

INCA EMPIRE

CUBE CODE

the Inca Empire

the Incan Empire? Europeans?

A. Typhus
B. Measles
C. Smallpox
D. All of the above

Machu Picchu was situated on what mountain range?

A. Andes
B. Alps
C. Pyrenees
D. Appalachian

Who was the Inca god of the roads?

A. Quechua
B. Quipu
C. Chaski
D. None of the above

Who was allowed to travel on the roads?

A. Government officials
B. Road-runners
C. Warriors
D. All of the above

the number of rulers the Inca Empire went through MINUS 10.

The FIRST number of the lock is the year Hiram Bingham discovered Machu Picchu MINUS 1905.

The THIRD number of the lock is the number of provinces the Inca Empire was divided into MINUS 2.

4	old	7	1531
5	tall	8	1512
6	Hinduism	9	Christianity

Atahualpa
Huascar
Huayna

One of the most magnificent Inca sites is in the jungle, hidden in a steep mountain. The steep slopes cut huge slopes for farming. The massive stone walls of the ancient town of Machu Picchu were built by the Incas. The steep slopes cut huge slopes for farming. The massive stone walls of the ancient town of Machu Picchu were built by the Incas.

STATION 2:

First, number ALL the paragraphs on your reading passage. Then, read each statement below and determine which paragraph NUMBER the statement can be found in. Lastly, eliminate ANY answer where the answer was found in an EVEN numbered paragraph, leaving only ODD numbers as your final code (in the order of questions). Paragraph numbers MAY be used more than one time or not at all.

STATION 3:

Read each statement below and determine if it is true or false. If the statement is true, color or shade the coin that corresponds to the question. If the statement is false, cross out that coin value. When you are finished add the TOTAL of ALL TRUE coin values. The code has been provided for you. If the total is 625, a 6 in the first box, the 2 in the second box and so on.

A They made over 15,000 miles of roads so messages could be sent to the Sapa Inca.

B The powerful Sapa Inca owned everything and made "the laws."

C The noble the shap

D Before Inca Empire

E Most Inca

F The Inca

ELIMINATE

A 75 The rulers dressed in colorful, fancy robes decorated with gold, silver and bird feathers.

B 25 Hiram Bingham discovered the Inca ruins and Machu Picchu.

C 50 The road runners were called quipu.

D 100 The Inca Empire was first established by Manco Capac in 1438.

E 75 The powerful Sapa Inca owned everything and made all the laws.

F 50 d a hieroglyphic writing system or 300 glyphs.

G 25 Empire was eventually taken over by the French.

H 100 The Inca Empire began in early 1400s.

4 DIGIT CODE

A. The Constitution is organized into seven different parts called Articles. (E 100)

B. The Constitutional Convention was held in Boston, Massachusetts. (F 75)

C. The 3 branches include the Legislative, Executive and Parliament Branch. (G 50)

D. The first ten amendments came in 1791 and are called the Bill of Rights. (H 25)

E. Before the Constitution, a strong federal government held the states together. (A 75)

F. The opening part of the Constitution is called the Preamble. (B 25)

G. George Washington was known as the "Father of the Constitution." (C 50)

H. The U.S. Constitution is the oldest government document still in use today. (D 100)

4 DIGIT CODE:

INCA EMPIRE

Before the arrival of European explorers, the Inca Empire was the largest empire in pre-Columbian America. The mighty empire stretched from Colombia to Chile consisting of over 12 million people. The Inca Empire began in early 1400's AD. Throughout this civilization, there were 13 Incan rulers.

The capital of the empire was located in Cusco in Peru. Most Inca lived along the western coast of South America. They lived in regions of the Andes Mountains. The Amazon jungle was on the eastern side of the Andes. The western side was the desert. Both the jungle and desert served as barriers to other people. The Inca Empire was divided into four provinces. Each province had their own government.

The Inca Empire was first discovered by Hiram Bingham in 1911.



STATION 1:

Use your reading passage or deductive reasoning skills to determine the missing words in the paragraph below. Each missing word has a corresponding NUMBER. The 4-digit code will be the NUMBER of each missing word in the same order in which they appear in the paragraph.

STATION 2:

First, number ALL the paragraphs on your reading passage. Then, read each statement below and determine which paragraph NUMBER the statement can be found in. Lastly, eliminate ANY answer where the answer was found in an ODD numbered paragraph, leaving only EVEN numbers as your final code (in the order of questions). Paragraph numbers MAY be used more than one time or not at all.

STATION 3:

Read each statement below and determine if it is true or false. If the statement is true, color or shade the coin that corresponds with that question. If the statement is false, cross out that coin value. When you are finished add the TOTAL of ALL TRUE coin values. One digit of the code has been provided for you. If the total is 625, a 6 would go in the first box, the 2 in the second box and so on.

STATION 4:

Use your reading passage to determine the combination to the 4-digit lock. You're going to have to use your critical thinking skills and do a tiny bit of math. Pay attention because the "clues" below are NOT in order.

STATION 5:

Answer each multiple choice question below. Then, count the number of times you used each letter answer (ABCD) to reveal your 4 digit code. Answer options may be used more than once or not at all. If a letter option is not used, simply put a zero in the box.

STATION 6:

Reread the passage and write the main idea in your own words. Then, add TWO supporting details that back up your main idea or topic sentence.

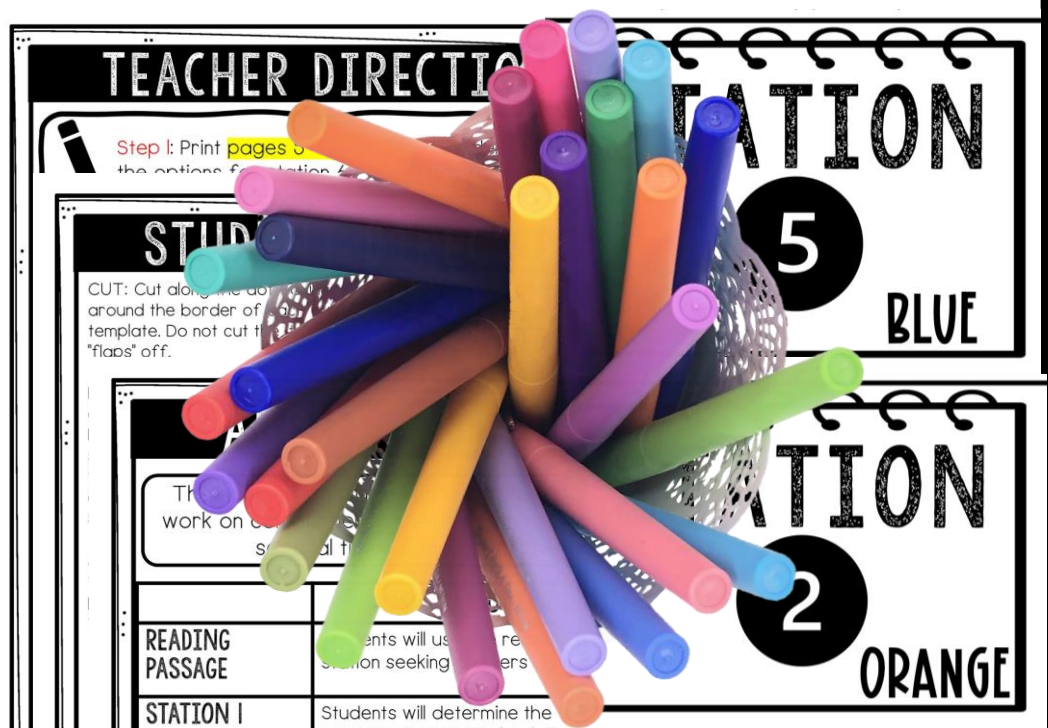
STATION

1

RED

WHAT'S INCLUDED?

- READING PASSAGE
- 6 STATIONS
- TEACHER GUIDE
- STATION CARDS
- ANSWER KEY
- STUDENT DIRECTIONS
- TEXT MARKING OPTION
- ALTERNATE STATION
- ASSEMBLY TIPS



6 STATIONS

STATION 1:

Use your reading passage or deductive reasoning to determine the missing words in the paragraph below. The missing word has a corresponding NUMBER. The 4-digit code will be the NUMBER of each missing word in the same order in which they appear in the paragraph.

1	Atahualpa	4	old	7	1531
2	Huascar	5	tall	8	1512
3	Huayna	6	Hinduism	9	Christianity

One of the most magnificent Inca sites is in the ancient jungle. The Inca were in a hurry to build a new city. They cut huge terraces for massive farming. The steep terraces were used for farming. The Inca died around 1525 and Huayna Capac's son, Huascar, quickly became the new ruler of the empire.

STATION

1

RED

STATION 6:

Reread the passage and write the main idea in your own words. Then, add TWO supporting details that back up your main idea or topic sentence.

MAIN IDEA

STATION

6



SUPPORTING DETAIL #2

STATION 4:

Use your reading passage to determine the combination to the 4-digit lock. You're going to have to use your critical thinking skills and do a tiny bit of math. Pay attention because the "clues" below are NOT in order.

The LAST number of the lock is the age noblemen had their ears pierced MINUS 9.

The SECOND number of the lock is

STATION

4

GREEN

4 DIGIT CODE

STATION 5:

Answer each multiple choice question below. Then, count the number of times you used each letter answer (ABCD) to reveal your 4 digit code. Answer options may be used more than once or not at all. If a letter option is not used, put a zero in the box.

Where was the Inca Empire located?

- A. South America
- B. Mexico
- C. Asia
- D. Europe

What disease was brought to the Inca Empire by Europeans?

- A. Typhus
- B. Measles

Who was the first Inca ruler?

- A. Inti
- B. Viracocha
- C. Pachacuti
- D. Manco Capac

Who was the last Inca ruler?

- A. Government officials
- B. Road-runners
- C. Warriors
- D. All of the above

- A. Quechua
- B. Quipu
- C. Chaski
- D. None of the above

STATION

5

BLUE

A B C D

STATION 3:

Read each statement below and determine if it is true or false. If the statement is true, color or shade the coin that corresponds to the statement. If the statement is false, do not color or shade the coin. One coin has been colored to show you how to do it. The 4 digit code has been revealed. The first box is empty.

STATION

3

YELLOW

A 75

B 25

C 50

D 100

- C. The road runners were called chaski.
- D. The Inca Empire was first established by Manco Capac in 1438.
- E. The power of the Inca Empire was based on the sun and made a new set of laws.
- F. Inca had a highly sophisticated writing system with over 3000 glyphs.
- G. The Inca Empire was eventually destroyed by the Spanish and ruled by the Spanish.
- H. The Inca Empire began in 1400 AD.

4 DIGIT CODE

STATION 2:

First, number ALL the paragraphs on your reading passage. Then, read each statement below and determine which paragraph NUMBER the statement can be found in. Lastly, eliminate ANY answer where the answer was found in an EVEN numbered paragraph, leaving only ODD numbers as your final answer. The 4 digit code is the sum of the numbers in the boxes.

STATION

2

ORANGE

A

B

C

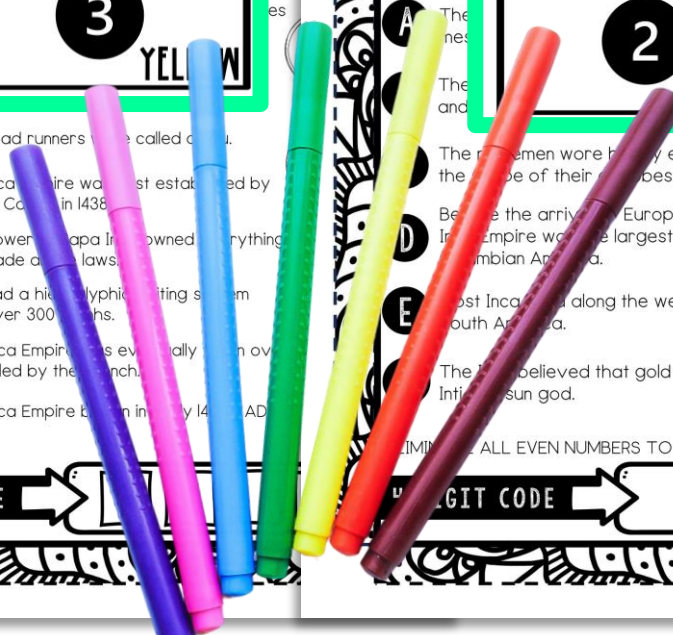
D

E

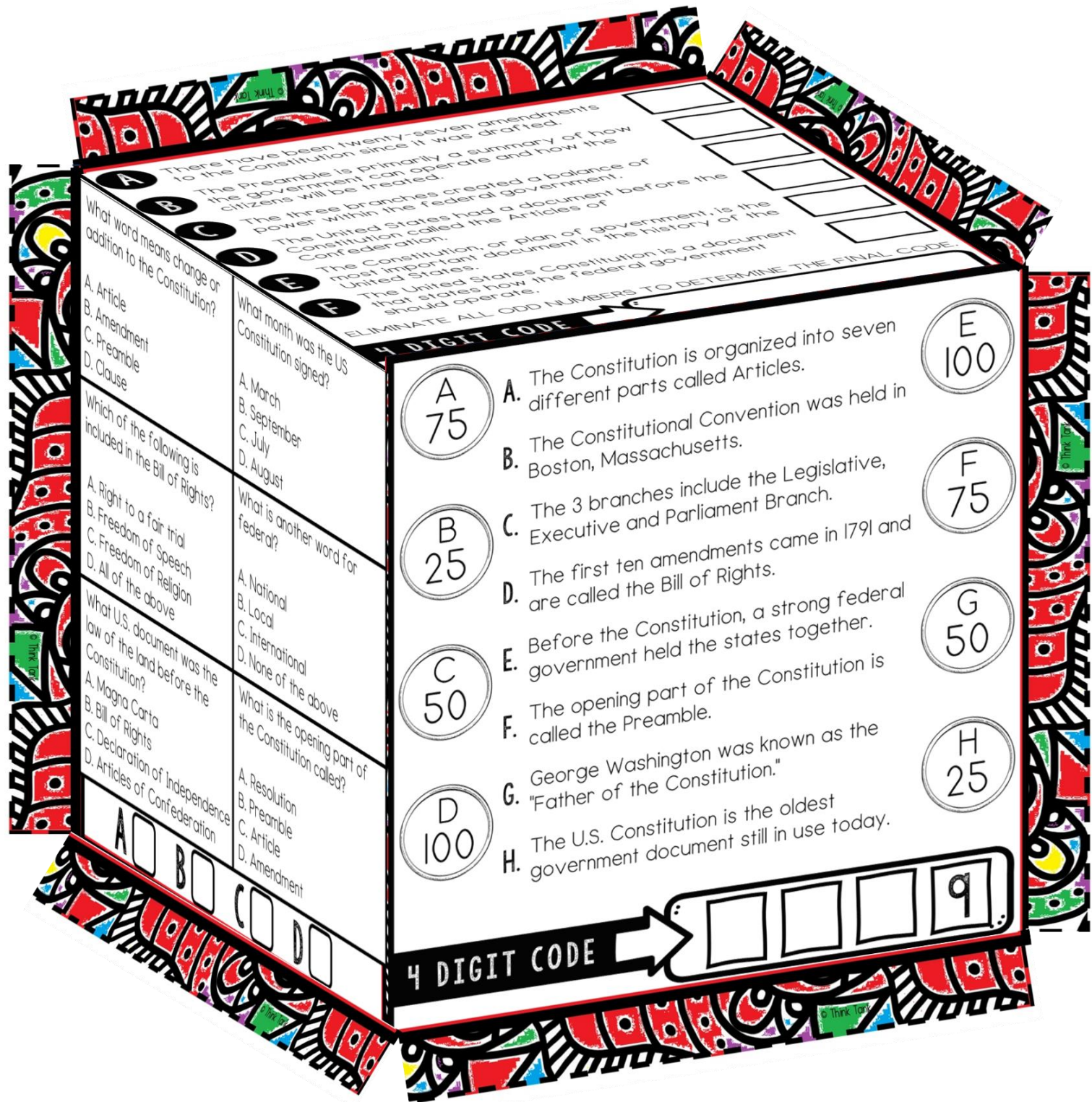
- The Inca Empire was founded by Manco Capac in 1438.
- The Inca Empire was the largest empire in pre-Columbian America.
- The Inca Empire was the largest empire in pre-Columbian America.
- Most Inca lived along the western coast of South America.
- The Inca believed that gold was the sweat of the sun god.

ELIMINATE ALL EVEN NUMBERS TO DETERMINE THE FINAL CODE.

4 DIGIT CODE



SAMPLE CUBE




STATIONS

STATION 1	Students will determine the missing words in the paragraph to reveal a 4 digit code.
STATION 2	Students will number the paragraphs and browse the passage to determine where the answers can be found (paragraph number). After eliminating EVEN numbers, a 4 digit code will be revealed.
STATION 3	Students will read each statement and determine if it is true or false. They will then ADD all TRUE values to find the 4 digit code.
STATION 4	Students will do some basic math here, read the passage to find the answers and then determine the 4 digit code.
STATION 5	Students will answer 6 multiple choice questions which lead them to a 4 digit code based on the number of times they used each "answer".
STATION 6	Option 1: Main idea writing activity Option 2: Color and add topic
TEXT MARKING	OPTIONAL: A color code chart is included in case you want students to mark the text citing evidence of where they found their answers.

**STUDENTS WILL
USE THE SAME
READING
PASSAGE AT
EACH STATION
SEEKING
ANSWERS AND
TEXT EVIDENCE.**

HOW IT WORKS



ENGAGING READING COMPREHENSION PRACTICE!

1

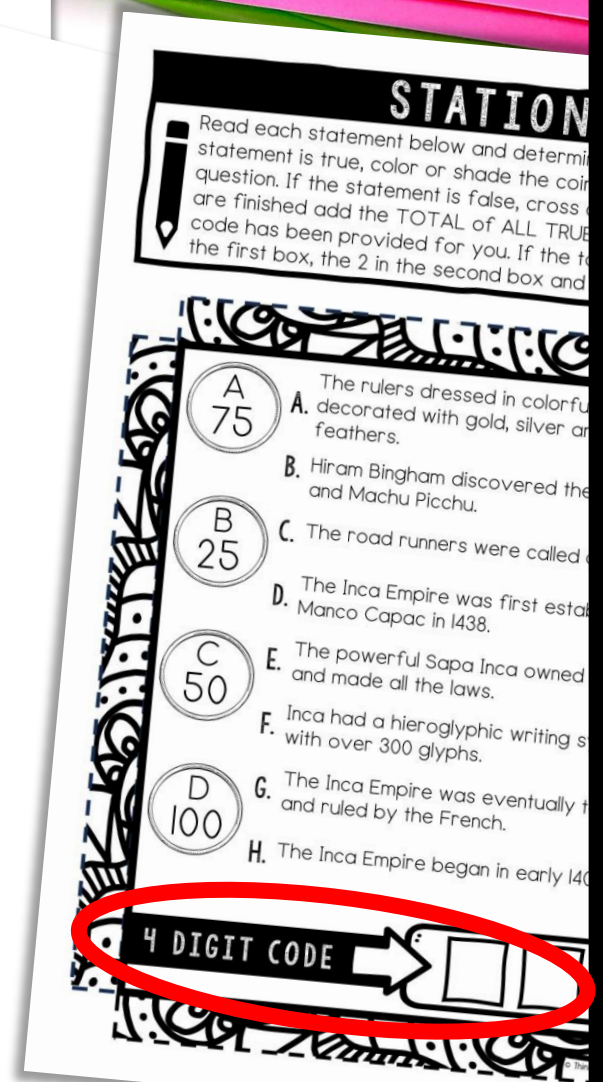
Students work individually (or in pairs) and visit 6 stations, grabbing one side of their cube at each station.

2

Students will answer the questions (found directly in the passage) on their cube sheet before assembly. Students will revisit their reading passage at EACH station!

3

Students will reveal 4-digit codes to move on to the next station. When they finish all stations, they can color and assemble their cube.



STATION

Read each statement below and determine if the statement is true, color or shade the corresponding question. If the statement is false, cross it out. When you are finished add the TOTAL of ALL TRUE statements. A code has been provided for you. If the total is 75, the 1 in the first box, the 2 in the second box and so on.

A 75

B 25

C 50

D 100

A. The rulers dressed in colorful robes decorated with gold, silver and feathers.

B. Hiram Bingham discovered the ruins of Machu Picchu.

C. The road runners were called runners.

D. The Inca Empire was first established by Manco Capac in 1438.

E. The powerful Sapa Inca owned the land and made all the laws.

F. Inca had a hieroglyphic writing system with over 300 glyphs.

G. The Inca Empire was eventually taken over and ruled by the French.

H. The Inca Empire began in early 1400s.

4 DIGIT CODE →

COMBINATION



Each Cube Code is a winning combination of:

- stations and movement
- close reading
- comprehension skills
- coloring and stress relief
- secret codes
- cut and paste
- citing evidence
- critical thinking

Everything a teacher dreams of wrapped up into one FUN and engaging activity!

BENEFITS



THINK OUTSIDE THE BOX!

-  ANTICIPATORY SETS
-  UNIT REVIEW
-  EARLY FINISHERS
-  STATIONS
-  SUB PLANS
-  PARTNER WORK
-  ENRICHMENT

-  HANDS-ON
-  CROSS-CURRICULAR
-  HIGHLY ENGAGING

