
<th>Purpose of Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Technology for Teaching and Learning</td>
<td>3 &amp; 5</td>
<td>Presentation Tools</td>
<td>*Videos, SMARTboard slides and the website scavenger hunt are used to introduce various sections of the lesson to motivate student learning and spark curiosities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Online videos, websites, and SMART Notebook slides</td>
<td>*This technology is meant to give students background knowledge as they learn about the Incans and Pizarro.</td>
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<tr>
<td></td>
<td></td>
<td>*student use of laptops</td>
<td></td>
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<tr>
<td>Instructional Technology for Learning</td>
<td>9</td>
<td>Student-Made Resources:</td>
<td>*This technology is used for students to create products based on what they have learned.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Online Flashcards</td>
<td>*This technology is also used to assess student mastery of the lesson objective.</td>
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<td></td>
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<td>*Use of digital camera or scanner</td>
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<td>*Podcast</td>
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<tr>
<td>Category</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>---------------------------</td>
<td>-------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------</td>
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<tr>
<td><strong>Scavenger Hunt</strong></td>
<td>Scavenger Hunt is incomplete. Three or more responses in Scavenger Hunt are missing, inaccurate, or lack detail.</td>
<td>One or two responses in Scavenger Hunt are missing, inaccurate, or lack detail.</td>
<td>Scavenger Hunt is complete with accurate and detailed responses.</td>
</tr>
<tr>
<td><strong>Online Flashcard Facts</strong></td>
<td>Definitions are incomplete or inaccurate.</td>
<td>Most definitions are clear, complete, and accurate, but one contains an error or lacks detail.</td>
<td>All definitions are clear, complete, and accurate.</td>
</tr>
<tr>
<td><strong>Online Flashcard Images</strong></td>
<td>Images are incomplete and do not reflect high-quality work. Vocabulary words are not clearly depicted by the images.</td>
<td>Most images are complete and reflect high-quality work. Vocabulary words are somewhat depicted by the images.</td>
<td>All images are complete and reflect high-quality work. Vocabulary words are clearly depicted by the images.</td>
</tr>
<tr>
<td><strong>Podcast Information</strong></td>
<td>Three or more important facts about Pizarro and the Incas are missing.</td>
<td>Most important facts about Pizarro and the Incas are included in the podcast. Only one or two major points are missing.</td>
<td>All important facts about Pizarro and the Incas are included in the podcast.</td>
</tr>
<tr>
<td><strong>Podcast Presentation</strong></td>
<td>The podcast has three or more places that are difficult to hear or understand. The facts are not in the correct sequential order.</td>
<td>The podcast has one or two places that are difficult to hear or understand. Most facts are in the correct sequential order.</td>
<td>The podcast is easy to hear and understand, and all facts flow sequentially.</td>
</tr>
<tr>
<td><strong>Overall Mastery of Lesson Objective</strong></td>
<td>From looking at all three activities, the student does not demonstrate a clear understanding of Pizarro and the Incas.</td>
<td>From looking at all three activities, the student demonstrates understanding of Pizarro and the Incas.</td>
<td>From looking at all three activities, the student demonstrates a strong and clear understanding of Pizarro and the Incas.</td>
</tr>
</tbody>
</table>

**Total Points**

**Teacher Comments**
Incan Scavenger Hunt

Using reference texts, online resources, and SMART Notebook files, find information about the following:

1. Where was the Incan Civilization located?

2. How was the Incan Empire organized?
   (Who was their leader? Where was their capital?)

3. How did the Inca pay taxes?

4. What were their buildings made of? What was special about how they were built?

5. Describe Incan roads and transportation.

6. What accomplishments did the Inca have with farming?

7. Describe animals that were important to the Inca and why.

8. Describe the Inca’s numerical system.

9. What foods did the Inca eat?

10. Tell about the Inca’s religion.
11. Describe Inca artwork.

12. Write other interesting facts you learn here:

**Helpful Books and Websites:**


Videos from:
http://streaming.discoveryeducation.com/index.cfm

Incan Information
http://www.about-peru-history.com/inca-art.html
http://www.precolombiangold.com/inca.htm
http://library.thinkquest.org/5058/inca.htm
http://www.rediscoversacredvalley.com/03.htm
http://worldhistory.pppst.com/incas.html
http://coe.fgcu.edu/students/webb/meso/inca.htm
http://incas.mrdonn.org/lessonplans.html

Pizarro Information
http://www.historyworld.net/wrldhis/plaintexthistories.asp?groupid=853&historyid=aa87

Spanish Conquest Information
http://www.mnsu.edu/emuseum/prehistory/latinamerica/topics/spanish_conquest.html

Flashcard Machine
http://www.flashcardmachine.com/

Podcast
http://www.jamglue.com/