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*КАФЕДРА АНГЛИЙСКОГО ЯЗЫКА*

**ENGLISH FOR HISTORIANS**

**(Part I: Inca)**

**Учебно-методическое пособие по английскому языку для студентов-историков**

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Данное учебное пособие предназначается для студентов первого и второго года обучения исторического факультета университета. Материалы пособия прошли апробацию в студенческих группах.

Данное учебное пособие предназначается для студентов первого и второго года обучения исторического факультета университета, владеющих грамматическим строем английского языка, лексическим минимумом вузовского курса и навыками разговорной речи. В пособии использованы материалы энциклопедий и справочников, различной документальной и художественной литературы, а также публицистики на английском и испанском языках. При отборе материала авторы стремились предоставить студентам возможность познакомиться с оригинальными текстами из книг, энциклопедий, научных исследований, которые могут дать представление о различных вопросах, рассматриваемых при изучении истории Американского континента. Тексты подвергались незначительной адаптации в учебно-методических целях.

Пособие рассчитано на студентов, продолжающих изучение английского языка на базе знаний, приобретенных в средней школе (уровень Pre-Intermediate & Intermediate); оно составлено в соответствии с требованиями программы для студентов неязыковых ВУЗов и имеет практическую профессиональную направленность и готовит студентов к самостоятельному чтению и пониманию оригинальной литературы по истории на английском языке. Пособие методически базируется на коммуникативно-ситуативном подходе к обучению иностранным языкам и учете психологических особенностей учащихся. Тематика текстов соответствует темам исторических курсов по истории цивилизаций Северной, Центральной и Южной Америки.

Данное пособие состоит из ..... текстов и различных заданий к ним, а именно:

- упражнения для работы над лексикой (Vocabulary Exercises), которые направлены на закрепление активной лексики, формирование навыков использования ее в речи, а также предупреждение лексических ошибок;
- коммуникативные задания для развития навыков устной речи (Comprehension Exercises), которые контролируют знание студентами материала текстов, а также учат их обсуждать различные вопросы, затрагиваемые в текстах, аргументировать свою точку зрения с позиции историков, при этом используя дополнительную информацию, полученную из лекций и спецкурсов по истории;
- Упражнения для повторения и систематизации лексики и тематики разделов (Revision Exercises).

Лексические упражнения рекомендуется выполнять письменно. Тексты следует читать (вслух и про себя) и переводить устно (или письменно), добиваясь адекватного, грамотного и литературного перевода.

Цель данного пособия – накопление и систематизация словарного запаса, необходимого для чтения и общения на профессиональные темы; на основе знания нормативного курса английского языка в общем и активного владения профессиональным словарем в частности выработать и развить у студентов навык чтения и понимания оригинальной исторической литературы, развить у них умение в кратком и обобщенном виде излагать прочитанный материал, а также научить их вести беседу на темы по специальности.

Указанная цель определила комбинированный характер упражнений, которые могут быть использованы не только для активизации лексического материала, но и для развития навыка устной речи. Лексические упражнения направлены на закрепление слов и словосочетаний, входящих в активный словарь текста; они также носят коммуникативный характер. Речевые упражнения имеют целью развитие у студентов навыков устной речи (в монологической и диалогической формах) и предполагают выработку умения связно высказываться в ситуациях, основанных на активном лексическом материале текста.

При составлении упражнений авторы руководствовались содержанием и языковыми особенностями разрабатываемого материала, поэтому часть текстов использовалась для развития навыков устной речи, а часть текстов, более сложных в содержательном и языковом отношении, – для чтения, перевода, извлечения информации и перефразирования.

При составлении упражнений авторы также стремились приблизить задания и соответствующие упражнения к профессиональным целям студентов, что способствует лучшему запоминанию лексического материала и значительно повышает интерес к занятиям.

В пособии имеется «Приложение», тексты которого могут быть использованы как для самостоятельной работы студентов, так и для работы в аудитории в соответствии с рекомендуемыми заданиями или по усмотрению преподавателя.

Авторы пособия выражают благодарность зав. кафедрой английского языка КГУ Г.А. Багаутдиновой за оказанную методическую помощь и консультации по вопросам корректного языкового оформления материала пособия.

## SESSION 1

### Answer the questions:

1. Have you heard about Incas?
2. What do you know of them?

### TEXT 1

#### Read the text:

#### Introduction

The Inca Empire or Inka Empire was an empire centered in what is now Peru from 1438 to 1533. The empire was divided into four suyus (regions), whose corners met at the capital, Cuzco (*Qosqo*), in modern-day Peru.

The **Incas** created the vast and powerful empire of the Pre-Columbian America.. Their administrative, political and military center was located in Cuzco.. The empire reached its greatest extension at the beginning of 16th century.. It dominated a territory that included from north to south, the actual territory of Ecuador and part of Colombia to the center of Chile and the north-west of Argentina, and from west to east, from Bolivia to the Amazonian forests. The empire was organized in “señoríos” (dominions) with a stratified society, in which the ruler was the Inca. It was also supported by an economy based on the collective ownership of the land. In fact, the Inca Empire was conceived as an ambitious civilizing project, based on a mythical idea, in which the harmony of the relationships between human beings, nature and Gods was truly essential.

The official language of the empire was Quechua, although over seven hundred local languages were spoken. The Inca leadership encouraged the worship of their gods, the foremost of which was Inti, the sun god.

From the European rationalist perspective, the **Inca Empire** has been seen like the utopia concretion. And its spectacular collapse under a group of Spanish soldiers has been seen as a logical consequence of the Spanish technological superiority, that took advantage of the Inca civil war triggered off by two pretenders to the throne. Nevertheless, this pragmatic interpretation tends to forget the destructive effects that the haughty collision between two antithetic Weltanschauungs produced in the harmony of the **Inca** Weltanschauung.

### TASKS:

#### I. Answer the questions on the text:

1. Where was Inca Empire centered in the 15-16th centuries?
2. What was its capital located?
3. What was the principle of the land ownership?
4. How many languages were spoken in the Empire?
5. Why has the Inca Empire been seen like the utopia conception?

#### II. Match the English words and expressions with their Russian equivalents:

- |                         |                                |
|-------------------------|--------------------------------|
| 1. created              | a) хотя                        |
| 2. was divided into     | b) претенденты                 |
| 3. reached              | c) последствие, результат      |
| 4. dominion             | d) официальный язык            |
| 5. a stratified society | e) превосходство, преимущество |

- |                         |  |
|-------------------------|--|
| 6. ruler                | f) правитель                                       |
| 7. collective ownership | g) общество, поделенное на классы                  |
| 8. collapse             | h) столкновение, противоречие                      |
| 9. consequence          | i) (война) развязанная                             |
| 10. supported by        | g) коллективная собственность                      |
| 11. foremost            | к) поддерживалась                                  |
| 12.. worship            | l) поклонение                                      |
| 13. superiority         | m) доминион  |
| 14. although            | n) провал, крах                                    |
| 15. spectacular         | o) самый главный                                   |
| 16. took advantage      | p) достигла  |
| 17. triggered off       | q) создали   |
| 18. collision           | r) была разделена                                  |
| 19. pretenders          | s) воспользовались (ситуацией)                     |
| 20. official language   | t) впечатляющий, производящий глубокое впечатление |

**III. Give Russian equivalents to the following words and expressions:**

1. centered in
2. corners met at the capital
3. greatest extension
4. dominated
5. ambitious civilizing project
6. essential
7. encouraged
8. utopia concretion
9. spectacular
10. haughty collision

**IV. Find in the text English equivalents for:**

1. современный
2. огромная и могущественная империя
3. основанная на
4. считалась
5. взаимосвязь
6. люди
7. с точки зрения
8. выгода, преимущество
9. склоняется к тому, чтобы
10. прямо противоположный

**V. Using facts from the text tell about the Inca Empire.**

**TEXT 2**

**Read the text:**

**History. Emergence and expansion**

The Inca people began as a tribe in the Cuzco area around the 12th century. In 1438 they began a far-reaching expansion under the command of Sapa Inca (paramount leader) Pachacuti, whose name literally meant "world-shaker". Nearly the entire Andes mountain range was under Inca control.

Pachacuti reorganized the kingdom of Cuzco into an empire, the Tahuantinsuyu, a federalist system which consisted of a central government with the Inca at its head and four provincial governments with strong leaders: Chinchasuyu (NW), Antisuyu (NE), Contisuyu (SW), and Collasuyu (SE).

Pachacuti sent spies to regions he wanted in his empire; they brought reports on the political organization, military might and wealth. He would then send messages to the leaders of these lands extolling the benefits of joining his empire, offering them presents of luxury goods such as high quality textiles, and promising that they would be materially richer as subject rulers of the Inca. Most accepted the rule of the Inca as a *fait accompli* and acquiesced peacefully. The ruler's children would then be brought to Cuzco to be taught about Inca administration systems, then return to rule their native lands. This allowed the Inca to indoctrinate the former ruler's children into the Inca nobility, and, with luck, marry their daughters into families at various corners of the empire.

It was traditional for the Inca's son to lead the army; Pachacuti's son Túpac Inca began conquests to the north in 1463, and continued them as Inca after Pachacuti's death in 1471. His most important conquest was the Kingdom of Chimor, the Inca's only serious rival for the coast of Peru. Túpac Inca's empire stretched north into modern day Ecuador and Colombia.

Túpac Inca's son Huayna Cápac added significant territory to the south. At its height, Tahuantinsuyu included Peru and Bolivia, most of what is now Ecuador, a large portion of modern-day Chile, and extended into corners of Argentina and Colombia.

Tahuantinsuyu was a patchwork of languages, cultures and peoples. The components of the empire were not all uniformly loyal, nor were the local cultures all fully integrated. For instance, the Chimú used money in their commerce, while the Inca empire as a whole had an economy based on exchange and taxation of luxury goods and labour (it is said that Inca tax collectors would take the head lice of the lame and old as a symbolic tribute).

\* *fait accompli* – совершившийся факт

## **TASKS:**

### **I. Answer the questions:**

1. What is Cuzco?
2. Who was Pachacuti?
3. Why did rulers bring their children to Cuzco?
4. What was Pachacuti's son famous for?
5. Why was the Incas Empire multicultural?

### **II. Translate into Russian:**

around the 12<sup>th</sup> century, far-reaching, world-shaker, consisted of, retreat, extolling, to indoctrinate, at various corners, rival for (the coast), added ... to, exchange and taxation of, luxury goods and labour, openly hostile, an offer of refuge.

### **III. Give English equivalents of the following:**

под командованием, создали, высший правитель, буквально означало, центральное правительство, выгода от присоединения, материально богаче, молча уступили/согласились, управлять/править, командовать армией, смесь, символическая дань, враждебны.

#### **IV. Find in the text the words with the following definitions:**

- the group of people who govern a country or state
- the part of a country's military force that is trained to fight on land in a war
- a person who directs or controls an organization, country etc.
- the ideas, beliefs, and customs that are shared and accepted by people in a society
- a country governed by a king or queen
- a social group consisting of people of the same race who have the same beliefs, customs, language etc, an usually live in one particular area ruled by a chief
- a group of countries that are all controlled by the ruler or government of one country
- the buying and selling of goods and services
- a member of the highest social class with a title, especially in the past
- what you earn by working and what you spend in order to buy things

#### **V. Tell about Incas history using the information from the text.**

### **SESSION 2**

### **SPANISH CONQUEST OF THE INCA EMPIRE**

#### **TEXT 1**

#### **Read the text:**

#### **Background**

1. By the 16th century, the Inca empire had seen many years of strong leadership. Huayna Capac, the Inca in power when Europeans began to arrive in South America, was respected and admired throughout the empire.

2. Both Huayna Capac and his designated heir died, most likely of smallpox. The ensuing war of succession between the Panakas (royal lines) weakened the Inca leadership and contributed to its speedy downfall. At the centre of the conflict were the two main contenders, Huascar and Atahualpa, who were both sons of Huayna Capac.

3. Huascar may have been proclaimed the new emperor, though no records remain to confirm that he was indeed the intended heir. Regarded as ugly, bad-mannered and half-mad, Huascar was known for his cruelty and came close to murdering his sister and mother. Nonetheless, he was well-liked in the southern regions of the empire. Atahualpa, on the other hand, was chosen to govern the northern territory known as the Kingdom of Quito, which was located in modern-day Ecuador and southern Colombia.

4. After a few years of relative peace, war broke out between the two brothers. It is estimated that 100,000 people were killed in this bloodthirsty dispute known as the War of the Two Brothers. After many struggles, Atahualpa finally defeated Huascar. Atahualpa himself teetered towards insanity and treated the losers terribly. Many had stones dropped on their backs to cripple them, fetuses were ripped from wombs and bodies were stuck on spikes for display, and nearly 1,500 members of the royal family were cut up in front of Huascar, including his own children..

5. After sending Huascar to prison, Atahualpa took the throne. He paid a terrible price for his cruelty, as it had contributed to the weakening of the empire. It was at this critical moment in the empire's history that the Spanish conquistadors under Francisco Pizarro arrived and after three long expeditions had already established the first Spanish settlement in northern Peru, calling it San Miguel de Piura on July of 1532. Pizarro sent his fellow conquistador, Hernando de Soto, to explore the land and soon returned with an envoy from the emperor Atahualpa, bringing presents and an invitation for a meeting with the Spanish.

### **TASKS:**

#### **I. Match the paragraphs 1-5 to the headings below:**

- \_\_\_ a Defeat
- \_\_\_ b The first powerful leader
- \_\_\_ c First Spanish conquerors
- \_\_\_ d Intestine war
- \_\_\_ e Two royal brothers

#### **II. Cover the text and complete the following sentences:**

1. \_\_\_\_\_, \_\_\_\_\_ had seen many years of strong leadership.
2. The war \_\_\_\_\_ the Inca leadership and \_\_\_\_\_ its speedy downfall.
3. Huascar \_\_\_\_\_ and \_\_\_\_\_ murdering his sister and mother.
4. After a few years of relative peace, \_\_\_\_\_ between the two brothers.
5. After many struggles, \_\_\_\_\_ Huascar.
6. After three long expeditions Spanish conquistadors \_\_\_\_\_ the first Spanish settlement in northern Peru.

### **TEXT 2**

**Read the text:**

#### **The Spanish conquest**

1. After his victory over his brother, Atahualpa began his southward march from Quito to claim the Inca throne in Cusco.. Atahualpa had been hearing tales of "white bearded men" approaching his territory. Some accounts say that Atahualpa sent messengers with presents to Pizarro and his men to induce them to leave, and others contend that it was Pizarro who sent a messenger to Atahualpa requesting a meeting. Most accounts agree, however, that Atahualpa met with Pizarro voluntarily.

2. \_\_\_\_\_

3. De Soto spoke with Atahualpa for a while and told them that they were emissaries from King Charles I of Spain.. They also said they came in peace and were prepared to serve him against his enemies. Atahualpa nearly scoffed at that as he believed their behavior was not what one would expect of embassies and emissaries. In fact he knew of their earlier atrocities against the nuns dedicated to serve the god Inti in his temple. He demanded a full accounting of their

behavior in his country and an apology from their leader Pizarro. He did however agree to meet with them in the city the next day.

4. \_\_\_\_\_

5. The next morning, Pizarro had his men strategically placed around the square where they were to meet. When Atahualpa came with 4000 unarmed soldiers and attendant, Friar Valverde spoke with him about the Spanish presence in his lands as well as engaged in a poorly executed attempt to explain to him the precepts of the Catholic religion, an attempt which was certainly not helped by an unskilled translator. After doing so, he offered Atahualpa a Bible in the expectation that he and his men would immediately convert to Christianity or be considered an enemy of the Church and of Spain by the Spanish Crown..

6. The Inca-Spanish confrontation in the Battle of Cajamarca left thousands of natives dead.. Atahualpa stated that he was no one's vassal and asked where they got their authority to do this. A popular but widely disputed legend states that Valverde pointed to the Book saying that it contained God's word and handed it over to Atahualpa. Supposedly, when the Inca was presented with the Book he shook it close to his ear and asked "Why doesn't it speak to me?" Having literally never seen a book before, then threw the unfamiliar object aside. Supposedly, this is what gave the Spanish a reason to attack, starting the Battle of Cajamarca on November 16, 1532. Pizarro executed Atahualpa's 12 man honor guard and took the Inca captive at the so-called ransom room.. The fact that a small number of Spanish troops were able to defeat the thousands of Inca warriors at Cajamarca is attributable to many factors, among them that the Spanish had horses, and the fact that the Inca Empire had a highly centralized chain of command, which meant that since the Spanish held the emperor hostage, the empire was effectively paralyzed for a time. The Spanish weapons included heavy metal swords and shields, some had guns and perhaps cannons. The Inca's weapons were by far inferior to those of the Spaniards. The Inca used heavy cloth, wood, and leather for their armor. The Inca weapons were made of sharpened stones and wood that they used as spears as well as bows and arrows. There were many more Incas than Spaniards; this added to the Inca's inability to comprehend the threat of the Spanish. Due to disease, internal unrest, and the capture of their emperor, as well as the aforementioned reasons, the Incas were eventually defeated. Some of the same factors contributed to the success of similar, small Spanish bands against the Aztecs and other American civilizations.

7. \_\_\_\_\_

8. Atahualpa feared that if Huascar came into contact with the Spanish, he would be so useful to them that Pizarro would no longer need Atahualpa and have him killed. To avoid this, Atahualpa ordered Huascar's execution, which took place not far from Cajamarca.

9. \_\_\_\_\_

### **TASKS:**

**I. Choose which of the paragraphs A-F match the numbered gaps in the text above. There is one extra paragraph which does not belong in any of the gaps.**

A. After sending Huascar to prison, Atahualpa took the throne. He paid a terrible price for his cruelty, as it had contributed to the weakening of the empire. It was at this critical moment in the empire's history that the Spanish conquistadors under Francisco Pizarro arrived

and after three long expeditions had already established the first Spanish settlement in northern Peru, calling it San Miguel de Piura on July of 1532. Pizarro sent his fellow conquistador, Hernando de Soto, to explore the land and soon returned with an envoy from the emperor Atahualpa, bringing presents and an invitation for a meeting with the Spanish.

**B.** In the end, this tactic was futile. Months passed, and as it became clear to Atahualpa that the Spanish did not intend to free him, he began to call on his generals to launch an attack on the Spanish. Still outnumbered and fearing an imminent attack from the Inca general Rumiñahui, the Spanish began to see Atahualpa as too much of a liability. He was charged with 12 crimes, the most grave being attempting to revolt against the Spanish, practicing idolatry and murdering his brother, Huascar. He was found guilty of all 12 charges and garroted on August 29, 1533..

**C.** During Atahualpa's captivity, the Spanish, although greatly outnumbered, forced him to order his generals to back down by threatening to kill him if he did not. In exchange for his release, Atahualpa offered to fill a large room with gold and promised the Spanish twice that amount in silver.. While Pizarro ostensibly accepted the offer and allowed the gold to pile up, he had no intention of releasing the Inca; he needed Atahualpa's influence over his generals and the people in order to maintain the peace.

**D.** De Soto noticed the sight of his horses were unnerving some of the Inca's attendants so with an incredible display of horsemanship, he performed the tricks an experienced horseman would do. He stopped short of the Inca with the horse just inches away from Atahualpa. While this frightened the attendants, the Inca was unblinking. This told the Spaniards that they were not dealing with a fearful one like Moctezuma II in Mexico and it gave them even more fear the night of the 15th and early on the 16th. However it gave Pizarro the idea he need to win Peru.

**F.** Atahualpa and his forces met with the Spaniards at Cajamarca on the evening of November 15th. Rather than meeting with Atahualpa himself, Pizarro sent Hernando de Soto, friar Vincente de Valverde and native interpreter Felipillo to speak with the Inca leader.

### **TEXT 3**

**Read the text:**

#### **Rebellion and re-conquest**

The situation went quickly downhill. As things began to fall apart, many parts of the Inca Empire revolted, some of them joining with the Spanish against their own rulers.

After Atahualpa's execution, Pizarro installed Atahualpa's brother, Tupac Huallpa, as a puppet Inca ruler, but he soon died unexpectedly, leaving Manco Inca Yupanqui in power. He began his rule as an ally of the Spanish and was respected in the southern regions of the empire, but there was still much unrest in the north near Quito where Atahualpa's generals were amassing troops.. Atahualpa's death meant that there was no hostage left to deter these northern armies from attacking the invaders. Led by Atahualpa's generals Rumiñahui, Zope-Zupahua and Quisquis, the native armies inflicted considerable damage on the Spanish. In the end, however, the Spanish succeeded in re-capturing Quito, effectively ending any organized rebellion in the north of the empire.

Manco Inca initially had good relations with Francisco Pizarro and several other Spanish conquistadors. However, in 1535 he was left in Cusco under the control of Pizarro's cousins Juan and Gonzalo, who so mistreated Manco Inca that he ultimately rebelled. Under the pretense of performing religious ceremonies in the nearby Yucay valley, Manco was able to escape Cusco.

Diego de Almagro, originally one of Francisco Pizarro's party, returned from his exploration of Chile, disappointed in not finding any wealth similar to that of Peru. King Charles I of Spain (Holy Roman Emperor Charles V) had awarded the city of Cuzco to Pizarro, but Almagro attempted to claim the city nonetheless. Manco Inca hoped to use the disagreement between Almagro and Pizarro to his advantage and organized the recapture of Cuzco in 1536. However, Inca revolts such as these were of a small-scale and short-lived, and the Incas leadership did not have the full support of all its subject peoples. Spanish reinforcements arrived and took the city once again.

After the Spanish regained control of Cuzco, Manco Inca and his armies retreated to the fortress at Ollantaytambo. When it became clear that they were outnumbered and defeat was imminent, they retreated further to the mountainous region of Vilcabamba, where the Manco Inca continued to hold some power for several more decades. His son, Túpac Amaru, was the last Inca. After deadly confrontations, he was murdered by the Spanish in 1572.

The Spaniards destroyed almost every Inca building in Cuzco, built a Spanish city over the old foundations, and proceeded to colonize and exploit the former empire.

In total, the conquest took about forty years to complete. Many Inca attempts to regain the empire had occurred, but none had been successful. Thus the Spanish conquest was achieved through relentless force, zealous fanaticism and deceit aided by factors like small pox and a great communication and cultural divide. The Spaniards displaced most of the Incas past and imposed the Spanish culture on the native population.

### **TASKS:**

#### **I. Translate into Russian the following words and phrases:**

execution, revolted, mistreated, installed ... as a puppet ruler, much unrest, to deter from, inflicted considerable damage, succeeded in, reinforcement, small-scale, short-lived, imminent, deadly confrontations, to regain, imposed the Spanish culture on, to colonize.

#### **II. Find in the text English equivalents of the words and phrases and make your own sentences:**

под контролем, причинить немалый ущерб, ухудшаться (о ситуации), восстановить управление, под предлогом, поражение, заявить права на, вновь захватить (город), превосходить численностью, эксплуатировать, заменить, навязывать, совершать побег.

#### **III. Find in the text adjectives corresponding to the following nouns, then translate them into Russian: e.g. regions - the southern regions**

support, ceremonies, armies, ruler, damage, force, population, empire, fanaticism, divide, communication.

#### **IV. Make a summary of the rebellion and re-conquest.**

### **REVIEW**

#### **I. Put the paragraphs in the right order in accordance with the events described in the previous texts:**

a) The Viceroyalty of Peru became the richest and powerful Spanish Viceroyalty of America in the XVIII century. The creation of the Viceroyalties of New Granada and Rio de la

Plata (at the expense of its territory), the commerce exemptions that moved the commercial center from Lima to Caracas and Buenos Aires, and the fall of the mining and textile production determined the progressive decay of the Viceroyalty of Peru.. These events created a favorable climate so that the emancipating ideas had an effect on the Creoles..

b) Francisco Pizarro and his brothers were attracted by the news of a rich and fabulous kingdom. In 1531, they arrived to this country, which they called Peru. According to Porras Barrenechea, Peru is not a Quechuan nor Caribbean word, but Indo-Hispanic or Hybrid. At that moment, the Inca Empire was sunk in a five years war between two princes: Huáscar and Atahualpa. Taking advantage of this contingency, Pizarro carried out a “coup d’état\*”. On November 16, 1532, while the natives were in a celebration in Cajamarca, the Spanish Pizarro took the Inca Atahualpa prisoner by surprise, causing a great consternation between the natives and conditioning the future course of the fight.

c) In the 16th century, the Spaniards arrived in the Andean region of South America and over the course of only a few decades, succeeded in toppling the Tawantinsuyo, which had spanned most of the Andean region and surrounding lowlands from the south of modern-day Colombia to the north of Chile and Argentina. This article examines how the Conquistadors accomplished this task and describes the events of the twilight years of the Inca empire.

d) The struggle to have the power, faced Pizarro and Diego de Almagro.. An interminable civil war was originated. Despite of this, the Spaniards did not neglect the colonizing process. Its more significant act was the foundation of Lima in January, 1535, from which the political and administrative institutions were organized. The necessity of consolidating a Spanish Real Authority on these territories, lead to the creation of a Real Audiencia (Royal Audience). In 1542, the Spanish created the Viceroyalty of New Castilla, that shortly after would be called Viceroyalty of Peru.

e) During a certain period of time, Pizarro maintained the authority of the Inca, recognizing Tupac Hualpa as the Inca at that moment. But the conqueror’s abuses made this fiction disappeared. The Spanish domination was consolidating itself as the successive indigenous rebellions were continuously bloodily repressed.

\*coup d’état – государственный переворот

## II. Choose the best answer to the sentences:

1. Pizarro and his brothers took an interest in the Inca Empire because
  - a) it was wealthy and astonishing
  - b) it was enormous and powerful
  - c) it was fantastically rich;
2. Pizarro conquered the Empire without any efforts because
  - a) there was a revolution in the Empire
  - b) there was an intestine war in the Empire
  - c) the Empire has wars with other countries

## III. Tell the whole story about the Spanish conquest of the Inca Empire using the facts from the texts: Background, The Spanish conquest, Rebellion and re-conquest.

## SESSION 3

### WAY OF LIFE IN INCAS EMPIRE

#### TEXT 1

#### **Read the text:**

#### **Society**

This article describes the life, customs and social structure in the Inca society.

**Social structure.** The most powerful figure in the empire was the Sapa Inca ('the unique Inca'). When a new ruler was chosen, his subjects would build his family a new royal dwelling. The former royal dwelling would remain the dwelling of the former Inca's family. Only descendants of the original Inca tribe ever ascended to the level of Inca. Most young members of the Inca's family attended Yachayhuasis (houses of knowledge) to obtain their education.

The descendants of the original Inca tribe were not numerous enough to administer their empire without help. To cope with the need for leadership at all levels the Inca established a civil service system. Boys and girls at age of 13 had their intelligence tested by the local Inca officials. If they failed, their ayllu (extended family group) would teach them one of many trades, such as farming, gold working, weaving, or military skills. If they passed the test, they were sent to Cuzco to attend school to become administrators. There they learned to read the quipu (knotted cord records) and were taught Inca iconography, leadership skills, religion, and, most importantly, mathematics.. The graduates of this school constituted the nobility and were expected to marry within that nobility.

While some workers were held in great esteem, such as royal goldsmiths and weavers, they could never themselves enter the ruling classes. The best they could hope for was that their children might pass the exam as adolescents to enter the civil service. Although workers were considered the lowest social class, they were entitled to a modicum of what today we call due process, and all classes were equally subject to the rule of law.. For example, if a worker was accused of stealing and the charges were proven false, the local official could be punished for not doing his job properly.

**Childhood.** Inca childhood was harsh by modern standards. When a baby was born, the Inca would wash the child in cold water and wrap it in a blanket. Soon after, the baby was put in a pit dug in the ground like a playpen. By about age one, they expected the baby to crawl and walk independently. At age two, the child was ceremonially named and was considered to have left infancy. From then on, boys and girls were expected to help around the house. Misbehaving during this time could result in very severe punishment. At age fourteen, boys received a loincloth in a ceremony to mark their manhood.. Boys from noble families were subjected to many different tests of endurance and knowledge. After the test, they received earplugs and a weapon, whose color represented rank in society.

#### TASKS:

#### **I. Answer the questions:**

1. Why was Sapa Inca the most powerful figure in the empire?
2. What was the procedure of sending children to learn?
3. Was the Empire a stratified society?
4. What privileges did the low social class have?
5. Why was Inca childhood harsh by the modern standards?

6. How were the boys and girls brought up?

**II. Complete the following sentences:**

Sapa Inca was ...

Most young members ...

The Inca established ...

If boys or girls failed ..., if they passed ...

While some workers ...

When a baby ...

At age 2 ..., at age 14 .....

**III. Find in the text synonyms to the following words:**

influential/potent, regent, house, generation, clan, upbringing, to rule, youth, group, costs, profession, present-day, infancy, penalty, erudition, position.

**IV. Make a report about:**

- social structure
- childhood

**TEXT 2**

**Read the text:**

**Clothing**

Inca officials wore stylized tunics that indicated their status. The tunic displayed here is the highest status tunic known to exist today. It contains an amalgamation of motifs used in the tunics of particular officeholders. For instance, the black and white checkerboard pattern topped with a red triangle is believed to have been worn by soldiers of the Inca army. Some of the motifs make reference to earlier cultures, such as the stepped diamonds of the Huari and the three step stair step motif of the Moche. In this royal tunic, no two squares are exactly the same.

Cloth was divided into three classes. Awaska was used for household use, having an approximate threadcount of about 120 threads per inch, and usually made from llama wool. Finer cloth, qunpi, was divided into two classes: The first, woven by male qunpikamayuc (keepers of fine cloth) from alpaca wool, was collected as tribute from throughout the country and was used for trade, to adorn rulers and to be given as gifts to political allies and subjects to cement loyalty. The other class of qunpi ranked highest. It was woven in the Acllawasi (acllahuasi) by "aclla" (female virgins of the sun god temple) from vicuña wool and used solely for royal and religious use. These had thread counts of 600 or more per inch, unsurpassed anywhere in the world, until the Industrial Revolution of the 19th century.

Aside from the tunic, a person of importance wore a llawtu, a series of cords wrapped around the head. To establish his importance, the Inca Atahualpa commissioned a llawtu woven from vampire bat hair. The leader of each ayllu, or extended family, had its own headdress.

The wearing of jewellery was not uniform throughout the empire. Chimú artisans, for example, continued to wear earrings after their integration into the empire, but in many other regions, only local leaders wore them.

**TASKS:**

**I. Say if you agree with the following statements. Support your point of view with the facts from the text:**

1. Inca officials wore stylized tunics because they wanted to be fashionable.
2. There were special clothes for men, women and children.
3. A head-dress was obligatory for people of importance.
4. All people wore valuable earrings, rings.

**II. Make the summary of the text.**

**TEXT 3**

**Read the text:**

**Food and farming**

It is estimated that the Inca cultivated around seventy crop species. The main crops were potatoes, sweet potatoes, maize, chili peppers, cotton, tomatoes, peanuts, an edible root called oca, and the grains quinoa and amaranth. The many important crops developed by the Inca and preceding cultures makes South America one of the historic centers of crop diversity (along with the Middle East, India, Mesoamerica, Ethiopia, and the Far East). Many of these crops were widely distributed by the Spanish and are now important crops worldwide.

The Inca cultivated food crops on dry Pacific coastlines, high on the slopes of the Andes, and in the lowland Amazon rainforest.. In mountainous Andean environments, they made extensive use of terraced fields which not only allowed them to put to use the mineral-rich mountain soil which other peoples left fallow, but also took advantage of micro-climates conducive to a variety of crops being cultivated throughout the year. Agricultural tools consisted mostly of simple digging sticks..

The Inca also raised llamas and alpacas for their wool and meat and to use them as pack animals, and captured wild vicuñas for their fine hair.

The Inca road system was a key to farming success as it allowed distribution of foodstuffs over long distances. The Inca also constructed vast storehouses, which allowed them to live through El Niño years in style while neighboring civilizations suffered.

Inca leaders kept records of what each ayllu in the empire produced, but did not tax them on their production. They instead used the mita for the support of the empire.

The Inca diet consisted primarily of fish and vegetables, supplemented less frequently with the meat of cuyes (guinea pigs) and camelids. In addition, they hunted various animals for meat, skins and feathers. Maize was malted and used to make chicha, a fermented alcoholic beverage.

**TASKS:**

**I. Answer the questions on the text:**

1. What did Inca cultivate?
2. Who distributed The Incas harvest in Europe?
3. What helped Incas to grow crops?
4. What animals did they raise?
5. Did the Incas pay duties?
6. What did the Incas eat?

**II. Find in the text antonyms to the following words:**

insignificant, little, dead-level, unfavourable, moist, short, highland, cultivated, small, to prohibit, disadvantage, destroy.

**III. Find in the text synonyms to the following words:**

to make, to grow, drink, luck, to be valued, help, harvest, far-reaching, fleece, added, several, food, to impose, mainly, to store, significant.

**IV. Tell your group mates about food and farming in the Inca Empire.**

**REVIEW**

**I. Read the following text and then choose from the list A-I the best phrase to fill each of the gaps. One of the answers does not fit at all.**

**Education**

1) d, for accounting and census purposes. Much of the information on the surviving quipus has been shown to be numeric data; some numbers seem to have been used as mnemonic labels, and the color, spacing, and structure of the quipu carried information as well. Since it isn't known how to interpret the coded or non-numeric data, some scholars still hope to find that the quipu recorded language.

The Inca depended largely on oral transmission as a means of maintaining the preservation of their culture. 2) \_\_\_\_\_.

Inca education during the time of the Inca Empire was divided into two principal spheres: education for the upper classes and education for the general population. The royal classes and a few specially-chosen individuals from the provinces of the Empire were formally educated by the Amautas (wise men), while the general population were passed on knowledge and skills by their immediate forbears.

3) \_\_\_\_\_. They included illustrious philosophers, poets, and priests who kept the oral histories of the Incas alive by imparting the knowledge of their culture, history, customs and traditions throughout the kingdom. Considered the most highly-educated and respected men in the Empire, the Amautas were largely entrusted with educating those of royal blood, as well as other young members of conquered cultures specially-chosen to administer the regions. Thus, education throughout the territories of the Incas was socially discriminatory, barring the rank and file from the formal education that royalty received. The Amautas did ensure that the general population learn Quechua as the language of the Empire, much in the same way the Romans promoted Latin throughout Europe; however, this was done more for political reasons than educational ones.

Education of the Inca nobility. According to Fray Martín de Murúa, a chronicler of the time, the education the young novices (yachakuq runa, in Quechua) received from the Amautas began at age 13 in the houses of knowledge (yachaywasi in Quechua) located in Cuzco.. 4) \_\_\_\_\_. They also ensured a thorough understanding of the Quipu, the Incas' unique logical-numerical system which used knotted strings to keep accurate records of troops, supplies, population data, and agricultural inventories. In addition, the young men were given careful training in physical education and military techniques.

5) \_\_\_\_\_. After passing their examinations, the young men would receive their wara (a special type of underwear) as proof of their maturity and virility. Their education ended with a special ceremony, attended by the Empire's oldest and most illustrious Incas and Amautas, at which the new young nobles, as future rulers, demonstrated their physical prowess and warrior skills and proved their masculinity. The candidates were also presented to the Inca sovereign, who pierced their ears with large pendants and congratulated the young aspirants on the

proficiency they had shown, reminding them of the responsibilities attached to their station (and birth, in the case of members of the royalty) and calling them the new "Children of the Sun."

Some historians and authors have pointed to feminine schools ("Aqlla wasi", in Quechua) for Inca princesses and other women. 6) \_\_\_\_\_. The women learned Inca lore and the art of womanhood as well as skills related to governance, but on a limited scale in comparison to the men. Other skills learned included spinning, weaving, and chicha brewing. When the Spanish chroniclers and conquistadors arrived they viewed these institutions as the Inca version of the European nunnery. Like the men, women were brought in to the Acclahuasis from faraway villages throughout the empire after being specifically chosen by Inca agents. 7) \_\_\_\_\_, while lower-ranking women might be chosen to be secondary wives of the Sapa Inca, if he wished it, or be sent as rewards to other men who had done something to please the sovereign.

Popular Education. 8) \_\_\_\_\_. The education of the common person was largely based on the knowledge transmitted by their elders, such as practical education in the aspects of agriculture, hunting, fishing, and stonework, as well as religion, arts and morality. This type of knowledge was passed on by the fathers and eldest family members through the generations. Even without the benefit of Amauta knowledge, it was the general population that was responsible for building most of the Inca road system, rope bridges, water fountains, agricultural development, irrigation systems, massive stone buildings, fortress temples and the rest of the impressive building-prowess for which the Incas are still renowned today.

A) There they learned to read the quipu (knotted cord records) and were taught Inca iconography, leadership skills, religion, and, most importantly, mathematics.

B) The Amautas constituted a special class of wise men similar to the bards of Great Britain.

C) It is believed the education given at the Acclahuasi in Cuzco was much different from that given at the other Acclahuasis in the provinces of the empire..

D) The Inca used quipu or bunches of knotted strings, ...

E) After finishing their training, some women would stay to train newly-arrived girls

F) The Amautas used their erudition to teach the young novices of the empire about Inca religion, history and government, and moral norms.

G) Most Inca novices finished their education at around age 19.

H) The general population of the Inca Empire did not go to formal schools like the Inca nobility did, and thus did not have access to the scientific or theoretical knowledge of the Amautas.

I) Inca education was divided into two distinct categories: vocational education for common Inca and highly formalized training for the nobility.

**II. Make a report about the way of life in Inca Empire based on the facts from the texts: Society, Clothing, Food and farming, Education.**

## SESSION 4

### ARTS and SPIRITUAL PRACTICES IN THE INCAS EMPIRE

#### TEXT 1

**Read the text:**

**Arts**

The Inca were a conquering society, and their expansionist assimilation of other cultures is evident in their artistic style. The artistic style of the Inca utilized the vocabulary of many regions and cultures, but incorporated these themes into a standardized imperial style that could easily be replicated and spread throughout the empire. The simple abstract geometric forms and highly stylized animal representation in ceramics, wood carvings, textiles and metalwork were all part of the Inca culture. The motifs were not as revivalist as previous empires. No motifs of other societies were directly used with the exception of Huari and Tiwanaku arts.

### **TASKS:**

#### **I. Say if the statement is true or false. Support your point of view with the facts from the text:**

Incas always used different tendencies in their arts.

### **TEXT 2**

#### **Read the text:**

#### **Architecture**

Architecture was by far the most important of the Inca arts, with pottery and textiles reflecting motifs that were at their height in architecture. The stone temples constructed by the Inca used a mortarless construction process first used on a large scale by the Tiwanaku.. The Inca imported the stoneworkers of the Tiwanaku region to Cusco when they conquered the lands south of Lake Titicaca. The rocks used in construction were sculpted to fit together exactly by repeatedly lowering a rock onto another and carving away any sections on the lower rock where the dust was compressed. The tight fit and the concavity on the lower rocks made them extraordinarily stable in the frequent earthquakes that strike the area. The Inca used straight walls except on important religious sites and constructed whole towns at once.

The Inca also sculpted the natural surroundings themselves. One could easily think that a rock along an Inca trail is completely natural, except if one sees it at the right time of year when the sun casts a stunning shadow, betraying its synthetic form. The Inca rope bridges were also used to transport messages and materials by Chasqui running messengers. The Inca also adopted the terraced agriculture that the previous Huari civilization had popularized. But they did not use the terraces solely for food production. At the Inca tambo, or inn, at Ollantaytambo there is evidence that the terraces were planted with flowers.

The terraces of Moray are a spectacular example of Incas terracing. It has been suggested that they were used to develop new strains of crops as large temperature differentials between the top and bottom terraces have been observed, or they may have been purely decorative.

The Inca provincial thrones were often carved into natural outcroppings, and there were over 360 natural springs in the areas surrounding Cusco, such as the one at Tambo Machay. At Tambo Machay the natural rock was sculpted and stonework was added, creating alcoves and directing the water into fountains. These pseudo-natural carvings functioned to show both the Inca's respect for nature and their command over it.

Inca architecture is the most significant pre-Columbian architecture in South America. The Incas inherited an architectural legacy from Tiwanaku, founded in the second century B.C. in present day Bolivia.

The Incas developed an extensive road system spanning most of the western length of the continent. Inca rope bridges could be considered the world's first suspension bridges. Because the Incas used no wheels or horses they built their roads and bridges for foot traffic.

Much of present day architecture at the former Inca capital Cusco shows both Incas and Spanish influences. The famous lost city Machu Picchu is the best surviving example of Inca architecture. Another significant site is Ollantaytambo. The Incas were sophisticated stone cutters whose masonry used no mortar.

### **TASKS:**

**I. Make questions to the text and ask your mates in class.**

**II. Find in the text the words with the following definitions:**

- a building where people go to worship
- an area where people can sit outside to eat or drink or a flat area cut out of a slope, usually one in a series that rise up the slope, that is often used to grow crops
- a small hotel in the countryside, built in an old-fashioned style
- a specially prepared hard surface to travel on
- the style and design of a building or buildings
- a structure built over a river etc that allows people to cross from one side to the other
- the stones and mortar from which a building, wall etc is made
- a place where water comes up naturally from the ground

**III. Using the facts from the text tell about the main examples of Inca architecture.**

### **TEXT 3**

**Read the text:**

#### **Characteristics of Inca Architecture.**

The fundamental shape of Inca Architecture is a rectangular building without any internal subdivision. Typically these single room units had either thatched or wooden beam roofs. Many of these structures were built side-by-side, often sharing a wall though not a door. These buildings may have been used as homes, storage, or served for government or religious activities. In his book *Inca Settlement Planning*, John Hyslop writes: "The rectangular plan dominates almost all Inca building. From humble rural houses to the halls of the most sacred temple..." Occasionally the Incas built circular or two story buildings.

Inca architectural ornamentation is considered, by western standards, limited. Occasionally they painted walls or hung metal plaques. Although infrequent, small animals and geometric patterns were sometimes sculpted into their stonework. Although decoration was rare, canals and fountains were certainly an aspect of ornamentation. Inca doors and windows were created with some elegance as well.

Inca stonework is known for its mortarless construction and expert precision. Fine Inca masonry can be grouped into two categories: polygonal and coursed or rectangular. Typically polygonal construction consists of irregularly shaped blocks. This type of masonry is found in canals, terrace walls and very rarely in buildings. Coursed masonry is composed of large rectangular blocks and is commonly used in perimeter walls and in the corners of buildings. Inca doors and windows were normally trapezoidal in shape. Often there is a stone loop either above or beside the doorway, so that the door could be tied and kept open.

**Agricultural Architecture.** Perhaps the most renowned aspect of Inca architecture is the agriculture terraces used to increase the land available for farming. These terraces provided flat ground surface for food production while protecting their city centers against erosion and

landslides common in the Andes. The civil engineers at Machu Picchu built these so well that they were still intact in 1912 when Hiram Bingham discovered the lost city.

### **TASKS:**

#### **I. Put the headings in the right order:**

- Terraces
- Paintings
- Masonry
- Construction of buildings

#### **II. Complete the following sentences:**

1. The fundamental shape of Inca architecture ...
2. Many single room buildings ...
3. Sometimes Incas ...
4. Incas ornamentation is ...
5. Incas stonework is ...
6. Incas most renown aspect is ...

#### **III. Using the facts from the text tell about the characteristics of Incas architecture.**

## **SESSION 5**

### **MEDICAL and SPIRITUAL PRACTICES IN THE INCAS EMPIRE**

#### **TEXT 1**

#### **Medical and Burial practices**

**Read the text and then decide which word under the text best fits each space. The first sentence begins with an example (0).**

**Medicine.** The Inca (0) made many discoveries in medicine. They performed successful skull surgery, which involved (1) ... holes in the skull to release pressure from head wounds. Coca leaves were used to (2) ... hunger and pain, as they still are in the Andes. The Chasqui (messengers) chewed coca leaves for extra energy to carry on their tasks as runners delivering messages throughout the empire. Recent (3) ... by Erasmus University and Medical Center workers Sewbalak and Van Der Wijk showed that, contrary to popular belief, the Inca people were not addicted to coca. Another (4) ... was to cover boiled bark from a pepper tree and place it over a wound while still warm. The Inca (5) ... used guinea pigs not only for food but for a so-called well-working medicine.

**Burial practices.** The Inca believed (6) ... reincarnation. Those who obeyed the Incas moral code — ama suwa, ama llulla, ama quella (do not steal, do not lie, do not be lazy) — went to live in the Sun's warmth. Others spent (7) ... eternal days in the cold earth. The Inca also believed in [mummy mummifying] prominent personages. The mummies would be provided with an assortment of objects (8) ... were to be taken into the pacarina. The mallquis (9) ... also used in various rituals or celebrations. The deceased were generally buried in a sitting position. One (10) ... example was the 500-year-old mummy "Juanita the Ice Maiden", a girl very well-

preserved in ice that was discovered at 20,000 feet, near the summit of Mt. Ampato in Southern Peru. Her burial included many items left as offerings to the Inca (11) ... .

**Other practices.** The Inca (12) ... cranial deformation. They achieved this by wrapping tight cloth straps around the heads of newborns in order to alter the shape of their still-soft skulls. These deformations did not result in brain damage. Researchers from The Field Museum believe that the practice was used to (13) ... different ethnicities across the Inca Empire.

0	A made	B did	C showed	D used
1	A painting	B cutting	C operating	C opening
2	A decrease	B grow	C lessen	D enlarge
3	A studying	B research	C invention	D show
4	A remedy	B facility	C treatment	D pills
5	A besides	B also	C too	D except
6	A in	B into	C on	D for
7	A our	B their	C his	D theirs
8	A who	B what	C which	D that
9	A were	B was	C are	D did
10	A an	B so	C this	D such
11	A people	B gods	C sacrifice	D ruler
12	A studied	B trained	C practiced	D used
13	A mark	B highlight	C symbolize	D show

## TEXT 2

### **Read the text:**

### **Religion**

The Inca religion was polytheistic (sun god, earth goddess, corn god, etc.). Subjects of the empire were allowed to worship their ancestral gods as long as they accepted the supremacy of Inti, the sun god, named Nathan, which was the most important god worshipped by the Inca leadership. Consequently, ayllus (extended families) and city-states integrated into the empire were able to continue to worship their ancestral gods, though with reduced status.

The Inca sacrificed llamas, but later moved to human sacrifice.

Much of the contact between the upper and lower classes was religious in nature and consisted of intricate ceremonies that sometimes lasted from sunrise to sunset.

The belief system of the Incas was polytheistic, with Inti, the Sun God, the most important deity, and believed to be the direct ancestor of the Sapa Inca, the title of the hereditary rulers of the empire.

**Sacrifice.** Animal sacrifices accompanied many important Inca occasions. Each day witnessed many sacrifices to celebrate the sun's appearance. Human sacrifice occurred in times of natural disaster, other great times of distress, and important occasions; children were often sacrificed. In order for a child to be sacrificed, the child had to be perfect, and be free of any blemishes. Usually the finest young children were taken from each village to Cuzco to meet the emperor, and were then taken to the highest mountains and were then sacrificed, most often with a blow to the head. The children were elaborately adorned with fine clothing, and jewelry. This process left many mummies.. While most victims died violently, scientists occasionally find victims which died peacefully due to the freezing temperature. The Spanish missionaries often reported child sacrifice, called "capacocha", but until the 1980's there was no physical evidence to support this.

**Festivals.** The Inca calendar had 12 months of 30 days, with each month having its own festival. (The Incas year began in December, and began with Capac Raymi, the magnificent festival.)

Gregorian month	Inca month	Translation
January	Huchuy Paquy	Small Ripening
February	Hutan POCOY	Great Ripening
March	Paucar Warai	Garment of Flowers
April	Ariway	Dance of the young maize
May	Aimuar	Song of the Harvest
June	Inti Raimi	Festival of the Sun
July	Anta Situwai	Earthly Purification
August	Qhapaq Situwai	General purification sacrifice
September	Quya Raymi	Festival of the queen
October	Uma Raimi	Festival of the water
November	Aya Marqa	Procession of the dead
December	Capac Raymi	Magnificent festival

**Inca mythology.** Inca mythology includes a number of stories and legends that are mythological and helps explain or symbolizes Inca beliefs.

**Origin stories.** The Inca had three origin myths. In one, Tice Viracocha of Colina de las Ventanas in Pacaritambo sent forth his four sons and four daughters to establish a village. Along the way, Sinchi Roca was born to Manco and Ocllo, and Sinchi Roca led them to the valley of Cuzco where they founded their new village. There Manco became their leader and became known as Manco Capac..

In another origin myth, the sun god Inti ordered Manco Capac and Mama Ocllo to emerge from the depths of Lake Titicaca and found the city of Cuzco. They traveled by means of underground caves until reaching Cuzco where they established Hurin Cuzco, or the first dynasty of the Kingdom of Cuzco.

In the last origin myth, an Inca sun god told his wife that he was lonely. She proposed that he create a civilization to worship him and keep him company. He saw this as a wise plan and carried it out. The Inca were born from Lake Cuzco and populated the Andes and worshipped their sun god.

The myths are transmitted via oral tradition, since the Incas did not have writing. There probably did exist a Manco Capac who became the leader of his tribe. The archeological evidence seems to indicate that the Inca were a relatively unimportant tribe until the time of Sinchi Roca, also called Cinchi Roca, who is the first figure in Inca mythology whose existence can be supported historically.

## **TASKS:**

**I. Make questions to the texts and ask your classmates.**

**II. Find in the text the words with the following definitions:**

- a social group of people who have the same beliefs, customs, language etc, and usually live in one area ruled by a chief
- the act of offering something to a god by killing an animal or a person in a religious ceremony
- a belief, custom, or way of doing something that has existed for a long time
- an idea or story that many people believe, but which is not true
- people's belief in the life of spirit and usually in one or more gods
- a person or animal that is killed and offered as a sacrifice to a god
- a special occasion when people celebrate something such as a religious event
- a system for dividing time
- a strong feeling of respect and love for a god
- an old, well-known story about people, adventures, or magical events

**III. Complete the sentences:**

1. Inca worshipped ...
2. The Inca sacrificed animals, but later ...
3. The Inca had their calendar which ...
4. The Inca had three myths telling that ...

**IV. Using the facts from the text tell about the spiritual practices in Incas Empire.**

## **REVIEW**

**I. Read the following paragraphs and put them into the right order:**

### **Ceramics and metalwork**

a) An Andean bronze bottle made by Chimú artisans from circa 1300 A.D.

Ceramics were for the most part utilitarian in nature, but also incorporated the imperialist style that was prevalent in the Inca textiles and metalwork. In addition, the Inca played drums and on woodwind instruments including flutes, pan-pipes and trumpets made of shell and ceramics.

b) As part of a tax obligation to the commoners, mining was required in all the provinces. Even though the Inca Empire contained a lot of precious metals, the Incas did not value their metal as much as fine cloth. The Incas adopted much of their metal-working characteristics from the metalwork of Chimú. Because of their expertise in metalworking, after the fall of Chimú many metalworkers were taken back to the capital city of Cuzco to continue their metalworking for the emperor. Copper, tin, gold, and silver were all obtained from mines or washed from the river gravels. These metals would then be handed over to metallurgists. Because the Inca had a system that emphasized political and religious organization, there were many specialized artisans like metallurgists. There were also specialized weavers, cloth makers, pottery makers, and many more. Both copper and bronze would be used for basic farming tools or weapons. Some of the

common bronze and copper pieces found in the Incas empire included sharp sticks for digging, club-heads, knives with curved blades, axes, chisels, needles and pins. All of these items would be forged by a metallurgist and then spread throughout the empire.

c) Many historians believe that the choice of gold was to distinguish the more “sacred” or “holy” pieces from others. The commonality of gold has much to do with the Incas religion surrounding the sun. Because of the beautiful reflection that gold casts, it gave the appearance of containing the sun, making the precious metal even more valued in a sun-obsessed society. Gold was reserved for the highest class of Incas society which consisted of priests, lords and of course the Sapa Inca or emperor.

d) The Incas reserved their more precious metals for ornaments and decorations. Gold and silver were common themes throughout the palaces of Incas emperors. It was said that the walls and thrones were covered with gold and that the emperor dined on gold and silver service. These golden plated services would often be inlaid with llamas, butterflies or other creatures. Even beyond the gold and decoration of the emperor’s palace were the ornaments that decorated all of the temples throughout the empire. The temples of the Incas were strewn with sacred and highly precious objects. Headdresses, crowns, ceremonial knives, cups, and a lot of ceremonial clothing were all inlaid with gold or silver.

e) The Inca made beautiful objects of gold, silver, copper, bronze and tumbago . But precious metals were in shorter supply than in earlier Peruvian cultures. The Inca metalworking style draws much of its inspiration from Chimú art and in fact the best metal workers of Chan Chan were transferred to Cusco when the Kingdom of Chimor was incorporated into the empire. Unlike the Chimú, the Inca do not seem to have regarded metals to be as precious as fine cloth. When the Spanish first encountered the Inca they were offered gifts of qunpi cloth. Incas ceramics are usually very distinct and easy to recognize. The shapes of the vessels are highly standardized. The most typical Incas pottery would have a spherical body with a cone shaped base. This spherical body usually includes two vertical side handles with a tall neck and flaring rim. The Incas often would place animal heads on their pottery as well usually near the top of the vessel. There were also several other popular styles for Incas ceramics which included a shallow dish with a single bird head and handle, a pedestal beaker, and a single or double handled bottle.

f) Incas often decorated their ceramics with a multitude of images and colors. They usually decorated their pottery with bright colors of red, yellow, orange, black and white. Much like all other forms of Incas art, the pottery was often decorated with geometric shapes. The Incas would put diamonds, squares, checkers, triangles, circles and dots on almost all of their ceramic work. Other common themes were animals and insects like llamas, birds, jaguars, alpacas, bees, butterflies as well as block-like humans.

1. – a)
2. –
3. –
4. –
5. –
6. –

**III. Make a report about arts and religion in Incas Empire based on the facts from the texts studied above.**

## **I. Incas gods**

### **Read and translate the descriptions of the gods.**

Deities. Like the Romans, the Inca permitted the cultures they integrated into their empire to keep their individual religions. Below are some of the various gods worshiped by the peoples of the Incas empire. Many of which have overlapping responsibilities and domains. Unless otherwise noted, it can safely be assumed these were worshipped by different ayllus or worshipped in particular former states.

Apo was a god of mountains

Apocatequil (aka Apotequil) was the god of lightning.

Ataguchu was a god who assisted in creation myth

Catequil was a god of thunder and lightning

Cavillace was a virgin goddess who ate a fruit, which was actually the sperm of Coniraya, the moon god. When she gave birth to a son, she demanded that the father step forward. No one did, so she put the baby on the ground and it crawled towards Coniraya. She was ashamed because of Coniraya's low stature among the gods, and ran to the coast of Peru, where she changed herself and her son into rocks.

Chasca was the goddess of dawn and twilight, and Venus.. She protected virgin girls.

Chasca Coyllur was the goddess of flowers and young maidens.

Mama Coca (aka Cocomama) was a goddess of health and joy. She was originally a promiscuous woman who was cut in half by her many lovers. Her body grew into the first coca plant, the leaves of which men were only allowed to chew (to bring health and happiness) after having given a woman an orgasm..

Coniraya was the deity of the moon who fashioned his sperm into a fruit, which Cavillaca then ate. When she gave birth to a son, she demanded that the father step forward. No one did, so she put the baby on the ground and it crawled towards Coniraya. She was ashamed because of Coniraya's low stature among the gods, and ran to the coast of Peru, where she changed herself and her son into rock huacas..

Copacati was a lake goddess.

Ekkeko was a god of the hearth and wealth.. The ancients made dolls that represented him and placed a miniature version of their desires onto the doll; this was believed to caused the user to receive what he desired.

Illapa ("thunder and lightning"; aka Apu Illapu, Ilyap'a, Katoylla) was a very popular weather god. His holiday was on July 25. He was said to keep the Milky Way in a jug and use it to create rain. He appeared as man in shining clothes, carrying a club and stones.. He was formerly the main god of the Kingdom of Colla after which the Collasuyu province of the Inca empire was named.

Inti was the sun god. Source of warmth and light and a protector of the people. Inti was considered the most important god. The Inca Emperors were believed to be son's of the sun god.

Kon was the god of rain and wind that came from the south.. He was a son of Inti and Mama Quilla.

Mama Allpa was a fertility goddess depicted with multiple breasts.

Mama Cocha ("sea mother") was the sea and fish goddess, protectress of sailors and fishermen. In one legend she mothered Inti and Mama Quilla with Viracocha.

Mama Pacha (aka Pachamama) was the wife of Pachacamac and a dragoness fertility deity who presided over planting and harvesting. She caused earthquakes.

Mama Quilla ("mother moon" or "golden mother") was a marriage, festival and moon goddess and daughter of Viracocha and Mama Cocha, as well as wife and sister of Inti. She was the mother of Manco Capac, Pachacamac, Kon and Mama Ocllo.

Mama Zara ("grain mother", aka Zaramama) was the goddess of grain. She was associated with maize that grew in multiples or were similarly strange. These strange plants were sometimes dressed as dolls of Mama Zara. She was also associated with willow trees.

Pacha Camac ("Earth-maker") was a chthonic creator god, earlier worshiped by the Ichma but later adopted into the creation myth of the Inca.

Pariacaca was a god of water in pre-Inca mythology that was adopted by the Inca. He was a god of rainstorms and a creator-god. He was born a falcon but later became human.

Paricia was a god who sent a flood to kill humans who did not respect him adequately. Possibly another name for Pachacamac.

Supay was both the god of death and ruler of the Uca Pacha as well as a race of demons..

Urcaguay was the god of metals, jewels and other underground items of great value.

Inca Symbols. Chakana (or Inca Cross, Chakana) is the three-stepped cross representing the southern cross and symbolising the three tiers of Inca life. The lower world, this world and the higher world. The three levels also represent the snake, puma and condor.

## **II. Inca road system**

### **Read about Incas road system.**

Incas road system. Among the many roads and trails constructed in pre-columbian South America, the Inca road system (El Camino Inca) of Peru was the most extensive. Traversing the Andes mountains and reaching heights of over 5,000 m (16,500 feet) above sea level, the trails connected the regions of the Inca empire from the northern provincial capital in Quito, Ecuador past the modern city of Santiago, Chile in the south. The Inca road system covered approximately 22,530 km (14,000 mi) and provided access to over three million km<sup>2</sup> of territory.

Because the Incas did not make use of the wheel for transportation, and did not have horses until the arrival of the Spanish in Peru in the 16th century, the trails were used almost exclusively by people walking, sometimes accompanied by pack animals, usually the llama..

The trails were used by the Inca people as a means of relaying messages, carried via knotted-cord quipu, books, and by memory; and for transporting goods. Messages could be carried by chasqui runners covering as much as 242 km (150 miles) per day, working in relay fashion much like the Pony Express of the 1860s in North America.

There were approximately 2,000 inns, or tambos, placed at even intervals along the trails. The inns provided food, shelter and military supplies to the tens of thousands who traveled the roads. There were corrals for llamas and stored provisions such as corn, lima beans, dried potatoes, and llama jerky.. Along the roads, local villagers would plant fruit trees that were watered by irrigation ditches. This enabled chasqui runners and other travelers to be refreshed while on their journeys. Inca rope bridges provided access across valleys.

Many of the trails converge on the center of the empire, the Inca capital city of Cusco.. Therefore, it was easy for the Spanish conquistadors to locate the city. Traversing the trails on horseback proved to be difficult and treacherous for the Spanish in their attempts to conquer the Inca Empire.

Main routes. The most important Inca road was the Camino Real, as it is known in Spanish, with a length of 5,200 km (3,230 mi). It began in Quito, Ecuador, passed through Cusco, and ended in what is now Tucumán, Argentina. The Camino Real traversed the mountain ranges of the Andes, with peak altitudes of more than 5,000 m. El Camino de la Costa, the coastal trail, with a length of 4,000 km (2,420 mi), ran parallel to the sea and was linked with the Camino Real by many smaller routes.

Inca trail to Machu Picchu. By far the most popular of the Inca trails for trekking is the Capaq Nan trail, which leads from the village of Ollantaytambo to Machu Picchu, the so-called "Lost City of the Incas". There are many well-preserved ruins along the way, and hundreds of thousands of tourists from around the world make the three- or four-day trek each year, accompanied by guides.

The Inca Trail to Machu Picchu is actually three routes, which all meet up near Inti-Pata, the 'Sun Gate' and entrance to Machu Picchu. The three trails are known as the Mollepata, Classic and One Day trails, with Mollepata being the longest of the three. Passing through the Andes mountain range and sections of the Amazon rainforest, the Trail passes several well-preserved Inca ruins and settlements before ending at the Sun Gate on Machu Picchu mountain. The two longer routes require an ascent to beyond 3,660 m above sea level, which can result in altitude sickness.

Concern about overuse leading to erosion has led the Peruvian government to place a limit on the number of people who may hike this trail per season, and to sharply limit the companies that can provide guides. As a result, advance booking is mandatory. A maximum of 500 people, including guides and porters, are permitted to begin the Trail every day. As a result, the high season books out very quickly.

The Classic Trail (four-day trek). The four-day trail or Classic Trail starts from one of two points; Km 88 or Km 82, on the Urubamba River and 88km and 82km from Ollantaytambo.. The first day is relatively easy, covering no more than 13 km in a few hours, passing by the Inca ruins of Llaqtapata, a site used for crop production and which has remained well preserved.

Day two includes the ascent to Warmiwãñusca or Dead Woman's Pass, which, at 4,200 m above sea level, is the highest point on the trail. Day three starts with the final climb to Dead Woman's Pass, although some groups climb to the top of the pass on the second day and camp 600m below it on the other side at Pacaymayu. The views from the top provide excellent views of nearby mountains such as Salkantay and Veronika. After a second pass is the site of Sayaqmarka, perched atop a sheer cliff. After Sayaqmarka the Trail continues through thick cloud forest and jungle, filled with tropical flowers and colourful orchids. The third and final pass is Phuyupatmarka.

The final day sees a descent past Winay Wayna, an impressive and well-preserved Inca site, where the one-day trail meets up with the main route.