

## Social Sciences Toolkit: Iroquoian Society and Inca Society around 1500

Based on the topic explored in this toolkit and based on the approach taken to address Iroquois and Inca life, it is intended for both cycles 2 and 3. Nevertheless, some of the elements in this toolkit may work better for one of the cycles, which might require some adaptations to be made. More specifically, students will be exploring the Iroquois and the Inca by constructing representations of organization, change and diversity, as indicated by the QEP (MELS, 2001, p.187). In both societies, students will be studying the characteristics of the territory occupied, the number of inhabitants, chiefs, social structures, habitats, science and technology, and beliefs (MELS, 2001, p. 201). The Iroquois are heavily emphasized in the QEP, so students will be touching upon aspects of their lives, such as the ones mentioned above, in order to gain a better understanding of the society.

The components of this Social Science toolkit include a variety of teaching resources. In order to allow students to express their creativity while still making connections to the topic, an art lesson touching upon both societies is included. Next, students may develop their reading skills while simultaneously learning about Iroquois and Inca life, as two different books are suggested and accompanied by their respective summaries. Following this, students can explore the online world in order to gain a better understanding of the material to be learned. The online resources will hopefully engage students in a way that paper resources cannot. Specifically, students will have the opportunity to explore Iroquoian and Inca life through a variety of mediums, such as images, video, audio, and text. Finally, this toolkit includes several additional activities and resources that may be expanded upon in order to further student learning.

The wide range of aspects explored through this toolkit allows for Social Science Competencies 1 (Organization), 2 (Change), and 3 (Diversity) to be targeted. As for the organization, students will be making connections between characteristics of the society and its

territory, among other things. When exploring change in a society, students will define the influence of people or events on change. Finally, students will perceive the main similarities and differences between the two societies in order to develop the diversity competency. The toolkit also addresses the cross curricular competency “to organize his or her work” (Smith-Gilman, 2015, *Language Arts*, Slide 14). Students will be asked to engage in several independent tasks, in which they must keep track of their knowledge and integrate it into their final productions.

Essentially, this toolkit was designed with the goal of having students engage in a comparative process between the Iroquois and the Inca. In addition, the careful selection of elements of this toolkit will allow students to independently explore resources and obtain information about both respective societies and territories. Students will then be able to reflect on the newly obtained information, draw out similarities as well as differences between each group through a variety of activities, and also produce their own work/projects. In the Social Science classroom, the teacher can use this toolkit either for collaborative learning or for independent learning. The online resources can be explored individually, while other activities, such as the art lesson, can help students develop cooperation skills. For evaluation purposes, formative assessment will be used throughout the completion of toolkit activities. Once the unit is over or once the toolkit has served its purpose, a summative evaluation may be carried out. Students’ engagement and participation will be taken into consideration for the evaluation, as will their creations or formal productions, such as the art project. Evaluation will also consider how students used the provided resources to construct meaning and how they demonstrated an understanding of the organization, change, and diversity of both societies in their territories. The QEP’s lengthy evaluation criteria may be employed here in order to evaluate certain important details, such as the “correct location of the society and its territory” (p.189) and the “stating of similarities and differences in the organization of societies and territories” (p.193).

<b>Art Lesson Plan</b>  Iroquois and Inca art collage	<b>Duration:</b> <ul style="list-style-type: none"><li>• 1 hour of social studies for four classes</li><li>• Total: 4 hours from start to finish</li></ul>	<b>Cycle Level:</b>  2 and 3
<b>Inquiry:</b> How can the main differences of the Iroquois and Inca societies in the 1500s be represented in an artistic form?	<b>By the end of this lesson, the students will be able to:</b> <ul style="list-style-type: none"><li>• Compare and contrast Iroquois and Inca societies in the 1500's. Mainly looking at their social structures, habitats, science and technology, and beliefs.</li><li>• Represent differences in Iroquois and Inca societies through artistic representation and a graphic organizer.</li></ul>	
<b>Group Size &amp; Materials</b>	<ul style="list-style-type: none"><li>• Collage will be done in groups of three</li><li>• Old newspapers, magazines, printed out visual representations for college.</li><li>• Venn Diagram outline for organizing prior knowledge of similarities and difference.</li><li>• Art supplies (glue, markers, pencil crayons, etc.)</li><li>• Computer lab to type and print one page write up.</li></ul>	
<b>Subject Competencies:</b>  <i>To be open to the diversity of societies and their territories (Comp 3)</i> (MELS, 2001, p. 193) <i>-To perceive the main similarities and differences between societies and between territories.</i> <ul style="list-style-type: none"><li>• This will be addressed through writing out, and organizing, their prior knowledge of Iroquois and Inca societies in a Venn diagram.</li><li>• The students will look for photos for both Iroquois and Inca societies that highlight the main differences explored in the Venn diagram (locality, homes, social structures and food sources).</li></ul> <i>-To situate societies and their territories in space.</i> <ul style="list-style-type: none"><li>• This will be addressed through their understanding of locality for the Iroquois and Inca societies and the visual representations of the society.</li></ul> <i>-To justify his/her view of the diversity of societies and their territories.</i> <ul style="list-style-type: none"><li>• This is explored when the students find main differences that compare and contrast the societies visually in their artistic college then explained briefly in their art write up.</li></ul>		
<b>Cross-Curricular Competencies:</b>  <i>Organizes his or her work</i> (Smith-Gilman, 2015, <i>Language Arts</i> , Slide 14). <ul style="list-style-type: none"><li>• The students will be organizing their work by using the graphic organizer of the venn diagram to elicit prior knowledge, before starting their collage.</li></ul> <i>Communicates effectively</i> (Smith-Gilman, 2015, <i>Language Arts</i> , Slide 14). <ul style="list-style-type: none"><li>• In groups of three, the students will be communicating their understanding of the differences, comparing and contrasting the two societies through effective visual</li></ul>		

representation in order to create their collage. Students will also write one page explaining their art piece (collage).	
Time	Lesson
15 minutes	<p><b>Introduction:</b></p> <p><i>Prior knowledge:</i> I will tap into the students prior knowledge about the Iroquois and Inca by asking questions to scaffold the students through this project.</p> <p><i>What I would say:</i> We spoke about the Iroquois and Inca societies in the 1500s, and we learned about their culture. In groups of three, we are going to compare and contrast these societies in an artistic representation, followed by a one page reflection that you will also have to complete. Before we do our group work, let's discuss, what are some things we can compare and contrast about these societies?</p> <p><i>Guiding questions:</i></p> <ul style="list-style-type: none"> <li>• What features are key to these societies?</li> <li>• How do these features contribute to the societies?</li> <li>• Which society is still living and how do we know?</li> <li>• Where were these societies located?</li> <li>• What are some of the key similarities and differences between these two societies that we have seen so far?</li> <li>• What are some cultural elements of each society?</li> </ul> <p>I will be publicly recording the students answers on the board in order to create a public record of student ideas.</p>
45 minutes	<p><b>Development:</b></p> <ul style="list-style-type: none"> <li>• While the students work on their collages, they should keep in mind what they want to include in their final write up. Therefore, I will explain to students that this write up should be a short descriptive and reflective piece that describes their collage. They should also explain why they chose to focus on certain elements of the societies' lives.</li> <li>• I will hand out a Venn diagram graphic organizer for the students to organize their knowledge of Iroquois and Inca societies to use for reference when constructing the collage. I would then allow time for completion.</li> <li>• Once the students know what they're looking for (<i>locality, homes, social structures, tools, culture, religion, and food sources</i>) based on the introduction and on the venn diagram they completed, they can start to look through magazines and newspapers. They may also print out images they find online. This is an on-going component of the project during day 1 and day 2. Students will then put images they've found in a folder for this specific project.</li> </ul>

- Next, there will be a brainstorming for the write up that students must complete. Students can continue to look for images but are encouraged to also think about what they'll be writing about in their write up of the art piece. These are two-fold; they work together. Students will draft out their collage and write up before putting the final project together. Students should work these two together, but the focus will be put on the collage because this is indeed an art lesson. (day 2)
- Students will work on their final production and finish gluing images onto their collage (day 3). During the last half hour of class, we will go to the computer lab to type the final write up. Students will print it out and present it in on day 4 (the next day).
- I will put up the student's collages around the classroom in order to allow myself and other students to explore what everyone designed (day 4).

**Assessment:**

- Students will be assessed on their creativity and thoughtfulness of the collage and their one page write up explaining their art piece. Cycle three students might be expected to include more elements in their collage, whereas cycle two students may focus on less aspects to compare and contrast. In addition, the reflective piece is expected to be more elaborate for Cycle 3 students, perhaps by going into deeper reflection and explanations.
- Collage assessment is based on information (both Iroquois and Inca incorporated images), creativity of arrangement on the page, and if there is evidence of comparing and contrasting the two societies. Because this is an art lesson, the collage will be the main component to be evaluated, and the write up will serve as an accompanying piece.
- Write up assessment is based on writing (intro, body, conclusion), information (a well explained understanding of use of images on the page for comparison and contrast), choice of images used and how it contributes to the art project goal.

## **Book Summaries**

### ***Children of the Longhouse* by Joseph Bruchac**

This gripping short novel is situated in the Mohawk village during the late 1400s/early 1500s and is intended for cycle 3 students because of the young adult novel format. Historically, it was set at the time when the League of Peace was established; the treaty under which the Iroquois clans coexisted in a democratic way. The story reveals historical elements of the Mohawk clan through the experiences of two eleven year old Native American children Ohkwa'ri and his twin sister Otsi:stia. The story is told from the point of view of Ohkwa'ri, who overhears Grabber, the member of a gang of rebels, plotting to raid the neighboring village. Ohkwa'ri informs his clan leaders under the counsel of his sister, and Grabbers plans are put to an end. However, what begins is an ongoing enmity of Grabber and his gang towards Ohkwa'ri. The plot heightens when Grabber goes to far lengths to hurt Ohkwa'ri at the Tekwaarathon, the village lacrosse game and Ohkwa'ri still chooses to go react peacefully.

Joseph Bruchac takes his readers centuries back, into an era where they can experience firsthand what life was like for native clans in pre-colonial North America. The novel incorporates traditional customs and events of the Mohawk clan as well as religious and political components of their lives. Ohkwa'ri's clan leader was his grandmother and her character draws out the matriarchal society existing then. The story is filled with accurate details about the tribe's daily rituals, annual celebrations, and expertise making it an enriching multicultural read. The Iroquois is a nearly vanishing culture and Bruchac reveals the most integral components of this community in an engaging way without using any undue stereotypes. The story employs authentic language, and most of the unknown words can be understood when read in context. Maps of the Mohawk territory, a glossary and a pronunciation guide are given at the end of the book for new vocabulary, which can be explored in the classroom.

### ***Inca Town* by Fiona MacDonald**

This informational book presents the ancient civilization of the Inca Empire in Cusco, southeastern Peru. This book could be used in cycle 2 or 3 because there are a lot of images that accompany the text, so cycle 2 students would be supported. Students can also either read the entire book, or focus on parts of it. The text provides insight into the lives, culture, religious customs and ceremonies of the prehistoric Inca people. It also presents the young reader with a travel guide; information on imperative landmarks, and suggestions on places to eat and stay. The Inca community is illustrated from the 15<sup>th</sup> century, which is considered to be one of its most flourishing reigns before the arrival of the Spanish. The colorful images and painstakingly wrought details take the reader on a journey into time. Throughout the book, there are large images that show readers details of the society's territorial organization, which was quite intricate. Whether it is viewing the Golden Gardens and the Temple of the Sun or the lives of nobleman and craftsman, this book provides readers with rich historical and cultural material about the Inca people.

This book is a great resource to inform elementary students in cycle 2 and 3 about a now lost, ancient civilization. It touches upon many integral aspects of the Inca Empire, such as the fabrics and headdresses people wore as well as their expertise in farming on high elevations through terracing. It also provides evidence of their skills in creating stunning clay sculptures and intricate wood carvings. Upon reading and exploring this book to learn about the Inca Empire, students can partake in several activities. Students can write an essay describing the life of a man living in an Inca society during the 15<sup>th</sup> century. Another follow up activity can be an arts lesson, where students create their own paintings highlighting an important aspect of Inca people, done in the same style as the vivid double-page spreads of 'Inca Town'.

## **Online Resources**

### **1. Comparative Website:** <http://blogdev.learnquebec.ca/societies/diversity-of-societies/iroquoians-and-the-incas-around-1500/>

This website is best suited for cycle 2 as the descriptions are short and simple to understand, but do not go into a lot of detail. The use of this website would relate to competency 3, “to be open to the diversity of societies and their territories” and the feature, “to perceive the main similarities and differences between societies and territories” (MELS, 2001, p.193). The main purpose of this website would be to compare and contrast the Iroquois and Inca societies. The teacher would first show this website to the class and explain how to use it and students would complete a graphic organizer that compares and contrast the Iroquois and Inca societies based on this website. Afterwards it would be used as a guide for students throughout the rest of the unit.

### **2. Short film on Iroquois:** [http://www.nfb.ca/film/these\\_are\\_my\\_people](http://www.nfb.ca/film/these_are_my_people)

While watching this documentary, students will be answering guiding questions on a hand-out. Afterwards, they will engage in a discussion about the film and describe some of the things they heard and saw. If this documentary were to be viewed in Cycle 2, it might be better for only a section to be shown. Otherwise, Cycle 3 students could watch it. In reflecting on this film, students will develop in several of the features of competency 1, “to understand the organization of a society in its territory”, such as “to make connections between characteristics of the society and the organization of its territory” (MELS, 2001, p.189). Students are also invited to make links to the present because this film was made in 1969 and is not situated in 1500, which shows that the Mohawk population still exists. Seeing as how the film also discusses the arrival of the “white man” and the consequences, students would also work on many features of competency 2, such as “to define the influence of people or events on these changes” (MELS, 2001, p.191).

### **3. Iroquois Photographs:** <http://www.nysm.nysed.gov/IroquoisVillage/index.html>

In cycle two, this website would be used to visually demonstrate different aspects of Iroquois life. The use of this website in a classroom can be related to the feature, “to make connections of continuity with the present,” of competency 1, “to understand the organization of a society in its territory” (MELS, 2001, p.189). After viewing various images from the website, there would be a class discussion where students will try link the images to their lives today and how some of the objects may have been adapted. For example, under the “artifact” section, there is an image of a clay pot; today, we use clay pots for flowers and have adapted this into glass vases. Students can choose one image in particular and use it to describe or to infer how the Iroquois lived. They can link what they see in the images to what they have learned so far about the Iroquois.

### **4. Inca Myths and Culture:**

[http://www.mythicjourneys.org/bigmyth/myths/english/eng\\_inca\\_culture.htm](http://www.mythicjourneys.org/bigmyth/myths/english/eng_inca_culture.htm)

Students can use this site to explore the religion section, more specifically Pachacuti, as well as Inca history, society and culture. This website would be used in a cycle 3 classroom due to the in depth and detailed descriptions. After exploring the website, there could be an in class discussion about Inca culture in relation to Catholicism, as this is now the religion in the areas where the descendants of the Incas live today. Students would first discuss in small groups, they can have a general conversation based on their own thoughts or answer guiding questions that would be on the board. After, each group would share their ideas and thoughts with the class. By doing this, students will progress towards competency 2, “to interpret change in a society and its a territory” and more specifically the feature, “to perceive traces of these changes in our society and territory,” (MELS, 2001, p.191) as well as competency 3 “to be open to the diversity of societies and their territories” along with the feature, “to perceive the main similarities and differences between societies and between territories” (MELS, 2001, p.193).

## **5. Inca and Iroquois Interactive Animation:**

<http://www.cslaval.qc.ca/TIC/pas/elevs/carref/default.html>

In a cycle 3 classroom, students will watch the animation for the Inca by pressing on the purple triangle or for the Iroquois by pressing on the blue triangle. Each student will be assigned a different section of the website, following the animation. They will then participate in a think, pair and share activity. For example, one student will be assigned Iroquois clothing and another will be assigned Inca clothing. After exploring on their own, those two students will share what they found with the other, expand on those ideas as a pair and then share with the class. By doing this activity, students will progress towards competency 3 “to be open to the diversity of societies and their territories” and the feature, “to perceive the main similarities and differences between societies and between territories” (MELS, 2001, p.193).

## **6. Inca Photographs:**

<http://ngm.nationalgeographic.com/2011/04/inca-empire/clark-photography>

To enhance their understanding of Inca society and the organization of its territory, students will have the opportunity to browse through the pictures on this website. In groups, students will choose one photo to find more information about and present the photo and their findings to the class. The amount of research they would have to do would depend on if they are in cycle 2 or 3. Some additional websites would be provided to students as well where they can explore to make links to the photographs. To adapt the lesson for cycle 3, the description below the image would be hidden. By completing this task, students will progress towards competency 1, “to understand the organization of a society in its territory” and the feature, “to situate the society and its territory in space and time” (MELS, 2001, p.189).

## **Additional Activities**

### **1. Exploration of Machu Picchu:**

<http://www.kidsdiscover.com/spotlight/machu-picchu-for-kids/>

Based on the advanced vocabulary, this site is intended for cycle 3. Students will use this site to explore the fascinating history behind Machu Picchu as well as what it looks like today. This site will allow students to understand how this site is still in existence today, thus allowing them to target competency 1, more specifically the feature: “to make connections of continuity with the present” (evaluation criteria: Indication of traces left by a society on our society and territory) (MELS, 2001, p. 189).

### **2. Exploring the importance of nature:**

Cycle 2 or 3 students will focus on the beliefs associated with elements of nature. Students can choose one element of nature, which was important aspect to these two societies. They may use the previous resources explored to write a poem (a 5 sense poem, a haiku etc.). Focusing on nature will target competency 1, more specifically the feature “to make connections between assets and limitations of the territory and the organization of the society” (MELS, 2001, p.189).

**3. Creating Iroquois tools:** [http://www.mccordmuseum.qc.ca/scripts/search\\_results.php?Lang=1&partners=on&keywords=themelD:68](http://www.mccordmuseum.qc.ca/scripts/search_results.php?Lang=1&partners=on&keywords=themelD:68)

From these tools, cycle 2 or 3 students can choose one tool, which they will create a sculpture of. Cycle 3 students however, could further this activity by conducting research on what their chosen tool was used for. This activity targets competency 1 and the feature: “to make connections between characteristics of the society and the organization of its territory” as students explore tools used by the Iroquois (MELS, 2001, p. 189).

### **4. Independent learning through iPad app:**

<http://www.kidsdiscover.com/apps-for-kids/incas-app-for-ipad/>

Cycle two students could choose one category of the app to explore, while cycle 3 students could explore the app in its entirety. This app targets many features of competency 1, such as: to make connections between characteristics of the society and the organization of its territory, since students are able to explore topics such as government and law. Another targeted feature is: “to situate the society and its territory in space and time”, since students are able to learn about where the Incas resided (space), and current reminders of the Inca (time) (MELS, 2001, p. 189).

### **5. Life as an Iroquois vs. Inca:**

Using previous resources, cycle 2 students can explore the question “what would everyone’s role be if you were a male/female/child, etc.?” They will then be asked to draw comparisons between both societies and use technology in order to “publish” their ideas. Students can create an audio file, create a video, or write and type up their story and accompany it with pictures. This activity targets competency 3 and the feature: “to perceive the main similarities and differences between societies and territories as students compare and contrast the lives of Incans and Iroquois” (MELS, 2001, p. 193).

### **6. Creation of the Quipu:** [http://www.nationalgeographic.com/inca/inca\\_culture\\_3.html](http://www.nationalgeographic.com/inca/inca_culture_3.html)

Both cycle 2 and 3 students can explore this website as a way to gain knowledge about how the Quipu was used as a communication tool, thus allowing them to target the feature of competency 2 “to recognize main changes in the organization of society and its territory” (MELS, 2001, p.191). Students can also make their own quipu by choosing one word which they feel depicts Incan society and expressing that word. Cycle 3 students can also reflect on which tools our society uses for communication in order draw comparisons between the modes of communication and to target competency 2 and the feature: “to perceive traces of these changes in our society and territory” (MELS, 2001, p. 191).

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