

## Inca Investigation

**Topic:** Anthropology

**Subtopic:** Archaeology

**Type:** Activity

**Level:** for grades 3 and up

**Time:** Less than 1 period

**Origin:** OLogy

**Keywords:**

Archaeology • Excavations (Archaeology) • Huánuco Pampa Site (Peru) • Incas • Morris, Craig • Peru-- Antiquities

### MORE ABOUT THIS RESOURCE

This OLogy activity gives kids a chance to test their investigation skills while learning about daily life for the Incas.

**Lead Question:** What was this place?

- Inca Investigation begins with an introduction to archaeologist Craig Morris and the ancient Inca city that his team excavated in the Andes mountains.
- Then kids are given detailed directions for how to play Inca Investigation, which includes tips to help them better examine evidence. At any time, they can get help, learn how to read a plan, or browse a book about Inca history.
- There are six sites for kids to select and examine. A plan view of the building, a written description of the place, and photos of artifacts that were found there are given for each.
- After examining the evidence, kids are presented with three possible answers to the question: So, what was this place?
- Each time they correctly identify a place, kids are awarded an Inca Chronicle. They have the option of reading the chronicles online or printing their collection of chronicles.

### TEACHER TIPS

Supplement a study of archaeology with a classroom project drawn from this online investigation activity.

1. Send students to this online section, and have them work to collect all six Inca chronicles.
2. Divide the class into six groups, one for each of the excavation sites. Have student use what they learned to create a model or diorama of their building.

### STANDARDS

#### **National Science Education Standards**

##### **Grades K-4:**

*Science as Inquiry CONTENT STANDARD A:*

- abilities necessary to do scientific inquiry
- understanding about scientific inquiry

*Physical Science CONTENT STANDARD B:*

- properties of objects and materials

*Earth and Space Science CONTENT STANDARD D:*

- properties of earth materials

*History and Nature of Science CONTENT STANDARD G:*

- science as a human endeavor

##### **Grades 5-8:**

*Science as Inquiry CONTENT STANDARD A:*

- abilities necessary to do scientific inquiry
- understanding about scientific inquiry

*Physical Science CONTENT STANDARD B:*

- properties and changes of properties in matter

*History and Nature of Science CONTENT STANDARD G:*

- science as a human endeavor

##### **Grades 9-12:**

*Science as Inquiry CONTENT STANDARD A:*

- abilities necessary to do scientific inquiry
- understanding about scientific inquiry

*History and Nature of Science CONTENT STANDARD G:*

- science as a human endeavor

**Curriculum Standards for Social Studies****Grades K-4:***Culture*

- explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.
- give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference.
- compare ways in which people from different cultures think about and deal with their physical environment and social conditions.

*Individuals, Groups, and Institutions*

- identify roles as learned behavior patterns in group situations such as student, family member, peer play group member, or club member.

**Grades 5-8:***Culture*

- compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.
- explain how, information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.

*Individuals, Groups, and Institutions*

- demonstrate an understanding of concepts such as role, status, and social class in describing the inter-actions of individuals and social groups.

**Grades 9-12:***Culture*

- analyze and explain the ways groups, societies, and cultures address human needs and concerns.

*Individuals, Groups, and Institutions*

- apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.

**Michigan Framework for Social Studies Education*****Strand 5 – Inquiry***

- **Standard 5.2 – (Conducting Investigations)** – Students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology.
  - **Benchmark 5.2.2 – (Early Elementary)** – Gather and analyze information in order to answer the question posed.
  - **Benchmark 5.2.6 – (Later Elementary)** – Gather and analyze information, using appropriate information technologies to answer the question posed.
  - **Benchmark 5.2.10 – (Middle School)** – Gather and analyze information using appropriate information technologies to answer the question posed.
  - **Benchmark 5.2.12 – (Middle School)** – Report the results of their investigation including procedures followed and possible alternative conclusions.

***Strand 2 – Geographic Perspective***

- **Standard 2.1 – (People, Places and Cultures)** – Students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements.
  - **Benchmark 2.1.1 – (Early Elementary)** – Describe the human characteristics of places and explain some basic causes for those characteristics.
  - **Benchmark 2.1.4 – (Later Elementary)** – Locate and describe diverse kinds of communities and explain the reasons for their characteristics and locations.
  - **Benchmark 2.1.6 – (Middle School)** – Locate and describe the diverse places, cultures, and communities of major world regions.
  - **Benchmark 2.1.8 – (Middle School)** – Explain why people live and work as they do in different regions.