

Unit on Peru

Goal: To increase awareness of Peru and its culture.

West Virginia CSOs for Modern Foreign Language, Level 1 to Be Addressed:

- FL.O.L1.2.06 Identify, describe and/or participate, when possible, in age appropriate cultural activities (e.g., games, songs, holiday celebrations, concerts)
- FL.O.L1.1.07 identify objects, images, products and symbols commonly associated with the target culture (e.g., flags, food, monuments)
- FL.O.L1.3.01 identify interdisciplinary concepts and skills to establish connections between the target language and other subjects
- FL.O.L1.4.06 recognize and discuss commonalities in perspectives, practices and contributions which apply in daily activities found in native and target cultures

Suggested Order of Unit

- PowerPoint of Peru
- PowerPoint of Artifacts
- Peruvian Geography
- Machu Picchu ticket (How dates and times are written, temperature,, description of Machu Picchu)
- Conversion of Money
- Fact Sheet
- Stories
- Assessment

IRIS Peru Power Points

This Power Point is an informative one that deals with the geography of Peru and how those regions differ in dress, housing, food and transportation. It is mainly pictures with a few words of text written in elementary Spanish and ends with a section of what young people do in Peru.

<https://www.dropbox.com/s/9xb1blv31j98ofn/Peru%20for%20IRIS%201.pptx?dl=0>

This PowerPoint deals with artifacts I brought back from Peru which I found interesting. One, for example, is a picture of a mouse puppet with blue eyes, Ratón Perez, who is the equivalent of our tooth fairy. Another is a cup with the curvy letter P in the word Peru (how it is often written) with an explanation in the notes that the lines represent the tail of the monkey in the Nazca Lines.

<https://www.dropbox.com/s/e1hk7r4ep14tgmw/Artifacts%20from%20Peru.pptx?dl=0>

Peruvian Geography

Download a copy of an outline South American map. Maps can be downloaded for free for classroom use from these sites:

http://www.printablemaps.net/south-america-maps/maps/S_AMER-Country-Outlines.pdf

https://www.eduplace.com/ss/maps/pdf/s_america_nl.pdf

1. Title the map.
2. Label Peru.
3. Color in Peru using three colors-maybe yellow for the coastal desert, brown for the Andean highlands, and green for the jungle.
4. Color in Lake Titicaca, the highest navigable lake in the world.
5. Label Lima, the capital and home to about a third of the country's population.
6. Label Machu Picchu, considered one of the New 7 Wonders of the World.
7. Label the countries bordering Peru and the Pacific Ocean.

(In one of the schools we visited in Peru, the students had a large blank map of Peru-poster size-and had crinkled up tissue paper and glued the three colors in place as a class map rather than doing individual ones.)

YouTube videos that can enhance the lesson of the three geographic areas of Peru.

- Miss Rosi who I gleamed to be a TV educator of children like Sesame Street or Mr. Rogers has a song called "Mi Pais es el Perú." The song mentions the three regions and is available on YouTube.

Lyrics are as follows:

Yo tengo un lindo pais, mi pais es el Perú.
Es muy grande, es hermoso, es muy rico, es grandioso.
Tiene tres, tres regiones que yo quiero conocer
Y con toda mi familia yo la voy a recorrer
En la costa tiene playas con un mar maravilloso
En la sierra hay montañas, en la selva muchas plantas
Mi pais es el Perú. Yo lo quiero y también tú.
Mi pais es el Perú. Yo lo quiero y también tú.

<https://www.youtube.com/watch?v=hWSZfbs3x9A>
or <https://www.youtube.com/watch?v=mPfeIzDNom>

- Another short song about the regions for children is <https://www.youtube.com/watch?v=yDPRGiFIPwQ>

- This site features music, dance costumes and typical food from the areas. It has limited words in Spanish that students should be able to understand.
<https://www.youtube.com/watch?v=YnZU849vkVo>
- There is also a video with singing about the three regions and showing people dancing in the costumes of the three regions on You Tube. <https://www.youtube.com/watch?v=yDPRGiFIPwQ>

The Spanish like dresses are from the coast and the ladies are using the handkerchiefs from Peru's national dance, La Marinera. There are much better examples of this dance on YouTube, but they don't show all three regions. You can find the national competitions for La Marinera for all age groups starting at about 4 or 5 to adults on YouTube

PASAJERO Boleto de viaje / Ticket
 Fecha de emisión / Issue date: 28-06-16 (DD/MM/YY)
 Pasajero / Passenger: LAURA BOBBERA
 Pasaporte / Passport:

N° Boleto / Ticket N° 016820158	Salida / Departure 13:27	Tren / Train 303	Desde / From OLLANTA	Hacia / To MACHU PICCHU
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En Estación / At Station De lo contrario usted podría no abordar. / Otherwise you may not board.	12:57	Coche / Carriage B	Asiento / Seat 35	Fecha / Date (DD/MM/YY) 25-07-16
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Importe del Servicio / Service Price	
Valor Venta / Sales Price	US\$ 52.54
Otros / Others	
Impuesto / Tax (18 %)	US\$ 9.46
Total	US\$ 62.00

Pago / Payment: Contado / Cash
 N° Autorización / Autorization: 2016 AGENCIA Adulto RT
 Usuario / User: TURISMO INKAIKO S.R.L. Fecha de Nacimiento / Date Birth: 01/01/1916
 RUC: 20113146355
 Counter: DLEON001

SESENTA DOS Y 00/100 DOLARES AMERICANOS.

RUC Agente de Ventas: _____
 PeruRail S.A.
 RUC 20431371808
 Av. Arcevaldez 480 Int 501
 Miraflores - Lima

Observaciones / Remarks: _____

Terminos y condiciones / Terms and conditions:
 El pasajero declara haber sido informado de los términos y condiciones del transporte ferroviario. / The passenger declares having been informed of the terms and conditions of the railways transportation
 El pasajero declara haber sido informado de los requisitos para el viaje. / The passenger must bring their passport and/or identification card required for travel aboard
 El pasajero reconoce la validez y condiciones de este boleto y boleto pagado. / The passenger acknowledges the validity and conditions of this fare and ticket paid.

Reimpresión: 08/07/16 13:12

1. What is this? (A train ticket to Machu Picchu)
2. How do you know? (It says ticket on the top and on the bottom, it says Perurail.)
3. When does the train get into the station? (12:57)
4. When does it leave? (13:27)
At this point one can go into a quick discussion of the 24 hour clock asking what a few times would be to check for comprehension.
5. What date is this ticket for? (25-07-16)
Here one can discuss how the date is written differently than how it is written in the U.S. One might want to point out that this can be an issue when the date might one such that the numbers for the date and month can be reversed such as 3/7/16. Is it March 7th or July 3rd?
6. The temperature at Machu Picchu was 17 (C). What would you wear? (Unless the student realizes this is in centigrade, he/she will answer that one needs winter gear. This is 63F. If one can use cell phones, one can type in a city to find the weather and convert it. If one even wanted, one could show the mathematical relationship between the two.)
7. I'm not sure if it is on other phones, but with an iPhone when one types in the city to check the temperature, the time also comes up. Here one can discuss the relationship of the time to the time of the class. Peru is in the same time zone as CST although this may vary with Daylight Savings Time.
8. Why does the cost say US\$? (Because the currency of Peru is the Nuevo sol.)
9. Where is Machu Picchu?

Conversion of Money

How many quarters equal a dollar?

Peru uses a currency called the Nuevo sol. It takes 3 soles to equal a dollar.

Fill in the following chart indicating how many quarters or soles it takes to equal the amount in dollars.

	\$1	\$2	\$3	\$4	\$5
Quarters	4				
Soles	3				

If a candy bar cost 3 soles, how much is it worth in US dollars? _____

A child's hat may cost 15 soles. How much is that in US dollars? _____

In Peru several markets will let you pay in either soles or US dollars. If you wanted to buy a souvenir marked as either \$25 (US dollars) or 60 soles, which would be the cheapest way to pay for the item? Why?

Comparison between Peru and Our State

Name _____ Date _____

	Peru	Our State
Capital		
Colors used to represent country		
Population		
Area in square miles		
Leader		
Election Cycle in Years		
Neighboring countries or states		
Highest mountain (name and elevation)		
Lowest point(place and elevation)		
Currency (Money used)		
Main Crops		
Major exports		
Month School Starts		

Color in the Peruvian Flag. There are many variations of the flag, but all are red, white, red.

9.

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Lesson with Peruvian Tales

Make a list of items that are common in the Peruvian culture. These items may include crops such as potatoes and quinoa, clothing such as the traditional hats, mention of animals such as cameloids (llamas, alpacas, guanaco, vicuña) condors (messenger bird of the gods) and the fox (a god associated with water), the use of the various deities, the mention of mountains, etc.

Give the students various books to read. (Since I did this with beginning Spanish speakers early in the year, I chose the English ones. I have included some children's books in Spanish if your students are more advanced.)

Record when any of the items on the list appear in the book, either in the written form or in the pictures.

Have each group give a little synopsis of the book and tell which items they found. Make a master list.

Which were the most common?

Would these appear in American folktales and legends? Why or why not?

What would you expect to be in our folktales? Why?

Additional work:

I then made a play for my students, trying to use elementary vocabulary since they are beginners. (Attached below)

Depending on the time you have and the ability of your students, you can have them write out a short play based on one of the stories or they can write their own story set in Peru. Depending on the level of your students, this can be in English or Spanish. The story should include five items that are important in the Peruvian culture. Underline those five items in your story.

El Secreto de la Llama (Based on The Llama's Secret)

(This is a good story for ir+a+infinitive)

Setting: In the Andes in Peru

Characters: Narrator, llama, his owner, the wife, various animals (can add more to include more students), must include foxes

Narrador: Había una vez una familia que tiene una llama. A la familia le gusta mucho a la llama.

Llama and owner in a field

Señor: Llama, come, por favor.

Llama shakes head

Señor: Llama, debes comer. Va a morir. Por favor.

Llama cries

Señor: ¿No estás bien?

Llama begins to speak. Man is surprised.

Llama: Va a llover mucho. Vamos a tener una inundación grande. Todos van a morir.

Señor: ¿Qué vamos a hacer?

Llama: Debemos ir a la montaña más alta.

Señor (running to wife): Va a llover mucho. Vamos a tener una inundación grande. Nuestra llama me dijo.

Señora: ¿Estás loco?

Señor: No, no. Necesitamos ir a la montaña más alta ahora.

Family goes led by the llama. They come across two guanacos.

Llama: Uds. necesitan ir a la montaña más alta con nosotros. Vamos a tener una inundación grande.

Guanacos follow. They come across two flamingos.

Llama: Uds. necesitan ir a la montaña más alta con nosotros. Vamos a tener una inundación grande.

Flamingos fly towards mountain. They come across a puma and her cubs.

Llama: Uds. necesitan ir a la montaña más alta con nosotros. Vamos a tener una inundación grande.

They follow. They across two chinchilas.

Llama: Uds. necesitan ir a la montaña más alta con nosotros. Vamos a tener una inundación grande.

They follow. Then they come across some condors.

Llama: Uds. necesitan ir a la montaña más alta con nosotros. Vamos a tener una inundación grande.

They fly to the mountain. Then they come across some foxes.

Llama: Uds. necesitan ir a la montaña más alta con nosotros. Vamos a tener una inundación grande.

Zorros (foxes): No vamos a la montaña.

The group reaches the mountaintop as the flood waters are coming up. (You can use some blue tablecloths or sheets to represent the water)The man points down the mountain at the foxes now running to the mountaintop.

Señor: Los zorros van a venir. No hay mucho espacio.

Foxes join group, their tails in the water. Lights go out all of the sudden.

Todos: ¿Dónde está el sol?

Llama: No tengan miedo.

Lights come back on. Water goes down.

Llama: El sol solo estaba descansando. Nunca vamos a tener otra inundación tan grande. Ahora vamos a regresar.

Zorros: Nuestras colas son un color diferente.

Señor: Son un color diferente por estar en el agua.

All head back.

Narrador: De este tiempo, la llama nunca ha hablado más.

Some Peruvian Folktales

Palazzo-Craig, Janet. How Llama Saved the Day. Troll Communications L.L.C., 1996.

Palacios, Argentina. The Llama's Secret. Troll Communications L.L.C., 1993.

(These two stories are the same, but the first one is written for a younger audience. The Llama's Secret is also available in Spanish-El Secreto de la Llama. The story deals with the llama telling his master there is going to be a big flood. The llama then leads the family and other animals up a mountain to safety. It is rather like the story of Noah's ark.)

Quintana, Juan and Ryall, Michael. The Fox in the Moon. Hampton-Brown Books.

Ehlert, Lois. Moon Rope Un Lazo a la Luna. Orlando: Harcourt Brace and Company.

(These are two versions of the same story. A fox convinces his friend, the mole, to try to go to the moon with him. They make a rope and have some birds attach it to the moon. The fox makes it but the mole falls down. To this day, you can see the fox in the moon and the mole who was embarrassed by having fallen hides under the ground. There is more detail in the first book, but the second book is bilingual.)

Loverseed, Amanda. The Thunder King. Hong Kong: Wing King tong Co. Ltd, 1991.

(This is the story of two twin brothers. One is captured by the Thunder King during a storm and taken the Thunder king's palace on top of a mountain. The other twin makes a dangerous journey to rescue his brother. With the help of llamas, condors, and another human, he succeeds in the quest.)

Dewey, Ariane. The Thunder God's Son. New York: Greenwillow Books, 1981.

(This story deals with the Thunder God who sends his son to earth. The son hears of a family who is very greedy and goes to their home and deals with them.)

Liu, Daphne. María and the Baker's Bread. Hampton-Brown.

(María is a kind girl who helps all those around her although she has no money. The baker gets mad because Maria smells his bread every day without paying for it. He takes Maria to court. In the end the judge rules that hearing money rattle in the cup is sufficient payment for the smell of the bread.)

Dorros, Arthur. *Tonight is Carnival*. New York: Dutton Children's Books.

(This book deals with a family in the Andes as they get ready for Carnival, a big celebration where there will be playing of traditional instruments, dancing, and selling of goods. The book is illustrated with arpilleras made by women of Lima, Peru.)

Sangama de Beaver, Milly and Beaver, Paul. *Tales of the Peruvian Amazon*. Largo, Florida: AE Publications, 1989.

(This is a series of short stories from the jungle and retold by Milly whose grandfather lived in the jungle and by her husband, a tropical biologist, who led expeditions into the jungle.)

VanBuskirk, Elizabeth Conrad. *Beyond the Stones of Machu Picchu*. Loveland, Colorado: Thrums, 2013.

(This series of short stories deals with traditions, legends, and folklore of the Quechua people.)

Charles, Donald. *Chancay and the Secret of Fire*.

(Chancay is given a series of task to find the secret of fire. He eventually finds firs and brings it back to his people.)

Stories in Spanish

Watanbe, José. *El pájaro pintado*. Lima, Peru: Metrocolor, SA, 2008.

(This book is written by a Peruvian author and beautifully illustrated by his internationally award winning daughter. The book deals with a drawn bird that comes to life, flies into the fields, and brings back a strawberry to the painter. This is a child's book with about a sentence per page.)

Martínez, Constanza. *El Nacimiento de Canto*. Chile: Pearson, 2013.

(The story deals with a Amazonian shaman who brings singing to the world because of some birds.)

Garrido-Lecca, Hermán. *La Vicuña con Ocho Patas*. Peru: Cuenta Cosas, Aleaguara, 2007.

(The story deals with the Inca times and how they find a star constellation of the vicuña with eight legs that appears to be running. It is in paragraph form that a second year Spanish student or better could understand.)

Jeanneau, Marie Claire. *Manco Cápac y Mama Ocllo*. Peru: Metrocolor, 2015.

(According to the Incas, the two mentioned in the title were children of Inti, the Sun God, who founded Cusco. This is the story of that founding.)

Líhon, Danilo Sánchez. *Colección de Mitos y Leyendas del Perú*. Peru. 2011.

(This is a series of various myths and legends from Peru. If the text were in English, it would be able to be read by a second grader with a few sentences per page.)

Rostworowski, María. *Cuentos de los Andes*. Lima:IEP, 2015.

(This book contains three stories. The first is about how the fox got to be in the moon, the second is about how humans tricked Mama Raiguana, goddess of food, to give humans food, and the third about the founding of Cusco.)

----- . *El Misterio del las Islas de Pachacamac y Otro Relatos*. Peisa-Quirquincho.

(This book has 4 myths and legends written for about a third grade Peruvian child, several pages just have text. The first story deals with how a goddess and her son turned into the Pachacamac Islands, two islands south of Lima. The second story deals with how a tiger captures a woman and her rescue. The third deals with how a spider turns into a woman and teaches the ladies how to weave. The last story deals with how two lovers, the daughter of the sun and a llama herder, are changed to stone, never to be separated again.)

Assessment of Peruvian Unit

Name _____ Date (Spanish style) 2 points _____

Short answer/Multiple choice (4 Points each)

1. Shade in Peru.



2. What is the capital of Peru? _____

3. Peru is divided into three main areas. What are they?

4. How do the three regions differ?

- food
- clothing
- transportation
- plants and animals
- all of the above

5. What is the currency (money) of Peru called? _____

6. If you exchanged \$10 US dollars, how much of their money should you get? _____
7. You have a train ticket that says the train is leaving at 16:20. What is another way to write the time if you don't use the 24 hour clock? _____
8. Our country is represented by the colors red, white and blue. What colors represent Peru? _____
9. Which of the following animals is NOT found in Peruvian folktales?
- condor
 - llama
 - moose
 - fox
10. Which plants would you find in a Peruvian folktale?
- quinoa
 - potatoes
 - corn
 - all of the above
11. The people who lived in Peru before the Spanish arrived were
- Mayan
 - Incan
 - Cherokee
 - Aztec
12. The site in Peru that is a New 7 Wonder of the World is
- Machu Picchu
 - Chichen Itza
 - Petra
 - Taj Mahal

Essay: A person from Peru is coming to visit you in the United States. To show them that our cultures have things in common and some things different, what five things would you do with him/her. Why?

This will be graded on the following:

Five activities mentioned (5 points each)

A thoughtful reason why each activity was chosen(5 points each)