



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

Aims:

Discover The Incas. Find out more about ancient civilizations.



Task 1

Make the puzzle, which you can find in the envelope, and answer the provided prompts.

Place the picture in time and in place.

What does it remind you?



Task 2

Continue working in the same groups.

Group 1

Read the 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.*

***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





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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

Read the 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 24th. 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.'

Group 3

Read the information about the Inca civilisation. Work with your partner, one of you is Student A the other is Student B.

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



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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.

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 Pissarro 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.

Group 4

Read the 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

Complete the divided diary where the first column should contain information that called your attention or made you to meditate upon, while in the other you should collect comments, agreements, notes or just questions. Meanwhile collect the new vocabulary from the mini dictionary.

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

Group 2

Focus on the adventure as Bingham is exploring the lost city.

Match the verbs of movements with the definition you can find on the slip.

Present an interview for radio BBC about the adventure, don't forget to use the new 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 |





Group 3

Work in pairs. Complete the text which you have already read about the Inca civilisation with asking questions from each other. After getting the information make a mind-map on a big sheet of paper.

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.

Student B

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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.

Group 4

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)



Task 4

Write a cinquain, a rhyme with five lines. Use a conclusion, a personal note, an important thought of the topic of the lesson.

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

Title (1 word)

Description (2 adjectives)

Activities (3 words)

Emotion, thoughts (4 words)

Retelling the main idea (1 word)

