

Incan Times

Overview

Students will learn basic information about the Incan Empire, Incan society, and the Incan downfall through selected readings and discussion activities. Students will further their understanding regarding the clash of Spanish and Incan society by creating newspapers detailing the events, people, and places during the Spanish conquest of the Incan Empire.

Grade

9

NC Essential Standards for World History

- WH.2.4: Analyze the rise and spread of various empires in terms of influence, achievements and lasting impact
- WH.2.9: Evaluate the achievements of ancient civilizations in terms of their enduring cultural impact.
- WH.5.1: Explain how and why the motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations
- WH.5.3: Analyze colonization in terms of the desire for access to resources and markets as well as the consequences on indigenous cultures, population, and environment

Materials

- “The Inca,” article attached (to be read for homework prior to lesson)
- “Pizarro Seizing the Inca of Peru,” image attached
- “Incan Homework Reading Quiz,” attached (optional)
- “How did 168 conquistadors take down the Incan Empire?” article attached
- Mini-lecture Strips, attached
- Copies of newspapers, ideally one per each group of students (6 or more)
- “Inverted Pyramid Format” & “Reporting Tips,” handouts attached
- Markers, colored pencils, crayons, etc. for decorating newspapers
- Textbook(s)
- Computers with internet access, library access, and other research resources regarding Pizarro and the Incas.
- “How to Write An Op-Ed,” attached (optional handout for students who choose this newspaper section)
- “How to Write An Obituary,” attached (optional handout for students who choose this newspaper section)
- “Inca Newspaper Self-Evaluation Sheet,” attached

Essential Questions

- How would you describe Incan Culture and History?
- What characteristics were present in the Incan Empire? In what ways was this civilization advanced for its time?

- What circumstances and technologies allowed Pizarro to conquer the Inca?

Duration

- 90 minutes for lesson and introduction of newspaper project
- Additional class time for research, preparation, and analysis of newspaper project

Student Preparation

- Students should have a basic understanding of the reasons for European exploration, as well as the circumstances of Spanish conquest of Latin America.
- For homework the night before, students should read the attached article “The Incas” and complete the sketching assignment as explained at the end of the article.

Procedure

Pizarro Seizing the Inca of Peru

1. For a warm up, project the attached “Pizarro Seizing the Inca of Peru” painting. Do not share the name of the painting yet. Tell students to spend a few silent moments critically viewing the painting. As students ponder the image, tell them to take out a sheet of paper and have them respond to each of the following questions (give students time after each question to get their thoughts on paper before moving on to the next question):
 - What do you see? Begin by writing down general observations regarding this mural. (This might include shapes, colors, symbols, etc. Encourage students to refrain from interpretation at this point.)
 - What do you think is happening?
 - Can you identify any of the figures in the painting?
 - What title would you give this painting?
 - How do you think this painting relates to your homework?
2. Once students have had ample time to answer the questions, ask for volunteers to read their answers. When you have finished discussing the questions, share the actual title of this image: “Pizarro Seizing the Inca of Peru.” Discuss:
 - For those of you who identified the people in the painting as the Inca, what evidence in the image helped you figure this out?
 - What are some interesting facts you learned regarding the Inca in your homework reading last night? Based on what you read, how would you characterize the Inca?
 - What are some similarities between Incan society and our society?
 - What are some of the differences between Incan society and our society?
 - What are some Incan achievements?

➤ **Optional:** Give students the attached quiz to assess their comprehension of the material.
3. Remind students of the title of the painting and ask them to share their ideas regarding why the Incan Empire is not in existence today. What became of them? Give students an overview regarding what became of the Inca to peak their curiosity:
 - The painting you have been viewing represents actual historical events. Set in 1532, the painting shows the conquistador Francisco Pizarro capturing Atahualpa, the last Inca

emperor, at Cajamarca in the Peruvian highlands. This event was accompanied by the slaughter of around seven thousand Inca by the Spanish forces.

How Did 168 Conquistadors Take Down the Incan Empire?

4. Tell students that they are going to be learning more regarding the demolition of the Incan Empire. Divide students into six small groups and hand out the attached article, “How did 168 conquistadors take down the Incan Empire?” Also provide each group with one of the attached “Mini-Lecture Strips.” (These should be cut apart prior to class.) Tell students that they should carefully read the article then briefly discuss it in their group (i.e., summarize the main points, clarify any confusing parts or questions with one another, etc.) Then, each group will prepare a 3-4 minute mini-lecture that responds to the question provided to them on their strip. Explain to students that they will be assuming the roles of professors and delivering this mini-lecture out loud to the class. The mini-lecture should specifically answer the question, provide relevant detail, and be organized and entertaining. Attached mini-lecture questions include:
 - Historical relativism is the idea that you cannot judge past events using today’s standards. Do you think this is true regarding Pizarro’s conquest of the Inca? Explain.
 - How did the Incan system of government help contribute to its downfall? Be sure to provide examples from the article.
 - How did a writing system help Pizarro overthrow the Inca? What are the problems that can arise for a society if they do not have a written language?
 - Why do you think some indigenous societies worked with the Spanish against the Inca?
 - Had Pizarro not violently overthrown the Inca, but rather peacefully traded with them, would Incan society have survived? Why or why not?
 - How did the Spanish wage psychological warfare on the Inca?

Reviewing Newspapers

5. After students have prepared and delivered their mini-lectures, transition the class into working on their culminating newspaper project. As this is a group project, teachers can leave students in the same groups, or redistribute them to work with different classmates. These groups should contain 5-6 students. Tell students that each of their groups will be producing their own newspaper. Hold up a front page from a selected newspaper and ask the students to write down three things they notice about the newspaper (ex – headlines, pictures, format, paper name, columns, etc). When they are finished writing, discuss how newspapers are different from other types of written work (books, textbooks, etc.)
6. If time permits, give each group a newspaper and allow them to explore the various sections of the newspaper. Have each group briefly describe one section, responding to questions such as:
 - What’s the section name?
 - What information is in the section?
 - How does this section seem to differ from other sections?
 - Read one headline that you find interesting

Ask the class if there were any stories that they wanted to read. What drew them to those articles? If it was the headline, have them read the headline aloud. Ask if this article interests anyone else. If it was a photo, graph, chart, etc, have the student share with the class. Ask if the artwork piques their interest.

Next, read one article aloud as a class. Ask what they notice about the writing style. (All the important information should be included in the 1st and 2nd paragraphs; the first sentence should “grab” your attention, etc.) Pass out the “Reporting Tips” and “Inverted Pyramid Format” sheets. Review handouts and explain that they are going to be creating their own newspaper and that they should use these handouts as guidelines.

Incan Times Newspaper

7. Write the following article types on the board:
- World News – Front page – **Every paper must include this section**
 - Politics
 - Technology and Science
 - Health
 - Business
 - Travel
 - Cartoons
 - Op-Ed or Editorial Page
 - Arts
 - Obituaries
 - “Celebrity” Interviews

Tell students that their objective is to pretend that they are newspaper editors and reporters during Francisco Pizarro’s conquest of the Incan Empire. Their job is to create a newspaper that can creatively display their knowledge of the conquest. Each group member will work on a different article type; the two stipulations are that each newspaper must contain a World News article, and no article type can be repeated. Teachers should give each group time to decide which member will work on which article. After students have chosen their section, have them come to the front of the room to obtain their instruction sheet. These sheets are attached and provide guiding questions and ideas for the students to start with.

- **Note:** If you want to ensure a diverse sampling of newspapers, make a set number of copies for each section assignment. This will encourage some students to choose other sections and ensure that all the papers do not look the same.
8. Let students know how much class time and homework time they will have to work on their newspapers, as well as the due date. Also, give students a rubric (example attached) and let them know how their final project will be graded. Finally, review your expectations for respectful and productive group work and allow them to get started. Groups should begin their work by meeting together and discussing the following:
- Each group should brainstorm and decide upon a newspaper name.
 - Each final newspaper should look like an actual newspaper. The groups should discuss options and decide on the format (front page design, artwork, columns, etc.) and final layout. (The layout of their paper depends on the group’s choice. They can choose a “broadsheet” layout (see the NY Times for an example) or a “magazine” layout (use any magazine as an example).

9. Allow students some class time to work on researching and creating their articles. Let students know that while they are each responsible for producing their own individual article to combine with the articles their group members write, they are allowed to help one another (i.e. brainstorm ideas, proof one another's work, etc.) Once students have completed their final article drafts, they should (as a group) finalize the name, layout, and format of their newspapers. Students should then type their articles in the appropriate format, using the section handouts as a guide.

Reviewing One Another's Newspapers

10. **Option 1:** On the due date of the newspapers, collect student work and redistribute student newspapers. Explain that their task is to view their classmates' papers and write a "letter to the editor" in response to an article that they read. Teachers should give students some guidelines for their letter, such as:
- Two paragraphs in length.
 - Use proper grammar and spelling.
 - Include one positive and one negative comment about the article.
 - What did you learn from the article?
 - Include your opinion about the article. (i.e., Do you agree with the author's writing? Why or why not?)

As students review their classmates' newspapers, instruct them to jot down notes for their "Letters to the Editor" in case teachers want them to complete the assignment for homework.

Option 2: Have the students complete the attached self-evaluation sheet.

11. Culminate the lesson and project with a discussion:
- Are there any contributions (religious, technological, etc) the Inca made that impact our society today?
 - Why do we study the Inca and Pizarro's conquest of their empire? What are its effects today?
 - Could the Spanish and Incas have lived peacefully together? Explain.
 - What made it so difficult for the Inca to resist Spanish occupation?
 - What was unique about the Spanish takeover of the Inca?
 - If something similar to this event were to happen today, how do you think the world would react?

The Incas

The Incas were an Indian people of South America. Long before the voyages of Columbus, their empire, centered in Peru, was remarkable for its organization and culture. The word Inca, properly the title of the emperors, was eventually applied to the people as a whole. Their descendants, the Quechua Indians, now make up most of the rural population of Ecuador, Peru, Bolivia, and parts of Argentina.



The Inca Empire stretched 3,000 miles along the coast of South America.

At its height the Inca empire stretched for some 3,000 miles (4,800 km) from present-day Colombia along the Pacific coast through Ecuador, Peru, and Bolivia into Chile. The capital and sacred city was Cuzco, high in the Andes Mountains of central Peru.

How the Incas Lived

The Incas worshiped the sun god, Inti. His chief temple, the Temple of the Sun, was radiant with the immense amount of gold, silver, and jewels used to decorate it. It also contained chambers sacred to the moon, the stars, and the rainbow.

The Inca emperor, believed to be descended directly from the sun god, had absolute power. He ruled the empire as the paternal dictator of a communistic society in which all land belonged to the government and

money was unknown and not needed.



Inca emperors were treated as earthly gods.

The common people were organized into groups ranging from a unit of 10 families to subdivisions numbering 10,000 households. The farmers, miners, builders, and other members of the laboring classes were required to work a specified number of days each year. Seed, tools, clothing, and food were distributed by the government, which also provided for those unable to work.

The Incas spoke the Quechua language. In place of writing, they used the quipu. This device, which they invented, consisted of cords of different lengths and colors which, by the arrangement of knots, recorded accounts and events.

The Incas were advanced farmers. They were the first to cultivate the Irish potato and many other food plants. They terraced mountain slopes to conserve soil, used fertilizer, and constructed networks of canals and ditches to irrigate their fields. They also domesticated the llama and alpaca for their wool.

Inca builders erected temples and strongholds using blocks of granite, some of which weighed 100 tons. The stones were cut with such precision that mortar was not needed to hold them in place. Cities were connected by roads for foot travelers; the roads were paved, cut through rock, or carried over mountain gorges by rope bridges.

Bone flutes and other musical instruments have been found with the mummified bodies of the Incas. The skill of Inca craftsmen is seen in their gold and silver ornaments, copper and bronze utensils, hand-woven textiles, and pottery.

History

The Incas were a small tribe in the Andean mountains near Lake Titicaca when, in about 1250 A.D., they conquered Cuzco. By the early 15th century, they had conquered all the neighboring tribes and built an empire. During the latter part of the 15th century, the Inca Empire expanded greatly by bringing under its rule much of what is now Peru, Ecuador, and northern Chile.

Source: <http://history.howstuffworks.com/south-american-history/incas.htm>

To illustrate something that you have learned about the Inca, sketch a picture below that would teach a viewer something about their life and culture:

Warm-Up Image: Pizarro Seizing the Inca of Peru



Source: <http://www.vam.ac.uk/images/image/4972-large.jpg>

Name _____

Date _____

Incan Homework Reading Quiz

Directions: Answer the following questions using information gained from your homework reading. Circle the correct answer.

1. The capital city of the Incan Empire was
 - a) Machu Picchu
 - b) Cuzco
 - c) Peru
 - d) Quito

2. The Incan empire stretched _____ miles, from present day Columbia to Chile.
 - a) 500
 - b) 1,000
 - c) 3,000
 - d) 10,000

3. The Incas worshipped the _____.
 - a) Sun
 - b) Moon
 - c) Stars
 - d) Earth

4. Which of the following things was unknown to Incan society?
 - a) Religion
 - b) Money
 - c) Farming
 - d) Music

5. The spoken language of the Inca was _____.
 - a) Spanish
 - b) English
 - c) Quipu
 - d) Quechua

How did 168 conquistadors take down the Incan empire?

by Josh Clark

The Inca believed they were on to something with child sacrifice. The ritual killing of perfectly beautiful children high in the Andes Mountains wasn't something they took lightly. When a child was offered by his or her parents as a sacrifice, the Inca held feasts in the child's honor. They wished the child well during the procession through villages to the mountain peaks where the ceremony would be held.

Workers built a ceremonial chamber, and the child received corn alcohol to stave off fear. Scientists debate how the children died, but explorer and anthropologist Johan Reinhard believes they died from exposure to the elements. Before that happened, though, a cushioned blow to the head knocked the child out, to help prevent suffering. The child's parents would often return to the site of the sacrifice to bring further offerings

"This was the ultimate sacrifice the Inca could make to please the mountain gods: to offer up their own children in the highest places humans could possibly reach," writes NOVA producer Leisl Clark.

The concept of human sacrifice is a difficult one for many modern people to accept. A tenet of anthropology, however, is **cultural relativism**: To understand a culture, one can judge that culture only by its own standards, not by another culture's standards. This holds true for all cultures past and present, and through this lens, the motives of a people come into focus.

The Inca didn't sacrifice children for sport or because they didn't value their young. The ritual was a solemn, dignified process by which the Inca hoped to appease their gods. On the contrary, children were sacrificed because they were valued by the Inca: To sacrifice such a valuable part of their society was to show their devotion to their religion.

To them, it must have seemed as though their sacrifices pleased their gods. The very successful Incan empire stretched 2,500 miles from modern day Ecuador to Chile. It reached a population of more than 1 million people just a couple hundred years after its founding. Through technology, might and communal society, the Inca tamed the Andes. And yet, when the Spanish came, it took fewer than 200 men to bring down this civilization in the sky.

To understand how 168 men destroyed an empire of more than 1 million, we first have to understand what the Incan civilization was like.

The Incan society used an inflexible class system. At the pinnacle was the high ruler, the Inca. His people believed he was a descendent from the sun god, the most-worshipped of their deities. Below the Inca were his royal family and advisors, and so on, down to the commoners -- farmers, laborers and military.

The Inca came out of nowhere, founding their capital city Cuzco around A.D. 1100. They were expansionists, and they were good at it. In some areas, they used military might to crush resistance among tribes they sought to bring into their fold. In other cases, the Inca handsomely rewarded groups who agreed to join them. After a few centuries, the empire included hundreds of formerly separate tribes in the interior and west of

South America. They were all joined under the common banner of the Incan ruler, and the common language, **Quechua**.

Since the Inca had no written language, it's difficult for anthropologists and historians to accurately discern what kind of economic model the Incan society used. Early in the 20th century it was viewed as a **welfare state** that made sure its citizens had what they needed or a **despotic regime** that harnessed the power of the people's labor for its own use.

Whether the economy followed one of these models or an entirely different one, it's clear that the central government played a substantial role in the lives of its people. In return, these people benefited from Incan technology. They were protected by expertly crafted stone fortresses. They easily navigated the Andes using the Incan roads. Their crops grew because of the Incan irrigation systems; they were harvested on time because of the Incan calendar.

Amazingly, all of this progress and the expansion of an empire to an area 2,500 miles long was carried out without the benefit of the wheel. Considering what the Inca were able to do without the wheel, it's staggering to wonder what they may have accomplished with it. In lieu of the wheel, the Inca employed **runners** -- people trained to run long distances in short times -- to carry out the business of communication throughout the empire. Apparently, these runners could travel as far as 250 miles in a single day.

A boom in expansion seen in the Incan empire during the 15th century made it too big for the central government to properly support. It had become unwieldy; the supply chain was suffering. Rebellions among scattered tribes were too far off to squelch. The reach of the Incan ruler wasn't long enough.

The stability of the empire only suffered further when Incan emperor Huayna Cupac died in 1525. The strong ruler left behind two sons and appointed neither the role of his successor. A civil war broke out between the sons, **Atahualpa** and **Huscar**. By 1532, the Inca stood on shaky ground, the foundation rapidly cracking.

This was the state of the Incan civilization when the Spanish conqueror Francisco Pizarro arrived. He dealt the fatal blow to a society that may have soon died regardless. But the political and economic state alone doesn't explain Pizarro's success with so few men.

➤ **Cortés and the Aztecs**

Francisco Pizarro wasn't the first Spaniard to overthrow a South American civilization. When Hernan Cortés came to Mesoamerica with his galleons and guns, he subdued the Aztec people with few men. In general, he denied offers of peace and coexistence in favor of plunder and enslavement.

Cortés sailed to South America from Cuba under the Spanish flag, but against the protests of the governor of Cuba, Diego Velázquez, who wanted to put someone else in charge of the expedition. Back home in Spain, Velázquez painted Cortés as power-hungry and reckless. But King Charles V forgave Cortés after he conquered the Aztecs in 1521 and returned home with their wealth.

Despite the murders and deaths of tens or even hundreds of thousands of Aztecs, the explorer inspired others to follow in his footsteps. Not the least of these was Francisco Pizarro. He, too, wished for riches, and he followed Cortés' example.

➤ **Pizarro and the Inca**

Pizarro, like all other Europeans, had the distinct advantage of firearms over the indigenous population he sought to subjugate. The Inca hadn't been exposed to gunpowder until the rifles and cannons of the Spaniards were trained on them. And in addition to the actual advantages the gun offered over the spear or the arrow, it also gave the Spaniards a psychological advantage.

As in Mexico, psychology played a part in the Andes. Montezuma originally mistook Cortés as a returning god; Atahualpa, who had assumed power as the Inca emperor, believed Pizarro and his men were demigods. It was through this initial trust that Pizarro was able to gain Atahualpa's confidence. He soon captured the ruler and held him for ransom.

After he was paid, Pizarro retained the ruler rather than release him. He attempted to use him as a puppet dictator, carrying out the Spaniard's will through the Incan emperor's decrees. But Pizarro found this tactic useless; Atahualpa was executed at the hands of his captor. The blood of thousands more loyal to the Incan ruler was shed soon after.

The brutality of the Spaniards had become apparent to the Inca. Revolts and battles became normal, and to quash these skirmishes, Pizarro used another Cortés tactic: collusion. The conquistador identified tribes who were enemies of the Inca or unhappy with Inca rule, and established alliances with them.

Superior weaponry, psychological warfare, a perfectly timed arrival and native allies certainly helped Pizarro. But remember the Spaniard arrived in the Andes with fewer than 200 men. Even with these advantages, he wouldn't have been successful had it not been for another weapon, unexpected by both sides.

Biological warfare in the form of smallpox allowed Pizarro to conquer the Inca. Smallpox spread quickly through the Americas prior to Pizarro's arrival. Having lived alongside livestock for millennia gave much of Europe immunity to the worst ravages of smallpox. But the indigenous tribes of the Americas had no such advantage.

Smallpox unexpectedly killed Incan emperor Huayna Cupac, leaving the empire in civil unrest and war. The disease decimated the Incan population, paving the way for Pizarro's paltry troops to conquer a once-vast nation. "So complete was the chaos that Francisco Pizarro was able to seize an empire the size of Spain and Italy combined with a force of 168 men," writes Charles Mann in "1491".

Ultimately, the diseases the Europeans brought with them did more damage than guns or greed. Within the 130 years following Columbus an estimated 95 percent of the Americas' inhabitants died.

Source: <http://history.howstuffworks.com/south-american-history/conquistador-incan-empire.ht>;

Mini-Lecture Strips

After you have read the article, you and your partner(s) should discuss the following question. Pretending that you are professors who will be delivering a mini-lecture on the destruction of the Incan Empire, prepare a 3-4 minute presentation to deliver to the class that clearly answers your question. Your brief presentation should be interesting and accurate.

- Historical relativism is the idea that you cannot judge past events using today's standards. Do you think this is true regarding Pizarro's conquest of the Inca?



After you have read the article, you and your partner(s) should discuss the following question. Pretending that you are professors who will be delivering a mini-lecture on the destruction of the Incan Empire, prepare a 3-4 minute presentation to deliver to the class that clearly answers your question. Your brief presentation should be interesting and accurate.

- How did the Incan system of government help contribute to its downfall? Be sure to provide examples from the article.



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- How did a writing system help Pizarro overthrow the Inca? What are the problems that can arise for a society if they do not have a written language?



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- Why do you think some indigenous societies worked with the Spanish against the Inca?



After you have read the article, you and your partner(s) should discuss the following question. Pretending that you are professors who will be delivering a mini-lecture on the destruction of the Incan Empire, prepare a 3-4 minute presentation to deliver to the class that clearly answers your question. Your brief presentation should be interesting and accurate.

- Had Pizarro not violently overthrown the Inca, but rather peacefully traded with them, would Incan society have survived? Why or why not?

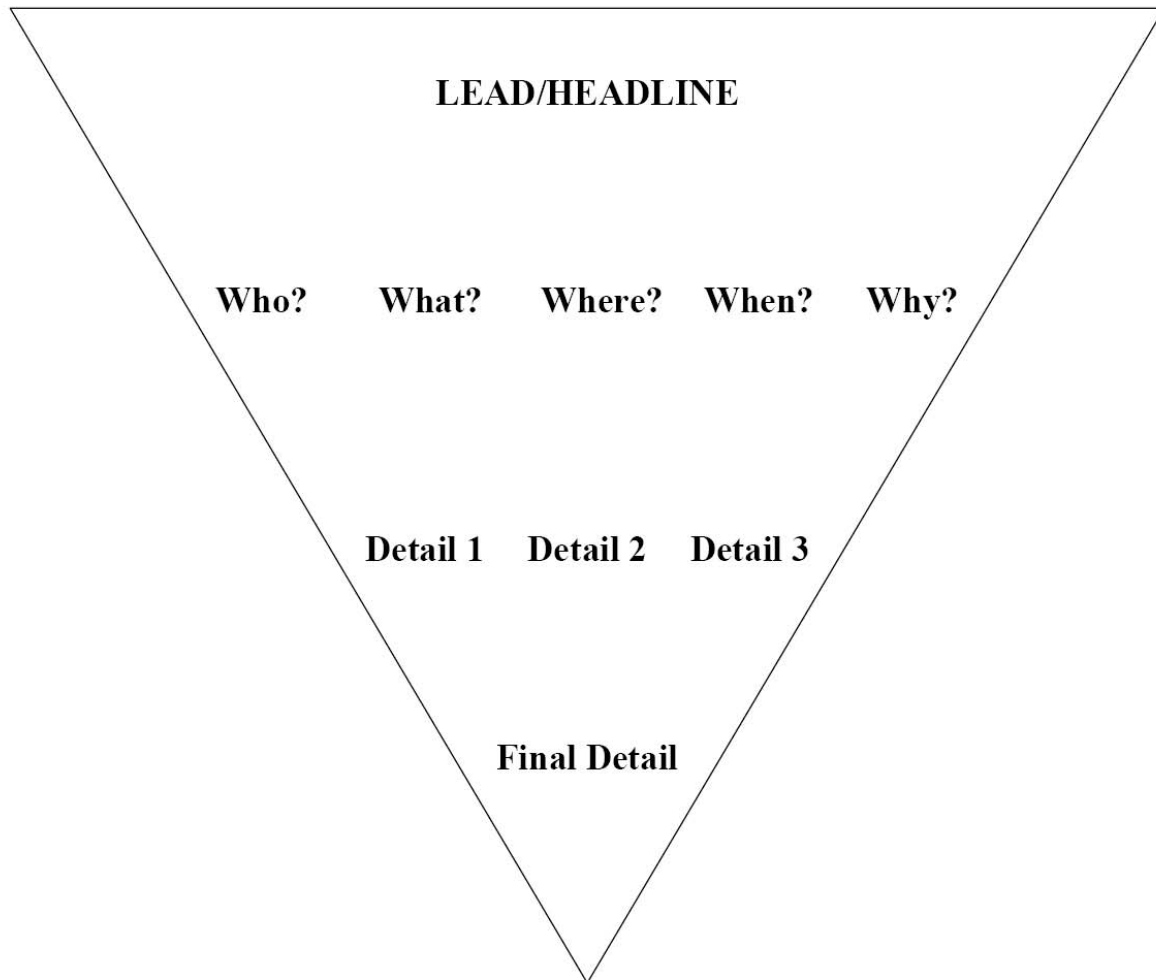


After you have read the article, you and your partner(s) should discuss the following question. Pretending that you are professors who will be delivering a mini-lecture on the destruction of the Incan Empire, prepare a 3-4 minute presentation to deliver to the class that clearly answers your question. Your brief presentation should be interesting and accurate.

- How did the Spanish wage psychological warfare on the Inca?

Inverted Pyramid Format

Newspaper articles are written using an “inverted pyramid format” as shown below. The most important information is at the top (beginning of article) and the least important information is at the bottom (end of article).



Reporting Tips

1. Accuracy

Make sure you have the facts right (including how to spell names).

2. Audience

Keep in mind the audience who will read the paper. Is your story of interest to them?

3. Interviews

It may be necessary to schedule an interview. Prepare your questions ahead of time. Take notes during the interview and ask for clarification when needed. If possible, use a quote to make your story more interesting.

4. Research

Use reference materials to get the facts you need, or check facts that you have collected.

5. Writing

Start with a good lead. You want to grab the reader's attention and make him or her want to read more. Don't forget to answer the five *W*'s and leave out your opinion!

6. Images

It's never too soon to start thinking about what images you want to go along with your story. Do you need a digital photo or clipart? Make sure you don't wait until the last minute.

World News Article

First Draft Due: _____

In-class Work Days: _____

Final Draft Due: _____

Final Group Newspaper Due: _____

Directions: Your job is to write an article about Francisco Pizarro's conquest of the Incan Empire. You must answer the following questions: Who? What? When? Where? Why? How? Use the "Reporting Tips Sheet" and actual front page articles for guidance. Your article should be approximately one half to a full page.

Other items to include in your article are:

- An interesting headline
- A picture, map, chart, or some other graphic that relates to your story
- Citation of your sources at the bottom of the article

Suggested Websites:

- www.howstuffworks.com
 - <http://www.now-us.eu/Inca/index.html>
 - www.history.com
 - http://www.pbs.org/conquistadors/pizarro/pizarro_flat.html
 - <http://www.pbs.org/gunsgermsteel/>
 - <http://www.infoplease.com/ce6/society/A0825064.html>
 - http://www.historyteacher.net/APEuroCourse/EHAP_Topics/EHAP-Topic-AgeofExploration.htm
 - <http://www.historyteacher.net/APEuroCourse/WebLinks/WebLinks-AgeOfExploration.html>
 - http://www.historyteacher.net/GlobalStudies/LatinAmerica_Colonialism.htm
 - <http://www.pbs.org/conquistadors/>
-

First Draft Due: _____

In-class Work Days: _____

Final Draft Due: _____

Final Group Newspaper Due: _____

Directions: Your job is to write an article that describes three Incan technological achievements and three Spanish technological achievements. Each achievement description should be approximately 3 sentences and include a picture or photo.

Other items to include in your article are:

- An interesting headline
- A picture, map, chart, or some other graphic that relates to your story
- Citation of your sources at the bottom of the article

Suggested Websites:

- www.howstuffworks.com
- <http://www.now-us.eu/Inca/index.html>
- www.history.com
- http://www.pbs.org/conquistadors/pizarro/pizarro_flat.html
- <http://www.pbs.org/gunsgermsteel/>
- <http://www.infoplease.com/ce6/society/A0825064.html>
- http://www.historyteacher.net/APEuroCourse/EHAP_Topics/EHAP-Topic-AgeofExploration.htm
- <http://www.historyteacher.net/APEuroCourse/WebLinks/WebLinks-AgeOfExploration.html>
- http://www.historyteacher.net/GlobalStudies/LatinAmerica_Colonialism.htm
- <http://www.pbs.org/conquistadors/>
- <http://www.fordham.edu/halsall/mod/modsbook08.html>

Politics Article

First Draft Due: _____

In-class Work Days: _____

Final Draft Due: _____

Final Group Newspaper Due: _____

Directions: Your job is to display information comparing the governments of Spain and the Inca. You may write an article or you may create a chart that explains your research. You should include the following information in your article or charts:

- Type of government
- Names of leader(s)
- Capital location
- Type of economy
- Different classes in society
- Official Religion

If you choose to write an article it should be approximately a half to full page in length. Other items to include in your article are:

- An interesting headline
- A picture, map, chart, or some other graphic that relates to your story
- Citation of your sources at the bottom of the article

Suggested Websites:

- www.howstuffworks.com
- www.history.com
- http://www.pbs.org/conquistadors/pizarro/pizarro_flat.html
- <http://www.pbs.org/gunsgermsteel/>
- <http://www.infoplease.com/ce6/society/A0825064.html>
- http://www.historyteacher.net/APEuroCourse/EHAP_Topics/EHAP-Topic-AgeofExploration.htm
- <http://www.historyteacher.net/APEuroCourse/WebLinks/WebLinks-AgeOfExploration.html>
- http://www.historyteacher.net/GlobalStudies/LatinAmerica_Colonialism.htm
- <http://www.pbs.org/conquistadors/>
- <http://www.fordham.edu/halsall/mod/modsbook08.html>
- <http://www.now-us.eu/Inca/index.html>

Health Article

First Draft Due: _____

In-class Work Days: _____

Final Draft Due: _____

Final Group Newspaper Due: _____

Directions: Your job is to write an article discussing the exchange of diseases between the Spanish and Incas and other native populations. You must answer the following questions: What diseases did the Spanish give to the Incas and other native populations? What effect did they have on the Incan population? What diseases did the Spanish receive from the native populations? What effect did they have on the Spanish? Explain the reasons for the effects of the disease exchanges.

Other items to include in your article are:

- An interesting headline
- A picture, map, chart, or some other graphic that relates to your story
- Citation of your sources at the bottom of the article

Suggested Websites:

- www.howstuffworks.com
- www.history.com
- <http://www.now-us.eu/Inca/index.html>
- http://www.pbs.org/conquistadors/pizarro/pizarro_flat.html
- <http://www.pbs.org/gunsgermsteel/>
- <http://www.infoplease.com/ce6/society/A0825064.html>
- http://www.historyteacher.net/APEuroCourse/EHAP_Topics/EHAP-Topic-AgeofExploration.htm
- <http://www.historyteacher.net/APEuroCourse/WebLinks/WebLinks-AgeOfExploration.html>
- http://www.historyteacher.net/GlobalStudies/LatinAmerica_Colonialism.htm
- <http://www.pbs.org/conquistadors/>
- <http://www.fordham.edu/halsall/mod/modsbook08.html>

Business Article

First Draft Due: _____

In-class Work Days: _____

Final Draft Due: _____

Final Group Newspaper Due: _____

Directions: Your job is to explain the economic systems of Spanish colonialism and mercantilism. Also explain two ways the Spanish made money in the “New World.” Your article should be half a page to a page in length.

Other items to include in your article are:

- An interesting headline
- A picture, map, chart, or some other graphic that relates to your story
- Citation of your sources at the bottom of the article

Suggested Websites:

- www.howstuffworks.com
- <http://www.now-us.eu/Inca/index.html>
- www.history.com
- http://www.pbs.org/conquistadors/pizarro/pizarro_flat.html
- <http://www.pbs.org/gunsgermsteel/>
- <http://www.infoplease.com/ce6/society/A0825064.html>
- http://www.historyteacher.net/APEuroCourse/EHAP_Topics/EHAP-Topic-AgeofExploration.htm
- <http://www.historyteacher.net/APEuroCourse/WebLinks/WebLinks-AgeOfExploration.html>
- http://www.historyteacher.net/GlobalStudies/LatinAmerica_Colonialism.htm
- <http://www.pbs.org/conquistadors/>
- <http://www.fordham.edu/halsall/mod/modsbook08.html>

Travel Article

First Draft Due: _____

In-class Work Days: _____

Final Draft Due: _____

Final Group Newspaper Due: _____

Directions: Your job is to describe the city of Machu Picchu or the city of Cajamarca and convince people to visit. You should include interesting facts and places to visit. Your article should be half a page to a page in length.

Other items to include in your article are:

- An interesting headline
- A picture, map, chart, or some other graphic that relates to your story
- Citation of your sources at the bottom of the article

Suggested Websites:

- www.howstuffworks.com
- <http://www.now-us.eu/Inca/index.html>
- www.history.com
- http://www.pbs.org/conquistadors/pizarro/pizarro_flat.html
- <http://www.pbs.org/gunsgermssteel/>
- <http://www.infoplease.com/ce6/society/A0825064.html>
- http://www.historyteacher.net/APEuroCourse/EHAP_Topics/EHAP-Topic-AgeofExploration.htm
- <http://www.historyteacher.net/APEuroCourse/WebLinks/WebLinks-AgeOfExploration.html>
- http://www.historyteacher.net/GlobalStudies/LatinAmerica_Colonialism.htm
- <http://www.pbs.org/conquistadors/>
- <http://www.fordham.edu/halsall/mod/modsbook08.html>

Cartoons Page

First Draft Due: _____

In-class Work Days: _____

Final Draft Due: _____

Final Group Newspaper Due: _____

Directions: Your job is to create two comics that relate to the Spanish conquest of the Incas. You may draw two political cartoons or two cartoon strips or one of each. Political cartoons should take complex ideas and break them down into easy to understand drawings. Unlike many articles, they should include the author's opinion and emotions in the finished product.

Questions you should consider:

- Once you have chosen a topic, decide on a character to be the vehicle of your metaphor.
- How will you best be able to make your point?
- What can best be exaggerated about your subjects that will be both funny and helpful in conveying your message?
- As you are working through your sketches, consider what words you will want or need to add to the drawing. Will you label your characters? Will you include a caption or quote?

Suggested Websites:

Sample Cartoons

- <http://www.politicalcartoons.com/>
- <http://www.cagle.com/>

Information about the Spanish Conquests:

- www.howstuffworks.com
- <http://www.now-us.eu/Inca/index.html>
- www.history.com
- http://www.pbs.org/conquistadors/pizarro/pizarro_flat.html
- <http://www.pbs.org/gunsgermssteel/>
- <http://www.infoplease.com/ce6/society/A0825064.html>
- http://www.historyteacher.net/APEuroCourse/EHAP_Topics/EHAP-Topic-AgeofExploration.htm
- <http://www.historyteacher.net/APEuroCourse/WebLinks/WebLinks-AgeOfExploration.html>
- http://www.historyteacher.net/GlobalStudies/LatinAmerica_Colonialism.htm
- <http://www.pbs.org/conquistadors/>
- <http://www.fordham.edu/halsall/mod/modsbook08.html>

Editorial Page

First Draft Due: _____

In-class Work Days: _____

Final Draft Due: _____

Final Group Newspaper Due: _____

Directions: Your job is to write an editorial article concerning the Spanish Conquest of the Incas. An editorial is an article that gives the opinions of the writers on certain issues. You can choose one of the following issues or create your own: treatment of the Incas, reasons for Spanish conquest, or role of religion in colonialism. You should offer your opinion about the topic. For help on how to write an editorial refer to these websites:

<http://www.howtothings.com/hobbies/a4439-how-to-write-an-editorial.html>

<http://www.mcall.com/news/opinion/all-hottooped,0,7724235.story>

<http://www.aboutpublicrelations.net/ucmclaina.htm>

Other items to include in your article are:

- An interesting headline
- A picture, map, chart, or some other graphic that relates to your story
- Citation of your sources at the bottom of the article

Information about the Spanish Conquests:

- www.howstuffworks.com
- www.history.com
- http://www.pbs.org/conquistadors/pizarro/pizarro_flat.html
- <http://www.pbs.org/gunsgermsteel/>
- <http://www.infoplease.com/ce6/society/A0825064.html>
- http://www.historyteacher.net/APEuroCourse/EHAP_Topics/EHAP-Topic-AgeofExploration.htm
- <http://www.historyteacher.net/APEuroCourse/WebLinks/WebLinks-AgeOfExploration.html>
- http://www.historyteacher.net/GlobalStudies/LatinAmerica_Colonialism.htm
- <http://www.now-us.eu/Inca/index.html>
- <http://www.fordham.edu/halsall/mod/modsbook08.html>

Arts Section

Directions: Your job is to write an article about Incan art. You should choose three different pieces of Incan art and answer the following questions: What is it? What is it made of? How was it made? What does it represent? Each description should be a paragraph in length. Below are some links to information about Incan art.

- <http://www.about-peru-history.com/inca-art.html>
- <http://incas.perucultural.org.pe/english/galeart101.htm>

Other items to include in your article are:

- An interesting headline
- A picture, map, chart, or some other graphic that relates to your story
- Citation of your sources at the bottom of the article

Information about the Spanish Conquests:

- www.howstuffworks.com
- <http://www.now-us.eu/Inca/index.html>
- www.history.com
- http://www.pbs.org/conquistadors/pizarro/pizarro_flat.html
- <http://www.pbs.org/gunsgermssteel/>
- <http://www.infoplease.com/ce6/society/A0825064.html>
- http://www.historyteacher.net/APEuroCourse/EHAP_Topics/EHAP-Topic-AgeofExploration.htm
- <http://www.historyteacher.net/APEuroCourse/WebLinks/WebLinks-AgeOfExploration.html>
- http://www.historyteacher.net/GlobalStudies/LatinAmerica_Colonialism.htm
- <http://www.fordham.edu/halsall/mod/modsbook08.html>

Obituaries Page

First Draft Due: _____

In-class Work Days: _____

Final Draft Due: _____

Final Group Newspaper Due: _____

Directions: Your job is to write obituaries for the following people: Athualpa, Tupac Amaru, and Francisco Pizarro. Use actual obituaries and the links below to help write an obituary.

- <http://www.obituaryguide.com/template.php>

Be sure to include a photo of the person you are writing about.

Information about the Spanish Conquests:

- www.howstuffworks.com
- <http://www.now-us.eu/Inca/index.html>
- www.history.com
- http://www.pbs.org/conquistadors/pizarro/pizarro_flat.html
- <http://www.pbs.org/gunsgermsteel/>
- <http://www.infoplease.com/ce6/society/A0825064.html>
- http://www.historyteacher.net/APEuroCourse/EHAP_Topics/EHAP-Topic-AgeofExploration.htm
- <http://www.historyteacher.net/APEuroCourse/WebLinks/WebLinks-AgeOfExploration.html>
- http://www.historyteacher.net/GlobalStudies/LatinAmerica_Colonialism.htm
- <http://www.fordham.edu/halsall/mod/modsbook08.html>

“Celebrity” Interview Articles

First Draft Due: _____

In-class Work Days: _____

Final Draft Due: _____

Final Group Newspaper Due: _____

Directions: Your job is to interview two of the following people for the celebrity page of the paper: Francisco Pizarro, Atahualpa, Pedro de Cieza de León, Charles I of Spain aka Charles V Holy Roman Emperor, or Tupac, Amaru. After you have chosen your two interview subjects, use the links below to research their backgrounds. Create ten questions to ask them and base their answers upon the information you have researched. Make the questions pertinent to the time period.

Other items to include in your article are:

- An interesting headline
- A picture, map, chart, or some other graphic that relates to your story
- Citation of your sources at the bottom of the article

Information about the Spanish Conquests:

- www.howstuffworks.com
- <http://www.now-us.eu/Inca/index.html>
- www.history.com
- http://www.pbs.org/conquistadors/pizarro/pizarro_flat.html
- <http://www.pbs.org/gunsgermsteel/>
- <http://www.infoplease.com/ce6/society/A0825064.html>
- http://www.historyteacher.net/APEuroCourse/EHAP_Topics/EHAP-Topic-AgeofExploration.htm
- <http://www.historyteacher.net/APEuroCourse/WebLinks/WebLinks-AgeOfExploration.html>
- http://www.historyteacher.net/GlobalStudies/LatinAmerica_Colonialism.htm
- <http://www.fordham.edu/halsall/mod/modsbook08.html>

Newspaper 2 : Newspaper

CATEGORY	4	3	2	1
Layout - Headlines & Captions	All articles have headlines that capture the reader's attention and accurately describe the content. All articles have a byline. All graphics have captions that adequately describe the people and action in the graphic.	All articles have headlines that accurately describe the content. All articles have a byline. All graphics have captions.	Most articles have headlines that accurately describe the content. All articles have a byline. Most graphics have captions.	Articles are missing bylines OR many articles do not have adequate headlines OR many graphics do not have captions.
Knowledge Gained	All students in the group can accurately answer all questions related to a) stories in the newspaper and b) technical processes used to create the newspaper.	All students in the group can accurately answer most questions related to a) stories in the newspaper and b) technical processes used to create the newspaper.	Most students in the group can accurately answer most questions related to a) stories in the newspaper and b) technical processes used to create the newspaper.	Several students in the group appear to have little knowledge about the facts and the technical processes used for the newspaper.
Spelling and Proofreading	No spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.	No more than a couple of spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.	No more than 3 spelling or grammar errors remain after one or more people (in addition to the typist) read and correct the newspaper.	Several spelling or grammar errors remain in the final copy of the newspaper.
Articles - Purpose	90-100% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	85-89% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	75-84% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	Less than 75% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.
Graphics	Graphics are in focus, are well-cropped and are clearly related to the articles they accompany.	Graphics are in focus and are clearly related to the articles they accompany.	80-100% of the graphics are clearly related to the articles they accompany.	More than 20% of the graphics are not clearly related to the articles OR no graphics were used.

Source: <http://rubistar.4teachers.org/index.php>

How to Write an Op-Ed

by John McLain

One of the best ways to gain credible visibility for a corporate client is to have that company's chief executive submit an opinion piece to a major newspaper and have it published. Easier said than done.

Quite often, most CEOs have no time to write an op-ed; even fewer know how. That's where you step in to help the executive craft a fiery opinion, which is supported by facts making his or her case. An op-ed is not an essay, something that slowly unrolls like a carpet, building momentum to some point or conclusion. It's just the opposite.

In an op-ed, you essentially state your conclusion first. You make your strongest point up front, then spend the rest of the op-ed making your case, or back-filling with the facts. Done right, it's persuasive writing at its best. You will help the company win converts, gain high-quality publicity for the company, and you will be reaching the elite audience of opinion-makers who regularly read the op-ed pages.

Here's a checklist to keep your op-ed on track:

- Focus tightly on one issue or idea --- in your first paragraph. Be brief.
- Express your opinion, then base it on factual, researched or first-hand information.
- Be timely, controversial, but not outrageous. Be the voice of reason.
- Be personal and conversational; it can help you make your point. No one likes a stuffed shirt.
- Be humorous, provided that your topic lends itself to humor.
- Have a clear editorial viewpoint - come down hard on one side of the issue. Don't equivocate.
- Provide insight, understanding: educate your reader without being preachy.
- Near the end, clearly re-state your position and issue a call to action. Don't philosophize.
- Have verve, and "fire in the gut" indignation to accompany your logical analysis.
- Don't ramble or let your op-ed unfold slowly, as in an essay.
- Use clear, powerful, direct language.
- Emphasize active verbs, forget the adjectives and adverbs, which only weaken writing.
- Avoid clichés and jargon.
- Appeal to the average reader. Clarity is paramount.
- Write 750 double-spaced words or less (fewer is always better).
- Include a brief bio, along with your phone number, email address, and mailing address at the bottom.

Many major newspapers today accept timely op-eds by email. Check the paper's website first to be sure what its policy is. While it's tempting to fire off your op-ed to *The New York Times*, remember that there are many other major newspapers to consider. *The New York Times* receives more op-eds daily than any other paper in the US, so competition is fierce. It's better to be published in another excellent paper than to be not published in *The New York Times*.

Source: <http://www.aboutpublicrelations.net/ucmclaina.htm>

Template for Writing an Obituary

Use this section as an outline, checklist, sample format, or template to writing an obituary. The following headings are meant as a general guide. Make sure that you have considered everything that is usually covered, then select what you would like to include, and also decide what order you would like to use.

NAME / ANNOUNCEMENT

- Full name of the deceased, including nickname, if any
- Age at death
- Residence (for example, the name of the city) at death
- Day and date of death
- Place of death
- Cause of death

LIFE

- Date of birth
- Place of birth
- Names of parents
- Childhood: siblings, stories, schools, friends
- Marriage(s): date of, place, name of spouse
- Education: school, college, university and other
- Designations, awards, and other recognition
- Employment: jobs, activities, stories, colleagues, satisfactions, promotions, union activities, frustrations,
- Places of residence
- Hobbies, sports, interests, activities, and other enjoyment
- Charitable, religious, fraternal, political, and other affiliations; positions held
- Achievements
- Disappointments
- Unusual attributes, humor, other stories

FAMILY

- Survived by (i.e. Spouse, Children <in order of date of birth, and their spouses>, Grandchildren, Great-grandchildren, etc.)

SERVICE

- Day, date, time, place
- Other memorial, vigil, or graveside services if applicable: day, date, time, place
- Place of interment

END

- Memorial funds established
- Memorial donation suggestions, including addresses
- Thank you to people, groups, or institutions
- Quotation or poem
- Three words that sum up the life

Source: *obituaryguide.com/template.php*

