THE INCA PROJECT

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The Inter-American Magnet School, Pre-school through 8th grade

I. OBJECTIVES
Teachers will work with their students to turn an empty room into an Inca village. Students in preschool, kindergarten, third, fifth, and approximately twenty-five students from sixth, seventh, and eighth grades will each contribute handmade crafts. They will also participate as “inhabitants” of the village, guiding visitors from other classrooms through the village.

II. MATERIALS
The background, or stage, for the village will be constructed using the following materials: brown paper, glue, tape recorder, incense, tables, cardboard, cloth, record player, incense holder, boxes, sand, guinea pig, costumes, burlap, tempera, vicuña rug, rope, plants

III. PREPARATION
As preparation for the creation of the Inca exhibit, students will be looking at pictures and slides, listening to stories and speakers, preparing reports, and visiting the ancient American galleries at The Art Institute of Chicago.

IV. CONTENT AND ACTIVITIES
Older students and teachers will prepare a backdrop of desert, the Andes, a temple, a village hut, a market place, and Lake Titicaca. The younger children will make animals, birds, and foods indigenous to the area out of paper, paint, crepe paper, and clay. Students in other grades will learn a dance, help make costumes, work on jewelry, pottery, woven articles, and “quipus” to contribute to the exhibit. When the exhibit is completed, a “time tunnel” at the entrance of the village will be constructed out of cardboard and cloth and a recording simulating travel back in time will be prepared. Sound effects will accompany some parts of the exhibit. Students acting as village inhabitants will explain their daily lives to visitors.

V. FOLLOW-UP
Participating students will prepare a study game for older students to play after they have gone through the exhibit.

VI. EVALUATION
Students acting as inhabitants will be able to explain to other students that the ancient American people of the Andes:
- frequently used a feline symbol in art
- established a symbiotic relationship between themselves and their environment
- saw life as a continuous circle, not as a straight line
- revered the mountains and water as symbols of power and life

The art work of the students will reflect the influence of the ancient American art of the Andean region. Visitors will demonstrate an understanding of ancient American life in their answers on the study game.
SAMPLE LESSON PLAN #1  
THE INCA PROJECT

Grade: Elementary; Art, Science, Social Studies

I. OBJECTIVES:
To assist in preparing the Inca village by constructing some of the animals that were found in the region such as llamas, wild cats, snakes, guinea pigs, and monkeys

II. MATERIALS
Butcher paper, tempera paint, drawing materials, markers

III. PREPARATION
Students will look at photographs of the aforementioned animals, paying close attention to their characteristics. Students will listen to stories involving the animals, use the animals in a dramatic play, and make samples of the animals out of clay.

IV. CONTENT AND ACTIVITIES
The teacher will draw and cut the animals out of butcher paper that will then be stapled and stuffed with shredded newspaper. The students will paint them with tempera paint.

VI. FOLLOW-UP
Students will play a game in which the stuffed animal has to be matched with its picture and then named. The animals will then be placed in the “Inca Project Room” for display.
SAMPLE LESSON PLAN #2
THE INCA PROJECT

Grade: Kindergarten; Art, Social Studies, Science, and Music

I. OBJECTIVES
To become further acquainted with the Inca culture by making fruits and vegetables to be displayed in the market; birds which will fly over mountain villages and other areas will also be made. South American music should be played while students are working.

II. STRATEGIES
Students will:
- make paper-maché models of indigenous fruits and vegetables using balloons and/or clay as the "starting shape"
- paint the finished products with tempera paint to resemble a true product
- make containers for the fruits and vegetables from modeling clay
- cut bird silhouettes from construction paper
- make birds using butcher paper stuffed with cotton
- paint and color birds with crayons, markers, and/or paint.

III. MATERIALS
clay, butcher paper, cotton, crayons, tempera paint, markers, construction paper, scissors, balloons

IV. EVALUATION
Group discussion and teacher evaluation

V. BIBLIOGRAPHY
Books:
G.H.S. Bushnell. Ancient Art of the Americas.
Loren McIntyre. The Incredible Incas and Their Timeless Land.

RECORDS:
Inti-llimani 3. Canto de Pueblos Andinos
Illapu, Despedida del Pueblo
Los Calchakis on Stage