

#9239

MY SCHOOL IN PERU

LANDMARK MEDIA

1997

Grade Levels: 3-8

13 minutes



DESCRIPTION

Nine-year-old Alex describes his life on an island in Lake Titicaca, Peru. His typical day includes school, play, dance, and being with his family. Presents traditional clothing and activities as Alex plans how to buy more textbooks.

ACADEMIC STANDARDS

Subject Area: United States History

- Standard: Understands cultural and ecological interactions among previously unconnected people resulting from early European exploration and colonization
 - Benchmark: Understands characteristics of the Spanish and Portuguese exploration and conquest of the Americas (e.g., the social composition of early settlers of America and their motives for exploration and colonization, connections between silver mined in Peru and Mexico and the rise of global trade and the price revolution in 16th century Europe, methods the Spanish used to conquer the Aztec and Incan empires, societies the Spanish explorers encountered in the Aztec and Incan settlements)

Subject Area: Grades K-4 History

- Standard: Understands major discoveries in science and technology, some of their social and economic effects, and the major scientists and inventors responsible for them
 - Benchmark: Understands the development of extensive road systems (e.g., the Roman system of roads; the trade routes by camel caravan linking East Asia, Southwest Asia, and Africa during the ancient and early Middle Ages; the network of roads and highways of the Inca in Peru; the interstate highway system), the travel and communication difficulties encountered by people over vast expanses of territory, and the social and economic effects of these developments

INSTRUCTIONAL GOALS

1. To depict life in Peru.
2. To illustrate how schools around the world are similar and different.
3. To investigate the history and culture of Peru.



VOCABULARY

1. traditional clothes
2. official language
3. soccer
4. folk dances
5. civics class
6. class delegates
7. weave
8. knit
9. community delegate
10. arithmetic

BEFORE SHOWING

1. Find Peru on a map of the world. Locate each of the following places:
 - a. Identify what each place and name designates (e.g., country, city, island).
 - b. Taquile
 - c. Lake Titicaca
 - d. Bolivia
 - e. Sacred Valley
 - f. Puno
 - g. Copacabana
 - h. Uros Islands
 - i. Name the countries that border Peru.
 - j. Determine the distance between Peru and the local community.
2. Discuss the Incas.
 - a. What methods did the Spanish use to conquer the Incan empire?
 - b. What societies did the Spanish explorers encounter in the Incan settlements?
 - c. What major discoveries were the Incas responsible for?

AFTER SHOWING

Discussion Items and Questions

1. Discuss the geography of Peru.
 - a. How does the location of Alex's hometown influence how he travels to town to buy the Spanish books?
 - b. Why are the Uros Islands called "floating islands"? How do the local people keep their island alive?
 - c. How does the weather on the lake affect transportation and business in Alex's community?
 - d. What mountains are in Peru?
2. Discuss Alex's school in Peru.
 - a. What does Alex wear to school?
 - b. What does he carry things to school in?
 - c. Why does Alex call his sister's outfit "traditional clothes"?
 - d. What sound means that school is starting?
 - e. What subjects does Alex study in school?
 - f. Who serves the morning snack? What do they serve? What are they wearing when they serve?
 - g. What is Alex learning in civics class?



- h. Why does Alex win the election for his class' delegate?
- i. What is Alex's promise if he is elected as class delegate? How does he keep his promise?
- j. What do Alex and Efrain decide to do with the extra Spanish books? How does this benefit their class?
- k. How do the other students find out about the new Spanish books?
3. Discuss Alex's community.
 - a. Why is Quecha the language of Alex's family?
 - b. What jobs do Alex's and Efrain's fathers have? How does Alex's father's job influence the activities of the family?
 - c. On the island what roles do men and women have? What job is reserved for boys?
 - d. What are used for calendars? Who makes these calendars?
 - e. What is the job of the community delegate?
 - f. Why does Alex feel a little lost in a big city?
4. Discuss the history of Peru.
 - a. Why are folk dance and history taught together in Alex's school? What is the significance of Alex's costume? What is the story told in the children's dance?
 - b. How did life change for the Incas in the 16th century?
 - c. Why are there no written records in Quecha?
 - d. How is Inca culture kept alive?

Applications and Activities

1. Compare Alex's school with the local school.
2. Investigate the Incas.
 - a. What was life like in Inca civilization prior the arrival of the Spanish?
 - b. How did Inca life change after the Spanish arrived?
 - c. Where do the modern Inca people live?
 - d. How has life changed for the Inca people?
 - e. What parts of Inca culture are still alive today?
3. Research life in modern-day Peru. Consider the following: population, area, climate, environment, exports, money system, languages, major cities, government, and items in the news.
4. Design a trip to Peru. Consider the following: cost of the trip, means of transportation, points of interest, food, and language barriers.
5. Create a day to celebrate and experience Peru. Consider incorporating the following: Peruvian clothing, food, music, photographs, videos, craftwork, and dance.
6. Learn some basic vocabulary in Spanish and Quecha. Consider the following:
 - a. Counting from 1-10
 - b. Names for family members
 - c. Words for people and items used in school

RELATED RESOURCES



Captioned Media Program

- The Conquest of the Incas #3593
- Europe Explores the Americas: Southern Voyages and Settlements #3356
- I Love My City: Bangkok #3480

- I Love My City: Penang #3481
- I Love My City: Yogyakarta #3482
- Peru #9071
- 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.

- **THE CIA WORLD FACTBOOK**

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

Provides in-depth and up-to-date descriptions of countries worldwide.

- **UNITED NATIONS CYBER SCHOOL BUS**

<http://www.un.org/cyberschoolbus/index.html>

Online education component of the Global Teaching and Learning Project, whose mission is to promote education about international issues and the United Nations. Includes teaching materials and activities designed for educational use and for training teachers, and resources, quizzes, games.

- **KID-LINK MULTICULTURAL CALENDAR**

<http://www.kidlink.org:80/KIDPROJ/MCC/>

Included in the files you will find the unique ways kids are celebrating their country's holidays and festivals. Contains recipes for holiday foods, historical background, significance of the holidays and the special ways in which these days are observed. Searchable by month, holiday, country and author.

- **GETTY THESAURUS OF GEOGRAPHICAL NAMES**

<http://www.getty.edu/research/tools/vocabulary/tgn/index.html>

This fully searchable site states that if it's anywhere, you'll probably find it here.

- **THE LIBRARY OF CONGRESS COUNTRY STUDIES**

<http://lcweb2.loc.gov/frd/cs/cshome.html>

Contains the online versions of books previously published in hard copy by the Federal Research Division of the Library of Congress under the Country Studies/Area Handbook Program sponsored by the U.S. Department of Army. At present, 101 countries and regions are covered.

- **NATIONAL GEOGRAPHIC XPEDITIONS**

<http://www.nationalgeographic.com/xpeditions/>

Atlas of black-and-white maps for printing; forums; message boards for educators and everyone else; blue-ribbon link to Web sites selected for quality and depth of their geographic content; an interactive learning museum; and teacher-tested lesson plans sorted by geography standard and grade level.