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A kompetencia-alapú pedagógusképzés regionális szervezeti, tartalmi és módszertani fejlesztése  
a Pécsi Tudományegyetem és a Kaposvári Egyetem részvételével

TÁMOP-4.1.2-08/1/B-2009-0003

## COOPERATIVE LEARNING A LOST CITY HISTORY AND CIVILIZATION THROUGH SECOND LANGUAGE LEARNING

Lesson plan for teachers

Created by:

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### 1. Lesson content – Introduction of the topic; Topic and method relation:

#### Aims and objectives:

to describe and speculate about a place in a photo  
to practice using reading strategies  
to read and understand an extract from a travel book  
to ask and answer questions in order to complete a history text  
to practise using new vocabulary (describing feelings, verbs of movement and describing buildings)

**Description:** Second language (L2) learners in groups and in pairs collect information about an ancient civilisation, **the Incas** through **the discovery of Machu Picchu** and the extraordinary life of the discoverer **Hiram Bingham** (1875-1956). L2 learners give presentation, make interviews, and express opinion using texts and different activities based on **Reading and Writing for Critical Thinking (RWCT)**.

The goal of this method is to develop the culture of democratic dialogue and develop partnership in schools. According to Richard Pavel /1990/ the critical thinker is someone who is able to think well, fair-mindedly about his or her beliefs and viewpoints, explores and appreciates their adequacy, cohesion and reasonableness. Attitudes and passions are included.

### 2. Competences to improve:

#### Personal competences

accepting ideas,  
building self-confidence,  
improving reliability

#### Social competences

communication, cooperation

#### Cognitive competences

describing, comparing,  
associating, applying,  
analysing, giving reason

### 3. Target group:

15-18-year-old L2 learners, intermediate level



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#### 4. Preliminaries:

expressing opinion; giving reasons and examples; vocabulary of civilisation, history, society, art and culture

#### 5. Teaching materials and equipment:

Course book (New Opportunities Intermediate),  
Puzzles - Picture of Machu Picchu, The Inca, head dress worn by the Incas, picture of clothing  
Sheets of paper and markers  
Argument dice  
Projector  
Music, a CD of authentic flute music  
Word bank  
Power Point Presentation

#### 6. Comments and remarks:

This lesson is the realisation of meaning of a longer period in the learning procedure, focusing on history, civilisation and travel. On this stage students meet ancient civilisations such as Mesopotamian culture, Ancient Egyptians and Greeks. They draw the final conclusion; **if we are civilised.**

During the lessons space is created for group work, where the balance is provided between individualistic, competitive, and cooperative work. The groups are standard, based on two basic aspects; participants' choice and the teacher's aim, to sit students with different abilities in the same group.

#### 7. Lesson plan

##### E (evocation)

Arrange L2 learners in small groups (3-4Ls).



##### Task 1

Ask the learners to make the **puzzle** which is hidden in the envelope, and answer the provided prompts.

Give them the envelopes and give them time to investigate.

Recall the groups and encourage them to share their ideas in front of the class.

All the groups should talk about the following **prompts**:

**Place the picture in time and in place.**

**What does it remind you?**

Note! Laminate the pictures to get a long-lasting puzzle.



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### Group 1 Puzzle of the picture of Machu Picchu



### Group 2 Puzzle of the picture of The Inca



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### Group 3 Puzzle of the picture of an ancient Inca head dress



### Group 4 Puzzle of the picture of traditional clothing.



After the discussion present a **slide show** about the Lost City.  
(App 1. slide show)

### R (realisation of meaning)



#### Task 2

Ask L2 learners to read a piece of text about the topic. L2 learners should continue working in the same groups.

### Group 1

Basic information about **Hiram Bingham**, and his work, an introduction of the explorer.

*Hiram Bingham (1875-1956) had an extraordinary life. He was successively a protestant pastor, a land surveyor, a museum curator, a university professor, a World War I pilot and an American politician. However, he is best remembered as an explorer, archaeologist and discoverer of lost cities.*

*Bingham has been cited as one possible basis for the Indiana Jones character. His book *Lost City of the Incas* became a bestseller upon its publication in 1948.*



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### *Hiram Bingham (1875-1956)*

*Hiram Bingham was born on November 19, 1875 in Honolulu, Hawaii ... His grandfather lived from 1789-1869 and was the first Protestant missionary to go to the Hawaiian Islands. His father, who was also a missionary, is mostly remembered for his work in the Gilbert Islands and his translation of the Bible into Gilbertese.*

*He received his B.A. degree from Yale University in 1898 then went to the University of California, then Harvard University, from 1900-1905 for postgraduate study in history and political science.*

*In November 1906 Bingham sailed to South America to follow the route Bolivar (an explorer Bingham had studied). He wrote about his travels. Next, he explored the old Spanish trade route from Buenos Aires, Argentina to Lima, Peru. Across South America. In 1911, Bingham again set out for South America, this time as the Director of the Peruvian Expedition. On this expedition he located the site of the last Inca capital Vitcos. The following year Bingham made another discovery, perhaps his most important one, the discovery of Machu Picchu the 'lost city'. As World War I began, Bingham turned to politics and the military as a way of life. In 1916, he was a captain in the Connecticut National Guard and by 1917, was an aviator. Hiram Bingham married Alfreda Mitchell on November 20, 1900 and had seven sons. He died in Washington at the age of 80, on June 6, 1956.*

### **Group 2**

An extract from Bingham's book, **'Lost City of the Incas'**, Bingham's adventurous **explore at Machu Picchu**.

*'The morning 24th July 1911 dawned in cold drizzle. Arteaga shivered and seemed inclined to stay in his hut. I offered to pay him well if he would show me the ruins. He refused and said it was too hard a climb for such a wet day. But when he found out I was willing to pay him more, he finally agreed to go. He asked where the ruins were, he pointed straight to the top of the mountain. No one supposed that they would be particularly interesting. And no one cared to go with me. The naturalist said that there would be "more butterflies near the river!" The surgeon said he had to wash his clothes and mend them. Anyhow, it was my job to investigate all reports of ruins and try to find the Inca capital.*

*So, accompanied only by Sergeant Carrasco, we left camp at ten o'clock on July 24<sup>th</sup>. After a walk of three-quarters of an hour, Arteaga left the main road and plunged down through the jungle to the bank of the river. Here there was a primitive bridge that crossed the roaring rapids at its narrowest part. I confessed that I got down on my hands and knees and crawled across, six inches at a time. Leaving the stream, we now struggled up the bank through dense jungle and in a few minutes reached the bottom of a very steep slope. For an hour and twenty minutes we had a hard climb. A good part of the distance we went on all fours... The humidity was great. The heat was excessive; and I was not in training! There were no ruins of any kind in sight. I began to think my companions had made the right choice.'*



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### Group 3

#### Information about the Inca civilisation.

##### Student A

Originally the Incas were a small group of Indians living around 1 \_\_\_\_\_ (where). In the fifteenth century, they established a huge empire including present day countries like Peru and Bolivia. In 2 \_\_\_\_\_ (when), Spanish invaders under Pizarro arrived. They captured 3 \_\_\_\_\_ (who) and later killed him and took control.

The Inca capital was Cusco- a city with huge buildings covered with 4 \_\_\_\_\_ (what). The supreme ruler was the Inca. Under the Inca was a class of nobles and below them a large number of peasants. The Incas had a system of 15000 km of roads for communication with their empire. They communicated 5 \_\_\_\_\_ (how) The Incas did not have the wheel and used llamas for transport. The main crops were 6 \_\_\_\_\_ (what) and meat was a luxury. The Incas did not have writing but used 7 \_\_\_\_\_ (what) to store mathematical information. They made lovely gold jewellery and were great architects. They built many temples and palaces. These were made from huge 8 \_\_\_\_\_ (what) that fitted together perfectly.

**Key:** 1 Cusco, 2 1526, 3 the emperor, 4 gold, 5 by a system of runners, 6 maize and potatoes, 7 knots in ropes, 8 stone blocks

##### Student B

Originally the Incas were a small group of Indians living around Cusco. In the 1 \_\_\_\_\_ (when) century, they established a huge empire including present day countries like 2 \_\_\_\_\_ (what). In 1523, Spanish invaders under Pizarro arrived. They captured the emperor Atahualpa and later killed him and took control.

The Inca capital was Cusco- a city with huge buildings covered with gold. The supreme ruler was 3 \_\_\_\_\_ (who). Under the Inca was a class of nobles and below them a large number of peasants. The Incas had a system of 4 \_\_\_\_\_ (how many km) of roads for communication with their empire. They communicated by a system of runners. The Incas did not have the wheel and used 5 \_\_\_\_\_ (what) for transport. The main crops were maize and potatoes and 6 \_\_\_\_\_ (what) was a luxury.

The Incas did not have writing but used knots in ropes to store mathematical information. They made lovely 7 \_\_\_\_\_ jewellery (of what metals) and were great architects. They built many 8 \_\_\_\_\_ (what). These were made from huge stone blocks that fitted together perfectly.

**Key:** 1 15<sup>th</sup> century, 2 Peru and Bolivia, 3 the Inca, 4 15000 km, 5 llamas, 6. meat, 7 gold and silver, 8 temples and palaces







## Group 4

An extract from Bingham's book, **'Lost City of the Incas' a description of the city.**

The men met some Indians who told Sergeant Carrasco that the ruins were a little further along and gave them a little boy to act as their guide. After leaving the hut, they strolled across some open ground and went into the forest beyond.

*'Suddenly, I found myself confronted with the walls of ruined houses built of the finest quality Inca stone work. It was difficult to see them because they were partly covered with trees and moss....We scrambled along through the dense undergrowth and then...without any warning, the boy showed me a cave, beautifully lined with the finest stone. Clearly, it was the work of a master artist. It all seemed like an unbelievable dream. It fairly took my breath away. What could this place be? Why had no one given us any idea of it?'*

*The little boy persuaded them to climb up another steep slope.*

*'Surprise followed surprise in bewildering succession. We found ourselves standing in front of the ruins of two of the finest and most interesting structures in ancient America. Made of beautiful white granite, the walls contained blocks higher than a man. The sight held me spellbound. Each building had only three walls and was open on one side. The principal temple had walls twelve feet high....The building did not look as though it ever had a roof so the sun could be welcomed here by the priests. I could scarcely believe my senses as I examined the larger stones and estimated that they must weigh ten to fifteen tons each. Would anyone believe what I had found? Fortunately, I had a good camera and the sun was shining.'*



### Task 3

#### Group 1

Ask learners to complete a **divided diary** where the first column should contain information that called their attention or made them to meditate upon, while in the other they should collect comments, agreements, notes or just questions. Meanwhile ask one or two people to collect the new vocabulary from the mini dictionary.

Information that called your attention	Comments, agreements, notes, questions



## Group 2

Ask the students to focus on the adventure as Bingham is exploring the lost city.

Give them a slip of words to match the verbs of movements with the definition.

Ask them to present an **interview** for radio BBC about the adventure encourage them to use the given words and expressions.

- |                    |  |
|--------------------|--|
| 1 plunge (down)    | a cross on hands and knees                     |
| 2 crawl (across)   | b walk in a relaxed way                        |
| 3 struggle (up)    | c go up (e.g. a slope)                         |
| 4 go on all fours  | d go up with difficulty                        |
| 5 stroll           | e move with hands and feet                     |
| 6 scramble (along) | f go down very fast                            |
| 7 climb            | g go over objects using your hands to help you |

**Key:** 1f, 2a, 3d, 4e, 5b, 6g, 7c

## Group 3

Ask the L2 learners to complete the texts, they have already read, with asking questions from each other. After getting the information ask them to make a **mind-map** on a big sheet of paper.

## Group 4

Ask the students to collect information about the city and the buildings with the **dicing technique**. On the dice there are thinking techniques such as

1. Describe, 2. Compare, 3. Associate, 4. Analyse, 5. Apply, 6. Reasons for/against

Describe: What does it look like? (Size, colour, shape etc.)

Compare: Find similarities and differences.

Associate: What does it remind you?

Analyse: What is it made of? How was it made?

Apply: What is/isn't it good for?

Reasons for/ against: Useful or useless? (Advantages / Disadvantages)

(App2.argument dice)

## R (reflection)



### Task 4

Ask all the groups to write a **cinquain**, a rhyme with five lines. Tell them to use a conclusion, a personal note, an important thought of the topic of the lesson. Ask them to follow the rule.







- First line: one word with the main idea  
Second line: two adjectives about the main idea  
Third line: verbs or adverbs according to the topic  
Fourth line: four words, the explanation of the main topic, based on personal experiences  
Fifth line: one word, maybe a synonym, the essence of the topic

The teacher can provide an idea, but also can rely on L2 learners' imagination or intelligence.  
If students do it for the first time the teacher can offer a form.

Title (1 word)

Description (2 adjectives)

Activities (3 words)

Emotion, thoughts (4 words)

Retelling the main idea (1 word)

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#### 8. Visuals:



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#### 9. Evaluation and assessment:

Classroom assessments can be of the formative and summative subtypes. Although the latter is also used in this case, the teacher focuses on the formative variety to improve instructional methods; likewise, students can monitor their progress with performance tasks. In classroom also short quizzes, portfolios and presentations could be applied to check competences. Useful version is a group evaluation sheet which contains things the group did well or they could do even better.

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