

# #9071

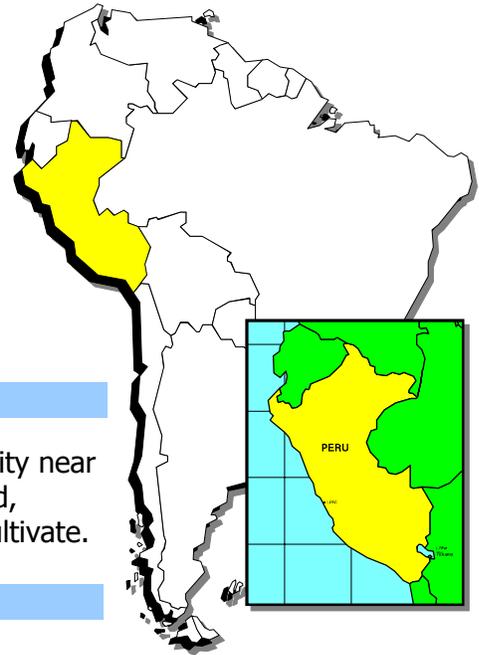
## PERU

MARYKNOLL WORLD PRODUCTIONS

1997

Grade Levels: 4-8

14 minutes



### DESCRIPTION

A 13-year-old Peruvian girl lives in a poor town with no electricity near Lake Titicaca. She takes the bus to school, discusses their food, animals, and native festivals, and notes there is little land to cultivate.

### ACADEMIC STANDARDS

#### Subject Area: Geography--Environment and Society

- Standard: Understands how physical systems affect human systems
  - Benchmark: Knows the ways in which human systems develop in response to conditions in the physical environment (e.g., patterns of land use, economic livelihoods, architectural styles of buildings, building materials, flows of traffic, recreation activities)

#### Subject Area: Geography--Human Systems

- Standard: Understands the nature and complexity of Earth's cultural mosaics
  - Benchmark: Knows the similarities and differences in characteristics of culture in different regions (e.g., in terms of environment and resources, technology, food, shelter, social organization, beliefs and customs, schooling, what girls and boys are allowed to do)

#### Subject Area: Geography—Places and Regions

- Standard: Understands the physical and human characteristics of place
  - Benchmark: Knows the human characteristics of places (e.g., cultural characteristics such as religion, language, politics, technology, family structure, gender; population characteristics; land uses; levels of development)

### INSTRUCTIONAL GOALS

1. To introduce the country, geography, and people of Peru.
2. To dramatize the life of a 13-year-old Peruvian girl who is of South American Indian descent.
3. To examine the history of the South American Indian group, the Aymaras.
4. To illustrate that some festivals are similar across national boundaries, but some are unique to one country or people.

### BEFORE SHOWING

1. Write out the name "Bette Tusu" and "Aymara", the name of her Indian group on the blackboard.

2. Do you know any Peruvians? Anyone been to Peru? Where is it on the map? What is the name of Peru's capital? What languages do Peruvians speak?
3. Have you met or know any native Americans?
4. What do you know about this part of the world? Have you heard of Lake Titicaca? Have you heard of Cusco, the Incan capital, and the Incan ruins of Macchu Pichu? Lima, the actual capital?

## AFTER SHOWING

1. If Bette Tusó were present, what questions would you like to ask her? Is there anything about the video presentation that surprises you?
2. Bette is a native American. Her people were defeated during the Conquest of the Spanish Armies in the 16<sup>th</sup> century. How do you think it feels to be a minority member in your own country?
3. Have you been put down by someone? Called insulting names? Have you been the victim of prejudice? Have you victimized another by using insulting or racial names?
4. Better and other Aymara students are trying to better their lives through education. Are their hopes for a better future realistic?
5. Land is very scarce in her village and her brothers and sisters have to migrate far away to find work. How must that feel for a parent not to be able to provide for all of their children?
6. Bette's life centers around her village, the caring of animals, school, and dancing in the fiesta. How do you think her life will be different than her mother's?

## SUMMARY

A young Peruvian girl, Bette Tusó, lives with her family in the high plains region of Peru (called *altiplano*). Her village, Cutini Capilla, is next to Lake Titicaca, the highest navigable lake in the world at 12,800 feet.

Bette is 13 years old. She is a *campesino*, a rural farmer, and is well at home with sheep, cows, pigs and cattle since she was a child. She presents her

family, all of whom speak the Aymara language, native to her Indian group. The history of the Aymaras stretches back into the early arrival of humans in this part of the world. It is a group distinct from the Incas who ruled Peru before the Spanish Conquest in the 16<sup>th</sup> century. She is proud of her native heritage.

We see Bette in the first scenes, helping a newly born lamb find its mother's milk. She introduces the viewer to the history of her village. The Aymaras and other displaced villagers return to Cutini Capilla on the occasion of the village fiesta to re-connect with their roots, family and traditions.

Bette goes to the sixth grade in the nearby town of Juli. She talks about the racism against Indians. She hasn't traveled far from her home, but happily explains the many varieties of potato, native to her country.

Lastly, Bette takes part in the village fiesta by dancing the elegant and history-telling *morenada* with other villagers. She is excited because it is her first time dancing publicly.



## RELATED RESOURCES



### Captioned Media Program

- My School in Peru #9239
- Peru: Justina and Her Llama #8860



### World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **PERU**

<http://www.odci.gov/cia/publications/factbook/geos/pe.html>

From the CIA World Factbook, presents information on Peru, such as a brief background on its history, economy, government; its geography; statistics on its literacy, birth and death, ethnic groups, and other rates; and more.

- **VIRTUALPERU.NET**

<http://www.virtualperu.net/>

Provides brief, to-the-point information about the regions, cities, history, geography, people, and culture of Peru. Large number of photographs. Published by a native Peruvian couple.

- **CULTURE OF THE ANDES**

<http://www.andes.org>

Music, photos, poems and stories from the Andes mountain region of south America, which includes artists from Peru, Bolivia, Ecuador, Argentina and Chile; in Spanish and the Quechua India language.

- **MOMENTS OF EXTINCTION**

<http://www.psilakis.gr/menu.htm>

Click on the "people" button, then the "Aymara" button to view photographs of this South American Indian people. Click on specific pictures for an enlarged size.