

VII. Student Guide to **Machu Picchu: Unveiling the Mystery of the Incas**

This guide is designed to help you learn as much as you can about the Incas during your visit to *Machu Picchu: Unveiling the Mystery of the Incas*. You are to write down answers to the questions as you walk through each room of the exhibition. You will be graded on how complete your answers are. Questions labeled “EC” are more difficult and will earn extra credit points. Bring the handout to your next class—it will serve as the basis for discussion.

Entry Room

Before you enter the exhibition, look at the life-sized llama on display. Try to find as many examples as possible in the exhibition of how the Incas used the llama in art and in everyday life.

Room 1: Film—*Unveiling the Mystery of the Incas*

View the film *Unveiling the Mystery of the Incas* and answer the following questions:

1. Where is Machu Picchu located?
2. Give the approximate dates for the beginning and end of the Inca empire.
3. Who brought Machu Picchu to the world’s attention in 1911?

Room 2: Excavation

1. Who are the two men shown in the diorama?
2. What are they doing?
3. When does the scene take place?

4. Look at the background photograph. How is Machu Picchu different today than when Hiram Bingham discovered it? How would it have looked when the Inca emperor lived there?

5. What is the hole at the right of the scene? What is inside?

6. Look in the display case across the room. It shows some of the objects found in the grave. What was found there?

7. This room shows Hiram Bingham and his assistant in the process of *excavating* Machu Picchu. Write a sentence describing what excavation is.

Go into the next room and turn immediately to your left to view the video.

Room 3: Curator's Tour

Listen to the six-minute video *Curator's Tour of Machu Picchu* and look at the model of the site as each part is lit. Be sure to get in at the beginning of the video. You may want to hear it twice.

1. Describe Machu Picchu's geographic setting. (Look at the photographs to the left and right of the model.)

2. According to the video's narrator, what was the purpose of Machu Picchu?

3. According to Richard Burger, how was the Inca emperor's residence designed to show he was important? (list three features)

4. According to Lucy Salazar, what was the Torreón?

5. Why do archaeologists think it served this purpose?

6. According to Lucy Salazar, what evidence is there that metal objects were made at Machu Picchu?

7. According to Richard Burger, how was Machu Picchu defended? (list three ways)

8. According to Lucy Salazar, where did the residents of Machu Picchu get their water?

9. What structures were built at Machu Picchu to carry water?

10. According to Lucy Salazar, what did the Incas believe about water?

11. Look at the model. What engineering challenges did the Inca builders and engineers face? (list at least three)

Turn to the right and go into the room that is paved like an Inca road.

Room 4: Inca Road

1. Look at the huge photo of Machu Picchu. What does it show about Machu Picchu's climate?

2. What are the walls that look like stairs called? Why were they built?

3. Look at the map on the left of the Inca road system. On the map at the right, estimate the length of the Inca empire from top to bottom, using the key.

4. (EC) Who would have built and maintained this road system?

5. What is shown in the black and white drawing?

6. Why were bridges necessary in the Inca empire?

7. (EC) Read the paragraph about the llama in the right-hand corner. List one advantage and one disadvantage of llama transport.

8. Look at the Inca road in the photo on the left. Does it help explain why the Inca did not use the wheel?

9. Study the objects in the cases. What are they made of?

10. Choose three objects you like best. What were they used for?

Go forward toward the reconstructed house. Before you enter, note how Inca buildings were made.

11. What are the walls made of? Was mortar used?

12. Inca buildings were very resistant to earthquakes. Can you see why?

13. Look up at the roof. What is it made of?

14. Would this roofing material last very long?

Room 5: Inca Emperor's Residence

1. Which man is the Inca emperor? How do you know?

NOTE: Refer to the written explanation to help answer the following two questions.

2. Listen to the language the emperor and his advisor are speaking. What is it?

3. Is it still spoken today?

4. (EC) What do you think the emperor and his advisor are talking about?

5. Where do you think the Inca emperor's pets came from?

6. Look at the *quipu* in the large display case. What is it made of?

7. Write a brief description of the *quipu*.

8. What were *quipus* used for?

9. What does the word *quipu* mean?

10. As you leave the room, look at the Inca tunic in the glass case. This is the only Inca tunic of its kind that has survived. Think about why there are very few remaining examples of Inca textiles.

Turn to the right to enter the large room with many glass cases.

Room 6:

1. What is the kneeling man on the left doing?

2. Metalworkers sometimes pound soft metals like silver and gold into a sheet and hammer it to change its shape. Find an example of hammered silver or gold objects in the case.

3. Metalworkers also pour hot metal into molds to make objects. Find three examples in this room of metal objects that were made this way.

4. (EC) Look to the far right in the display case at the carved piece of wood that looks like a man's face. Did you see something elsewhere in the exhibition that could have been made from a form like this?

5. (EC) How do you think the object was made: by pouring hot metal into a mold, or by making a sheet of metal and hammering it?

6. Find three examples of things made out of pottery and describe what they were used for.

7. Look at the label about “Everyday Life.” Look carefully to see who the man is. What is he doing?
8. How many people lived at Machu Picchu when the Inca emperor and his attendants were there?
9. During what part of the year did the emperor and his attendants stay at Machu Picchu?
10. Go to the display case with everyday items in it, across from the three video screens. What things in the case are still used today?
11. What everyday Inca items do not have equivalents in our households, and why not?
12. What common items used today are missing from the Inca artifacts found?

Interactive Explorer/Ongoing Investigations (this room and next)

Divide into four groups. Three groups can explore Machu Picchu on the three “Interactive Explorer” videos. (*NOTE:* The large screen on the right can be used by large groups to watch what is being shown on the smaller video screen.)

The fourth group should go into the next room and answer the following questions. Be sure your group does the activities in both rooms.

Room 7: Rediscovery Room

Each group will choose one archaeologist to report on by answering the following questions.

1. Watch the video on the screen to your right and choose one scientist. What is his or her name?

2. Describe what he or she is studying.

3. What archaeological techniques is he or she using?

4. What new information has he or she obtained about the daily life of the Inca from this research?

5. Look at the models of skulls in the case. Compare the shapes of the three skulls.

6. How did parents shape the skulls of babies?

7. Do you think this hurt the babies?

8. Do you think it made them less smart?

9. Why do you think parents might have wanted to shape their children's skulls in this way?

10. Find the photograph of terraces. What crops were grown in terraces at Machu Picchu?

11. Do you think enough food could be grown on these terraces to feed 600 people?

12. (EC) Look at “Daily Diet and Bone Chemistry” in the far corner. Read the explanation of how bones can be analyzed to see what people ate at Machu Picchu. What does this bone analysis show about the diet of people who lived there?

13. (EC) How was the importance of this staple food reflected in the Inca art? Give specific examples.

Room 8: Epilogue

1. Look at the graph on the left. How much did the Inca population decline around the time of the Spanish Conquest? (give as a percentage)

2. What were some of the diseases that caused this sudden drop in population?

3. When did the native population of the former Inca empire finally recover?

4. Find three examples of how modern Peru is a mixture of Spanish and Inca cultures.

Homework assignment

Write a paragraph on one of the following questions:

1. Why was Machu Picchu built?

2. What was your favorite part of the exhibition?

3. What did you learn about Inca people?

4. How do archaeologists find out about Inca life?