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Dr. Ron Byrnes
EDUC 565

Date: October 30, 2002
Unit Name: Latin American History
Grade Level: 7th Grade, Latin American History
Lesson Topic: Incan Civilization (Experiential Exercise)

Concepts to be taught: connect experience of social classes in Incan society to class system in the United States today; class distinctions can promote negative stereotypes and behavior.

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<th>Objectives</th>
<th>Essential Academic Learnings</th>
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<td>• Experience the social stratification of the Incan society by taking on the role of a person in that society</td>
<td>1. Writing 7.2.3 – Write in a variety of forms and genres (narratives, journals, poems, essays, stories, research reports, etc.)</td>
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<td>• Discuss the similarities and differences between the social system in Incan society and social classes in the United States today</td>
<td>2. World History 1.2.1 – Describe similarities and differences between families, communities, and cultures past and present.</td>
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<td>• Write a narrative describing your experience from your character’s point of view</td>
<td>3. World History 2.1.2 – Explain the origin and historical context of major ideas and their impact on societies.</td>
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Assessment of Learning:
• Observe group interaction and participation (note how confidence level begins to diminish as children of the lower social classes are treated poorly on a consistent basis)
• Writing assignments serve as a post-assessment to view how much students have learned about social stratification and its implications on today’s society

Resources, Materials, and Preparation:
• Arrange the room with a large table and comfortable chair at the front of the room, 3 sets of increasingly more worn and scratched tables and chairs next, and finally a rickety table with no chairs at the back.
• Playing cards: 1 ace, 4 kings, and the rest numerical; these denote the class of the person receiving it.
• Write instructions on the board at the front of the room.
• Paper and writing utensil for each student to record their feelings (for use in writing their poem.)

Motivational Hooks: Students will be hooked by the music playing in the background and the curiosity of the cards they are asked to tape or hold to their heads.
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| 5 min| **Beginning the Lesson**  
As students enter the room, hand them each a playing card and inform them not to look at the card. Tell them that this card represents their place in Incan society in 1450. They are in the public market and must react to others they see based on their place in society. |
| 35 min| **The Lesson**  
Prior to allowing them to move around the room, set the scene for the students. Use the following script, "It is 1450 and you are a member of Incan society. As you recall from previous lessons in Latin American history, the Incas lived along the western portion of the land. Their class system involved a stringent set of rules that made clear distinctions between classes. The emperor ruled the land, often with an iron fist. Officials worked directly under the emperor, carrying out his or her wishes. Under the officials are the upper, middle, and lower classes. Nobody owns their own land. They are told what to plant and when to plant it. Part of their crops go to the emperor."  

Expectations:  
- Students will recall the previous background lessons on Incan society and react accordingly  
- Students will stay in character and be realistic, but not cruel in their interpretation of their character  

Teacher directs students to begin to interact with one another based on the social class of the next person’s card value. They must determine their social class and find a place at the table of that social class. Officials will come around and check their card to let them know if they are at the correct table. |
| 10 min| **Debrief**  
Tell students to leave their social class and find a chair (previously arranged in a half circle). Lead a discussion regarding the exercise they have just completed.  
- How did you feel in your social class?  
- Was it difficult to determine what class you were in?  
- Would you rather be the emperor or an official or in the other classes? Why or why not?  
- What similarities exist between the Incan system and the social system today?  
- Is it fair to judge others based on their social class?  
- Can an individual always choose what social class they are in?  
- How has this activity affected your views on social class? |

**Adaptions:**  
For ESL or students with special needs, assign another student to assist that student. They are now one person rather than two separate people. Tell them they must help each other complete the activity.

**Reflection:**  
Use professional teaching and content standards