

Problem-Based Projects

The following projects take the learner above and beyond knowledge and comprehension. These lessons are based on the application, analysis, synthesis and evaluation levels of Bloom's taxonomy. Learners will use information from their virtual experience to respond to a problem-based learning scenario. This requires a higher level of thinking, and should be implemented after completion of the study guide questions. It is up to the instructor to decide how many of these problem-based learning scenarios students will complete. An evaluation checklist is provided with each project, which can be used in a variety of ways. It can be used as a check sheet for the student in its original form, or the instructor can add point values for each item. The following pages outline the learning objectives and details of each project.

Project # 1: National Geographic Traveler Article

The learner will write an article for the National Geographic Traveler magazine. In this project, the learner synthesizes the wealth of information from the tour feature and fact files to create an article that contains an overview of the features of Machu Picchu with supporting information about the history of the Inca. A planning sheet and evaluation check list are included in the copying masters section.

Project #2: The Ice Maiden's Voice

The learner will compose an autobiography of Juanita, a mummy found on Mount Ampato.

She is known as the Ice Maiden, a victim of *capacocha*, or child sacrifice. In this project, the learner will research what scientists have discovered about her life to create an interpretation of her story. Students will perform a virtual web autopsy along with other web research to learn about her and give her a voice. To conclude, students will express how they would feel if they had been the chosen one. A planning sheet and evaluation check list are included in the copying masters section.

Project #3: History Channel Web Documentary

The learner will design a web documentary of the history of the Inca.

The learner will take on the role of an employee of the History Channel hired to create a web documentary of the Inca to go on their website. Students will use any available web page software to create the documentary. Online resources for photographs to be used in the web documentary are provided. A planning sheet and evaluation check list are included in the copying masters section.

Project #4: Downfall of the Inca Empire Scrapbook

The learner will create a scrapbook to explain how the Inca were conquered.

What led to the fall of the mighty empire that stretched over 2,500 miles from modern-day Ecuador to Chile? In this project, students will discover how an army of 37 horsemen and 106 foot soldiers conquered an empire of 10 million subjects and take the vantage point of an individual affected to tell their story in a scrapbook format. A planning sheet and evaluation check list are included in the copying masters section.

Project #5: Tourism vs. Preservation Debate

The learner will evaluate the impact of development at Machu Picchu.

How do you balance a poor country's hunger for tourist dollars with worries about protecting its heritage? The issue of further development at Machu Picchu has generated a great deal of controversy. In this project, students will research the pros and cons of development and write letters from each side of the issue to the Peruvian President. Additional online resources are provided to aid student research. A planning sheet and evaluation check list are included in the copying masters section.

NOTE: These projects suggest the use of several Internet-based resources. Please remember that Internet addresses can change without notice. If the site is no longer available, you can use a search engine to look for additional sites.

Extension Activities

These activities provide the learner with activities and experiments to enhance their learning. They can be used to supplement the problem-based projects, as an alternative to a project, or for students who finish their project early. This sheet is included in the copying masters section for student use.

Make a quipu

How did the Inca keep track of every person, animal and supply in the empire with no written language? In this extension activity, you will discover the secret of the quipu and learn how to make your own. Use the following online resource:

<http://wiscinfo.doit.wisc.edu/chaysimire/titulo2/khipus/what.htm>

The Inca Calendar

Although the Inca had no written language, it is believed that there was a formal calendar. You can research the existence of a calendar and compare it to our calendar. Here is one place to start the research:

<http://www.carmensandiego.com/products/time/incasc09/calendar.html>

Mummy Experiments

To learn about the process of mummification, you can make fish, chicken or even fruit mummies by following the directions on the following websites:

Apple: <http://unmuseum.mus.pa.us/exmum.htm>

Fish: http://www.exploratorium.edu/bodies/webcast_activity.html

Chicken: http://www.cargillsalt.com/sfbay/KP_mummy.html

In addition, if you would like an artistic project, you can create a model of a mummy using plasticene and Plaster of Paris bandages by following the directions at:

<http://www.rom.on.ca/egypt/mummy/mum1.html>

Tax Adventures

To build on the concept of the mita tax from the time of the Inca, you can learn about the tax system of the United States at the IRS website and compare the two. There is a section designed specifically for students with history, lessons and simulations at:

http://www.irs.gov/app/understandingTaxes/jsp/s_student_home.jsp