



Traveling in Peru

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Grade Levels 1, 2, and 4
Duration 2 class periods

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

Element 2: Places and Regions

4. The physical and human characteristics of places

6. How culture and experience influence people's perceptions of places and regions

Element 4: Human Systems

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

AZ Standards

ELA

Reading

Key Ideas and Details

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

2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Writing

Production and Distribution of Writing

4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Other Arizona Standards

The use of geographic representations and tools help individuals understand their world.

2.G1.1 Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features.

2.G1.2 Use maps, globes, and other simple geographic models to identify and explain cultural and environmental characteristics of places in the world based on stories shared.

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

1.G3.1 Explain why and how people, goods, and ideas move from place to place. Key concepts include but are not limited to transportation, immigration, education, technology, and natural resources.

1.G3.2 Compare places past and present as it relates to content focus.

2.G3.1 Explain why and how people, goods, and ideas move from place to place. Key concepts include but are not limited to transportation, trade, immigration, migration, and communication

Human-environment interactions are essential aspects of human life in all societies.

4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas. Key concepts include but are not limited to disease, farming, family structure, housing, cultural assimilation, cultural amalgamation, climate, transportation, domestication of animals, clothing, recreation, and utilization of renewable and non-renewable natural resources

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 or show YouTube video (2.34 min)
<https://www.youtube.com/watch?v=jAXRD3EYdvk> or (8.04 min)
<https://www.youtube.com/watch?v=9vx-lqVU80>
- Physical Landforms
http://geoalliance.asu.edu/sites/default/files/maps/Physical_1st_PO4_Colors.pdf
- Continents of the World map
https://geoalliance.asu.edu/sites/default/files/maps/World_Continents.pdf
- South America's Capital Cities map
<https://geoalliance.asu.edu/sites/default/files/maps/s-america-caps.pdf>
- Projection device
- Prehistoric Cultures of the Southwest map
<https://geoalliance.asu.edu/sites/default/files/maps/sw-prehistoric.pdf>
- Mesoamerica and South America map
https://geoalliance.asu.edu/sites/default/files/LessonFiles/GeoHistory/RinehartAztec/Ancient_Empires_Labeled.pdf
- Student Worksheet (cut into strips prior to class)
- Student Map Worksheet
- 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).

SESSION ONE

1. Project the *Physical Landforms* map found at http://geoalliance.asu.edu/sites/default/files/maps/Physical_1st_PO4_Colors.pdf 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 found at https://geoalliance.asu.edu/sites/default/files/maps/World_Continents.pdf 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 the story today takes place in the continent south of us, named South America. Distribute copies of the *Continents of the World* map and have students color South America yellow.
5. Project the *South America's Capital Cities* map found at <https://geoalliance.asu.edu/sites/default/files/maps/s-america-caps.pdf> 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.
6. Point to Peru and share that our story today takes place in this country, called Peru, in South America. Distribute 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 blue.
7. Show the book cover to students and read the title. Explain that the Andes are a very large mountain chain/range 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.
8. 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 lived in the Americas. Review the locations of these civilizations on the Prehistoric Cultures of the Southwest map.
<https://geoalliance.asu.edu/sites/default/files/maps/sw-prehistoric.pdf> and Mesoamerica and South America map
<https://geoalliance.asu.edu/sites/default/files/Les>

[sonFiles/GeoHistory/RinehartAztec/Ancient Empires Labeled.pdf](#)

9. Read the story, sharing the illustrations.
10. End the session by reviewing in what country and continent the children in the story lived.
11. Collect maps for assessment, if desired.

SESSION TWO

1. Show the book to students and ask them to share what they remember from the story.
2. 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.
3. 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.
4. 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.
5. Grade 1-2 Hand out strips of transportation clip art, glue sticks, and scissors. As a class, identify what each image shows and have students cut out their five squares. Hand out the Student Map Worksheets. Review, using the book, each child's hometown 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 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.)
6. Grade 4 As you re-read the book, have students sequence the events in the story, describe a character in the story, and identify where they were traveling from and what type of transportation they used. Using the Student Map, the students will write the mode of transportation (bus, boat, etc. used to get to the festival from each town) on the map.

Assessment

Geography

Student maps from Session One can be used to assess map skills. Students should have South America and Peru colored correctly. Mastery will be considered 100% accuracy.

ELA

Grades 1-2: 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 glued near the correct town. Mastery will be considered 100% accuracy

Grade 4: Sentences describing events in the book should be graded for accuracy and completeness. Assign points for describing the character in the story, identify where they were traveling from, and what type of transportation they used. Then additional points for the map work. Mastery will be considered 80% or higher.

Extensions

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

Grade 4: Have students color in the location of the early Mayan and Aztec civilizations on the *South America's Capital Cities* map using the Mesoamerica and South America 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

Up and Down the Andes YouTube video (2.34 min) <https://www.youtube.com/watch?v=jAXRD3EYdvk> or (8.04 min) https://www.youtube.com/watch?v=_9vx-lqVU80