



Traveling in Peru

Through literature, students learn about a cultural celebration in Peru and practice mapping skills.

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Grade Level	1 st grade
Duration	2 class periods

National Geography Standards

ELEMENT ONE: THE WORLD IN SPATIAL TERMS

1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

ELEMENT Four HUMAN SYSTEMS

10. The characteristics, distribution, and complexity of Earth's cultural mosaics.

Arizona Geography Strand

Concept 1: The World in Spatial Terms

PO 4. Recognize characteristics of human and physical features:

- physical (i.e., ocean, continent, river, lake, mountains, islands)
- human (i.e., equator, North and South Poles)

PO 5. Locate physical and human features using maps, illustrations, images, or globes: physical (i.e., continent, ocean, a. river, lake, mountains, islands) b. human (i.e., equator, North and South poles, country)

Concept 2: Places and Regions

PO 3. Recognize through images of content studied (e.g., Egypt, Arizona, local community) that places have distinct characteristics.

Concept 4: Human Systems

PO 1. Discuss elements of culture (e.g., food, clothing, housing, sports, holidays) of a community in areas studied (e.g., local community, Arizona, Egypt).

Other Arizona Standards

ELA Common Core Standards

Reading

Literature

Key Ideas and Details

1.RL.3 Describe characters, settings, and major events in a story, using key details.

Strand 1: American History

Concept 2: Early Civilizations

PO 1. Recognize that the development of farming allowed groups of people to settle in one place and develop into cultures/civilizations (e.g., Ancestral Puebloans (Anasazi), Hohokam, Moundbuilders, Aztec, Mayan).

Overview

People everywhere celebrate special days as their families have for years before them. It is important for students to recognize that children in other countries love to sing, dance, and have fun with family and friends on holidays just as they do.

Purpose

In this lesson, students are introduced to the cultural aspects of Peru through the story of children traveling to a festival. They will also practice map skills.

Materials

- *Up and Down the Andes: A Peruvian Festival Tale* by Laurie Krebs and Aurelia Fronty – one copy to read aloud

- Continents of the World map - one per student and copy to project
- South America's Capital Cities map – one per student and copy to project
- Physical Landforms – 1st Grade Map – one copy to project
- Prehistoric Cultures of the Southwest map- one copy to project
- Student Worksheet – one copy for every five students- cut into strips prior to class
- Student Map Worksheet – one per student and copy to project
- Crayons/colored pencils
- Scissors
- Glue sticks/paste

Objectives

The student will be able to:

1. Locate South America on a map of the world.
2. Locate Peru on a map of South America.
3. Locate human and physical features of Peru on a map.
4. Recall events from a story.

Procedures

Prerequisite Skills: Student should have been introduced to physical and human features (continent, lake, mountains, country) and to other early civilizations in the Americas.

SESSION ONE

1. Project the *Physical Landforms* map and review with students the following features: continent, mountain, lake, and ocean.
2. State that today students will hear a story about a country in another continent and that, before hearing the story, they will find the continent on a map.
3. Project the *Continents of the World* map and remind students that each of the land pieces is called a continent. Point to North America and say that this is the continent that we live on. Point to the shaded area and identify it as the oceans.
4. Point to South America. Share that our story today takes place in the continent south of us, named South America.
5. Hand out student copies of the *Continents of the World* map and have students color South America yellow and the oceans blue.
6. Project the *South America's Capital Cities* map. Explain that this is a larger map of South America which shows its countries.

It also has the ocean on it. Show the shaded area and identify it as ocean.

7. Point to Peru and share that our story today takes place in this country, called Peru, in South America.
8. Hand out the student copies of the *South America's Capital Cities* map. Using the projected map as a guide, have students color the country of Peru green.
9. Show the book cover to students and read the title. Explain that the Andes are very large mountains in Peru. Point out their approximate location on the map of Peru. Share that this book tells about six children in Peru as they travel from their homes to celebrate a special festival in a city called Cusco. The festival is just like one celebrated by people in Peru long ago.
10. Explain that the festival the children attended was first celebrated long, long ago by the Inca people, who lived at the same time as other civilizations to which they have been introduced (e.g., Ancestral Puebloans (Anasazi), Hohokam, Moundbuilders, Aztec, Mayan). Review the locations of these civilizations on the Prehistoric Cultures of the Southwest map.
11. Read the story, sharing the illustrations.
12. End the session by reviewing in what country and continent the children in the story lived.
13. Collect maps for assessment, if desired.

SESSION TWO

14. Show the book to students and ask them to share what they remember from the story.
15. Review what country and continent the story takes place in by using the maps from Session One. Remind them that the children in the story were dressed in special costumes because they were going to be in a play in a festival just like one celebrated by the Inca people in Peru long, long ago.
16. Project the Student Map Worksheet and say that this is another map of Peru. It has more information on it from the story. It shows the city of Cusco, the Andes Mountains and the towns/cities the children are from.
17. Read the story again, pointing out the towns that each child is from, the special costumes and other elements of culture shown in the illustrations.
18. Hand out strips of transportation clip art and scissors. As a class, identify what

each image shows and have students cut out their five squares.

19. Hand out the Student Map Worksheets and glue sticks to students.
20. Review, using the book, each child's home town and method of travel to Cusco. Point to the town on the projected map. Have students find each town/city the children are from on their map with you and glue the appropriate transportation image by it. (Note: It works best to glue on the town name. Take care when students glue the boat so that it doesn't cover Puno.)
21. Use the finished map for a review of the story events and collect for assessment.

Assessment

Student maps from Session One can be used to assess map skills. Students should have South America, oceans, and Peru colored correctly. 4 points are possible; mastery is 3.

Student map worksheet from Session Two can be used to assess recall of story events and the location of human and physical features in Peru. Students should have the five images by the correct town. 5 points are possible; mastery is 3.

Extensions

Share information from the end of the book on the Festival of the Sun, other Peruvian festivals and the Andes Mountains.

With teacher guidance, have students color in the location of the early Mayan and Aztec civilizations on the *South America's Capital Cities* map.

Sources

Krebs, L. and Fronty, A. *Up and Down the Andes: A Peruvian Festival Tale*. 2008. Cambridge, MA: Barefoot Books. ISBN 978-1-84686-203-8