

Let's go to PERU

UNIT 2 - SOCIAL STUDIES



**TEACHER'S BOOK - FLASH CARDS - WORD STRIPS -
QUESTION CARDS - INFO SHEETS -ACTIVITY BOOK**

PERU'S UNIT

SOCIAL STUDIES



TEACHER'S BOOK

TEACHER SUGGESTIONS

As long as there are two different subjects involved : English Language and Social Studies and because there is a very specific goal : Intercultural awareness , the proposed methodology is related to the three of them.

Nevertheless , the present material has its own characteristics and may be convenient to describe some of them in order to make it useful.

English Language use within a real context: the teacher should use it all throughout the lessons , adapting it to students level and making sure it is linguistically and cognitively appropriate . Highlighting key vocabulary and using supplementary material , like visual aids (flash cards, word strips, question cards) can facilitate the retention of vocabulary.

Nevertheless the use of the Mother Tongue can be an effective metacognitive tool to occasionally clarify doubts or bridge information.

Constant language revision including vocabulary and interrogative structures is necessary in order to link what students know with what is going to be studied . The same 20 questions will be practiced orally and in a written way all through every unit.

Students' role : this proposal is students centered .

Because they are in charge of their own learning they have to assume some responsibilities and there is a specific strategy to promote it. We call it "**Travel agencies**"

A new project like this needs the students be involved in to get the settled objectives. The "Travel Agencies" is just a way to achieve this kind of students participation and compromise. Every student adopt a country and become a part of a "Travel Agency" for that specific country on the first session of the unit.

Students members of the TA can choose the way they take charge of different tasks. They can take turns so all of them do all type of tasks, or they can decide everyone to be specialized in a specific one.

Students members of every "travel agency" are in charge of the next assignments:

- 1) Search information about every topic related with that country.
- 2) Bring all kind of materials related to the country : realia, books, recipes, food . They can even invite a relative to visit the class (in case they are from the given country).
- 3) Display materials of different kinds on the "Intercultural Corner" (Info Sheets or/and other) They have the privilege to choose the best productions (drawings or other) from their mates to be sticked on the Intercultural Corner.
- 4) Make a "tourist guide" using material from the class and other from their own. They would be evaluated also for this kind of compilation.
- 5) Help the teacher along the class period in many ways:
 - writing on the blackboard,
 - sticking pictures or photos on it,
 - passing worksheets out, etc...

Options to choose : It is easier to assume responsibilities when there is the possibility to choose.

- Students choose the Travel Agency they want to belong to.
- When doing homework students have compulsory and optional assignments.

Interaction

Students members of the Travel Agencies interact with other students in different ways:

- They can ask new questions of the lesson to other students.
(oral interaction)

As long as they have the privilege to have all the worksheets for the following session , so they can be prepared, they can also do as follows:

- They can read aloud a new worksheet if it has been previously practiced.
- They can help other students when checking answers if they have them already corrected.

Pair work: it is the suggested way for students to work in the classroom. It could also be a strategy to help weak students.

Brainstorming: it is the way for students to express themselves, and another way to get involved in the project.

The teacher's role

S/he is the model in the language use and a general facilitator. S/he has to motivate the students to an effective participation. S/he the one to organize group work and a make a smooth class development possible.

S/he uses praise generously.

S/he has to promote cultural awareness in the students.

Visual aids and Intercultural Corner

A new project like this needs a visual support to give a proper context to the activities. The "Intercultural Corner" is the place to display all visual aids to help Ss to do the classroom activities and their homework.

There are visual aids of different kind:

- Realia : very effective to ignite students interest.
- Flash cards : very useful to make the relationship between image and word.
- Word strips and question cards : very convenient to establish the relationship between written and oral language

Abbreviations in lesson plans: they are always used in order to facilitate the writing and reading. They stand as follows:

- Ss for students
- MTA for Moroccan Travel Agency
- PTA for Peruvian travel Agency
- WS for worksheet
- eWS for extra worksheet
- HWS for homework sheet
- FC for flash card
- WP for word strip
- QC for question card
- IS for info sheet

All the above mentioned are only "suggestions". There are as many ways to use this material as teachers of English are in Catalonia.

PERU'S UNIT PROGRAMME

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Llicència d'estudis B - 2007

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UNIT 2 - PERU

OBJECTIVES

Intercultural Education:

- Be interested in learning about other countries and cultures.
- Show respect for nacional symbols and institutions.
- Find commom features between their culture and the Peruvian one.
- Appreciate and enjoy different cultural features.

English:

- Produce oral messages using proper entonation and pronunciation.
- Learn the questions to introduce the lessons.
- Learn the key vocabulary of the Unit.
- Respect taking turns to talk.
- Participate in oral activities.
- Understand oral and written instructions.
- Be able to understand and follow instructions in order to make different tasks.

Social Studies:

- Understand the different type of information on physical and political maps.
- Recognize natural and political boundaries
- Learn basic facts of Peru.
- Match natural regions with climate , vegetation and fauna.
- Understand line graphs and bar charts
- Make a line graph.
- Compare different data.
- Enjoy Peruvian handicrafts.
- Be able to search information.
- Identify pictures to match with written texts.
- Be aware of linguistic and ethnic inner differences.
- Make a pie chart.
- Show respect for Peruvian traditions.
- Show interest and respect for handmade products.

UNIT 2 - PERU

CONTENTS		
CONCEPTS	PROCEDURES	ATTITUDE
<p>Intercultural Education:</p> <ul style="list-style-type: none"> · Main physical, political, cultural, and social features of Peru. 	<p>Intercultural Education:</p> <ul style="list-style-type: none"> · Use a wide variety of resources, assignments and group tasks. 	<p>Intercultural Education:</p> <ul style="list-style-type: none"> · Understand , respect, and accept another culture.
<p>English:</p> <ul style="list-style-type: none"> · Key vocabulary embedded in every lesson. · Eighteen introductory questions. · WH words. · Word order in English sentences. 	<p>English:</p> <ul style="list-style-type: none"> · Listen and make oral questions to introduce new concepts. · Produce oral and written information. · Read and understand texts. · Use the English dictionary. · Complete sentences and diagrams. 	<p>English:</p> <ul style="list-style-type: none"> · Make an effort and show interest in understanding unit's vocabulary. · Pay close attention to other students production. · Make an effort to enjoy reading and understanding texts. · Participate in oral activities.
<p>Social Studies:</p> <ul style="list-style-type: none"> · Peru's situation in America. · Main cities and villages · Political, economic and social data. 	<p>Social Studies:</p> <ul style="list-style-type: none"> · Identify Peru's territory. · Understand and complete maps. · Collect information to complete tables, maps, and charts . 	<p>Social Studies:</p> <ul style="list-style-type: none"> · Show interest in learning about Peru. · Participate and cooperate in classroom group activities.

CONCEPTS	PROCEDURES	ATTITUDE
<p>Social Studies (cont.):</p> <ul style="list-style-type: none"> · Main mountain ranges and rivers. · Climate: coastal, mountain and pre- desertic. · Agriculture, livestock and fishing. · Economic sectors: primary, secondary, tertiary. · Vegetation and fauna. · Ethnic groups and languages: Amerindian, mestizo, quechua. · Musical Instruments. · Catholic and pre-hispanic syncretism. · Traditions: corn , poncho. · Games, toys and tales 	<p>Social Studies (cont.) :</p> <ul style="list-style-type: none"> · Distinguish landscape features and water currants. · Make a temperature line graph. · Extract information from grids, diagrams, graphs... · Make a play-dough relief map. · Make a khamsa magnet. · Do an Internet search. · Conclude facts and situations from given data. · Make a recipe: corn on the cob · Make a poncho . · Make a handmade toy. 	<p>Social Studies (cont.) :</p> <ul style="list-style-type: none"> · Make an effort to present clean and tidy work. · Show interest in exchanging information and experiences with teacher and classmates. · Be aware of human rights. · Be responsible.

FORMATIVE ASSESSMENT - Date :

Lesson 2. Peru's Unit Introduction							
STUDENT'S NAMES	Question 1, and key vocabulary of the lesson				General ideas about Peru	General ideas about Per. people	General ideas about Per. culture
	Listen.	Read.	Writ.	Speak.			

FORMATIVE ASSESSMENT - Date :

Lesson 2 - Peru's Situation

STUDENT'S NAMES	Questions 2, 3, and key vocabulary of the lesson				Locate Per in a map of America	Identify Peru's shape, boundaries and main features	Understand and complete maps
	Listen.	Read.	Writ.	Speak.			

FORMATIVE ASSESSMENT - Date :

Lesson 3 - Peru's facts								
STUDENT'S NAMES	Question 4, 5, and key vocabulary of the lesson				Identify nacional symbols	Complete sentences with the right text	Recognize the names of capital and main cities	
	Listen.	Read.	Writ.	Speak.				

FORMATIVE ASSESSMENT - Date :

Lesson 4 - Peru's Landscape and River System

STUDENT'S NAMES	Question 6, 7, and key vocabulary of the lesson				Recognize three natural regions	Identify important rivers and mountain chains	Make a relief map
	Listen.	Read.	Writ.	Speak.			

FORMATIVE ASSESSMENT - Date :

Lesson 5 - Climate of Peru								
STUDENT'S NAMES	Question 8, 9, and key vocabulary of the lesson				Match the three climates with the natural regions	Understand a rainfall bar chart	Make a temperature line graph	
	Listen.	Read.	Writ.	Speak.				

FORMATIVE ASSESSMENT - Date :

Lesson 6 - Vegetation and Fauna from Peru

STUDENT'S NAMES	Question 10, 11, and key vocabulary of the lesson				Match native vegetation with native fauna	Identify three native animals	Recognize three native trees
	Listen.	Read.	Writ.	Speak.			

FORMATIVE ASSESSMENT - Date :

Lesson 7 - Economy and Population of Peru

STUDENT'S NAMES	Question 12, 13, and key vocabulary of the lesson				Diferentiate three economic sectors	Identify parts of a Peruvian city	Make a poncho
	Listen.	Read.	Writ.	Speak.			

FORMATIVE ASSESSMENT - Date :

Lesson 8 - Peruvian Ethnic Groups and Languages

STUDENT'S NAMES	Question 14, 15, and key vocabulary of the lesson				Recognize different groups and languages	Identify some Quechua words	Make a pie chart
	Listen.	Read.	Writ.	Speak.			

FORMATIVE ASSESSMENT - Date :

Lesson 9 - Peruvian Religion and Traditions

STUDENT'S NAMES	Question 16, 17, and key vocabulary of the lesson				Recognize and respect Catholicism	Identify Peruvian festivities	Make a Peruvian recipe
	Listen.	Read.	Writ.	Speak.			

FORMATIVE ASSESSMENT - Date :

Lesson 10 - Peruvian games, toys and tales							
STUDENT'S NAMES	Question 18, 19, and key vocabulary of the lesson				Play a game of Peru	Learn a Peruvian tale	Make a handmade toy
	Listen.	Read.	Writ.	Speak.			

FORMATIVE ASSESSMENT - Date :

Lesson 11 - Peru's Unit closing							
STUDENT'S NAMES	Question 1 to 20, and key vocabulary of the Unit				Final ideas about Peru	Final ideas about Peruvian people	Final ideas about Peruvian culture
	Listen.	Read.	Writ.	Speak.			

PERU'S UNIT

SOCIAL STUDIES



LESSON PLANS

PERU'S UNIT INTRODUCTION

LESSON PLAN 1

- Objectives :
- Show interest in learning different aspects about Peru.
 - Brainstorm ideas about the country and native people from it.
 - Appreciate and respect global features of Peru and Peruvian people.
 - Recognize the characteristics of Peruvian landscape and archaeological sites .
 - Revise the 18 questions already introduced in Unit 1
 - Learn the expressions and key vocabulary of the lesson.

Contents

- S.Studies: . Archeological site of Machu Picchu.
- Inca Empire
 - South hemisphere.
 - Do an Internet search.

E.Language: Questions 1 to 18

Question 1 - What country are we going to learn about?

Key Vocabulary: Peruvian, archeological, site, ruins, southern, eastern, hemisphere, summer , winter, spring , autumn/fall.

Materials : Realia: Any Peruvian object.

Info sheets: IS Machu Picchu

Question Cards: QC 1

Flash Cards: FC 1

Word Strips: WP 1

Handouts : WS 1, WS 2

Starting the lesson

Show any Peruvian realia and brainstorm Ss opinions about it and about the country where it belongs to.

Remind Ss about the need of having a group of them belonging to the Peruvian Travel Association. Also revise what are they in charge of and the advantages of doing it. Remind Ss that all of them have to be integrated in one of the three Travel Agencies.

Step by step activities

1 - Show FC 1 and elicit Ss knowledge of the picture's content.

Write some of their ideas on the board.

2 - Introduce the concept of Inca Empire and brainstorm Ss ideas about it.

3 - Ss members of PTA pass WS 1 and WS 2 out. Read the questions aloud to the Ss. Encourage Ss to answer them aloud and elicit Ss revision of the answers for Unit 1 about Morocco.

4 - Get the Ss to write the answers on their worksheets. Encourage them to talk about their answers working in pairs. Answers will be corrected at the ending session of the Unit.

Follow up activities

Ss members of the PTA ask those questions aloud for volunteer Ss to answer.

Extra

Homework

Ss have do an internet search looking for Machu Picchu and Incas information in English.

Optional : Machu Picchu HWS

Sources (Bibliography and Weblinks)

For teacher and students:

www.nationsencyclopedia.com

www.cia.gov/library/publications/the-world-factbook/geos/pe.html

www.wikipedia.com

http://homepage.mac.com/edotter/Elisabeth/Peru_ill_drawing.jpg

PERU'S SITUATION

LESSON PLAN 2

- Objectives :
- Recognize the characteristics of South America.
 - Identify Andean countries and Peru's territory on a map of South America.
 - Recognize Peru's natural and political boundaries.
 - Identify most important Peruvian cities.
 - Learn the vocabulary of the lesson.

Contents

- S.Studies :
- South America's situation on the planisphere.
 - Peru' situation in South America.
 - Main Peruvian cities , mountains, and rivers.

- E. Language :
- Question 2 - Where in the world is it?
Question 3 - What countries is it bordered by?

Key Vocabulary : North, South, East, West, Andes, Andean, Amazon, Amazonian.

- Materials :
- A world map poster, a poster map of South America, a relief and political map of Peru, atlases, guides, encyclopaedias...etc
Question Cards: QC 2 and QC 3
Hand-outs: WS 1, WS 2, WS 3, eWS , HWS

Starting the lesson :

Brainstorm . Elicit students previous knowledge of South America and Peru's situation , asking the above mentioned and other questions.

Ask members of the Peruvian Travel Agency for help. Display a world map poster and point to South America , Andean countries and Peru's land and boundaries.

Step by step activities

- 1 - Stick QC 2 and QC 3 on the board. Say them and get Ss members of the Peruvian Travel Agency to answer.
Same students ask same questions to volunteer Ss in class.
- 2 - One of the Ss members of the PTA write the names of Andean countries on the blackboard. Students colour those countries on their handouts of South America (WS 1)
They also colour the water areas and complete the text.
- 3 - Another student member of the PTA write the names of ten important Peruvian cities on the board: Lima, Cusco, Ayacucho, Arequipa, Puno, Tacna, Trujillo, Cajamarca, Piura, Iquitos. Ss underline them on their political maps, (WS 2).
- 4 - Ss colour Andes Mountains, and most important rivers on their relief maps (WS 3).

Follow up activities

Ss write down the questions and key vocabulary.

Ss members of the PTA ask other Ss the first two questions for volunteers to answer.

Play the hangman on the board to revise proper names of countries, cities, mountains and rivers of the lesson.

Extra

Ss do the extra worksheet working in pairs (eWS)

Homework

Ss have to look at the dictionary for unknown words.

Ss memorize questions and key words of the lesson.

Optional: World Map Puzzle (HWS)

Sources (Bibliography and Weblinks)

For the teacher :

For teacher and Ss:

www.eduplace.com

www.lib.utexas.edu.com

PERU' S FACTS

LESSON PLAN 3

Objectives : · Learn basic facts of Peru.
· Identify and respect national symbols.
· Learn the vocabulary, questions and expressions of the lesson.

Contents

S.Studies : · Political, economic and social data.
· Drawing a map
· Drawing the flag
· Peru's president

E. Language: Question 4 - Is it a kingdom?

Question 5 - What are the colours of its flag?

Key Vocabulary : capital city, largest city, area, currency, flag, president, vice president, born elected, married.

Materials : Atlases, encyclopaedias, guides, magazines.

Info sheets: IS 1 , IS 2, IS 3

Question Cards: QC 4, QC 5

Flash Cards: FC 2, FC 3

Word Strips: WP2, WS 3

Handouts : WS 1, WS 2, HWS

Starting the lesson

Check the Ss homework for last session. Revise Ss knowledge from the previous session.

Display the poster map of Peru and ask them questions 2 and 3.

Get the Ss members of the PTA to stick a picture of the Peruvian flag and photos of Peru's President (FC 2 and FC 3).

Introduce him to the class.

Step by step activities

- 1 - Ss members of Peruvian Travel Agency pass Worksheet 1 out to the class. One of the Ss members of the PTA write at random the answers for WS 1 on the board . Ss have to write them in the right place on their worksheets. Read aloud also Info Sheet 2 and get Ss members of the PTA to stick it on the Intercultural Corner . Ss draw the flag and the outline map of Peru as well.
- 2 - Ss members of the PTA hand WS2 out. Read aloud to the Ss and get them to answer the questions . Read aloud also Info Sheet 3 and get Ss members of the PTA to stick it on the Intercultural Corner.
- 3 - Introduce questions 4 and 5 . Stick QCs on the board and get volunteer Ss to answer them.

Follow up activities

Get a member of the PTA to ask questions 3 and 4. Encourage Ss to answer them.

Ss write key vocabulary on their notebooks.

Extra

Read aloud the homework sheet and explain difficult words to the Ss.

Homework

Ss memorize key words of the lesson.

Ss have to look at the dictionary for unknown words.

Optional: Draw Peru's coat of arms HWS.

Ss members of PTA will choose some samples to stick on the Intercultural Corner on the next session.

Sources (Bibliography and Weblinks)

For the teacher:

For teachers and Ss:

www.cia.gov/cia

<http://www.peruprensa.org>

www.maroc.ma

<http://en.wikipedia.org/wiki/morocco>

www.mincom.gov.ma/english

www.nationsencyclopedia.com

PERUVIAN LANDSCAPE AND RIVER SYSTEM

LESSON PLAN 4

- Objectives :
- Learn the questions, expressions and key vocabulary of the lesson.
 - Learn the three natural regions of Peru.
 - Recognise the most important rivers and mountain ranges and chains.

Contents

- S.Studies:
- Peruvian rivers.
 - Mountain chains, ranges and peaks.
 - Make a relief poster map for the classroom.
- E.Language: Question 6 - What's the name of the longest river?
Question 7 -What's the name of the highest peak?
Key Vocabulary: coastal, high, rugged, peak basin, jungle, longest, shortest, highest.
- Materials: A Physical map of Peru, a big piece of blue construction paper, play-dough in different colours, some wool line in blue.
- Info Sheets: IS Peruvian longest rivers
Question Cards: QC 6 and QC 7
Flash Cards: FC 4 and FC 5
Word Strips: WP 4 and WP 5
Handouts: WS 1 and WS 2.

Starting the lesson

Check the Ss homework for last session.

Brainstorm some of the vocabulary from the previous unit.

Ask the Ss questions 6 and 7.

Step by step activities

- 1 - Display a physical poster of Morocco . Point to the main features of the Moroccan relief.

- 2 - Explain to the class they are going to make a poster map of Peru in groups at the same time they work in pairs to do WS1 and WS2. Explain them the groups will take turns to fix the play-dough in different colours and the wool line in blue to represent different regions of the Peruvian relief. Ss members of the PTA hand out the play-dough and wool line. They bring play-dough in brown to make the mountains to one group, wool line in blue to make the rivers to a second group, play-dough in green to make the Amazon basin to a third group and play-dough in light brown make the desertic coastal plain to the fourth group . Ss take turns in every group to stand up and stick the given material.
- 3 - Members of the PTA pass worksheet 1 out . Read aloud the text asking for Ss understanding . Explain the new vocabulary using pictures and miming. Ss fill in the gaps on their worksheets working in pairs.
- 4 - Other members of the PTA pass worksheet 2 out. Ss look at the physical map they made on the previous session to complete the river system grid.

Follow up activities

Ss write down the questions and key vocabulary on their notebooks.

A representative of each group takes charge of finishing their part in the poster of Peru.

Ss members of the PTA help their mates to do it properly.

Homework

Ss have to look at the dictionary for unknown words.

Ss memorize key words of the lesson.

Sources (Bibliography and Weblinks)

For teacher and students:

www.wikipedia.com

www.perutravels.net/peru-travel-guide/adventure-rafting-longest-rivers

PERU'S CLIMATE

LESSON PLAN 5

- Objectives :
- Differentiate between weather and climate.
 - Understand a bar chart.
 - Match the local climate with the agriculture and livestock.
 - Match the three different climates with the three natural regions.
 - Learn the questions, expressions and key vocabulary of the lesson.

Contents

- S.Studies:
- Understand a temperature line graph.
 - Coastal, mountain and desertic climate.
 - Agriculture, livestock and fishing.
 - Do an Internet search.
- E.Language: Question 8 - What's the climate like in the capital city?
Question 9 - Which month is the hottest there?
Key Vocabulary: driest, wettest, season, latitude, altitude, highlands, sugarcane, cotton, rice, grapes, quinoa.
- Materials :
- Info sheets: IS Peru's climate and relief
 - Question Cards: QC 8, QC 9
 - Flash Cards: FC 6, FC 7
 - Word Strips: WP 6, WP 7
 - Handouts : WS 1, WS 2, eWS, HWS

Starting the lesson

Check the Ss homework for last session.

Ask members of the PTA for help.

Show flash cards 5 and 6 to the Ss. Elicit Ss guessing about the climate in the two different landscapes.

Display a physical poster of Peru and ask Ss where to place every picture .

Step by step activities

- 1 - Members of the PTA pass WS 1 out . Explain climate dependance on geographic conditions . Read aloud the text and explain the new words. Get the Ss to work in pairs and answer the questions. Check Ss answers.
- 2 - Members of the PTA stick QC 8 and QC 9 on the board. Read them aloud and members of the PTA answer them. They ask the same questions for volunteer Ss to answer.
- 3 - Ss members of the PTA pass WS 2 out. Show the different climates on the physical poster of Peru . Read aloud the four questions in WS 2 . Members of the PTA Ss answer the questions and help other Ss to do it on their sheets. Check Ss answers.

Follow up activities

Ss write key vocabulary on their notebooks.

Extra

Read aloud extra WS. Explain the assignment and get members of PTA to help their mates.

It is also possible to create a graph on line on the site below.

Homework

Ss have to look at the dictionary for unknown words.

Ss have to memorize key words of the lesson.

Optional: Climate HWS

Sources (Bibliography and Weblinks)

For the teacher:

http://nces.ed.gov/nceskids/graphing/classic/line_data.asp

For teacher and students:

www.bbc.co.uk/weather

www.britannica.com

www.wikipedia.com

www.qoyllur-tours.com

www.lima-water.de/es/lima_es.html

PERUVIAN VEGETATION AND FAUNA

LESSON PLAN 6

- Objectives :
- Learn the concept of ecosystem.
 - Match the native vegetation with the local fauna
 - Analyse the characteristics of different Peruvian ecosystems: rainforest, highlands, coastal desert.
 - Learn the new questions , expressions and key vocabulary of the lesson.

Contents

- S.Studies:
- Vegetation : totora (plant), chanar, ceiba (trees).
 - Animals: llama, alpaca, guanaco, vicuna, giant otter, pelicans.

- E.Language: Question 10 - What's the name of a native animal?
Question 11 - What's the name of a native tree?
Key Vocabulary: Ecosystem, web-footed, bill, otter, endangered, chanar tree, ceiba tree, totora, cattle, rainforest.

- Materials :
- Info sheets: IS South American camelids
 - Question Cards: QC 10 and QC 11
 - Flash Cards: FC 8 and FC 9
 - Word Strips: WP 8 and WS 9
 - Handouts: WS 1, WS 2, WS 3, eWS , HW.

Starting the lesson

Check the Ss homework . Show FC 8 and FC 9 to the Ss together with their names on the word strips.

Play a guessing game . Describe every animal for Ss to guess which one you are talking about. Tell the Ss what they eat, how they move around . Ss say the suitable habitat for each animal
Ss members of the PTA stick flash cards and word strips on the board.

Step by step activities

- 1 - Display a physical poster map of Peru and point to the three natural regions . Match them with the three habitats for each one of the three animals in this lesson.
- 2 - Ss members of the PTA stick QC10 and QC 11 . Ask those Ss to answer. Same Ss ask other Ss for them to answer.
- 3 - Ss members of the PTA pass WS 1, WS 2 and WS 3 out . Read aloud to the Ss . Ss do them working in pairs. Check their answers.

Follow up activities

Check Ss answers and encourage them to read aloud animals and trees definition . Ss write down questions 10 and 11 and key vocabulary on their notebooks.

Ss members of the PTA ask those questions to volunteer Ss.

Extra

Read aloud Lesson 5 IS . Get the Ss to find out and write the right answers working in pairs on eWS. Check their answers. Get a member of the PTA to stick IS on the Intercultural Corner.

Homework

Ss have to look at the dictionary for the definitions of the new words. They have to memorize key words of the lesson too.

Optional: Vegetation and fauna HWS.

Sources (Bibliography and Weblinks)

For the teacher:

For teacher and students:

www.projectperu.org.uk

www.answers.com

www.ege.fcen.uba.ar

www.pikespeakphoto.com

www.educar.org/comun/curiosidades/peru/llama.jpg

http://pe.gotolatin.com/img_s/tour/paracs.jpg

www.chileflora.com

www.guyana.org

PERU'S ECONOMY AND POPULATION

LESSON PLAN 7

- Objectives :
- Differentiate the three economic sectors.
 - Learn about the parts of a Peruvian city.
 - Learn the key vocabulary of the lesson.
 - Enjoy Peruvian handmade products.
 - Be able to search information.

Contents

- S. Studies :
- Economic sectors.
 - Parts of a Peruvian city.
 - Make a pie chart.
 - Recognize Peruvian pottery.
- E.Language: Question 12 - Which economic sector provides more work ?
Question 13 - Is there a name for the old part of the city?
Key Vocabulary: petroleum extraction, refining of minerals, hemisphere, cradle, archaeological, ruins, bottle, vessel, potter.
- Materials :
- Info sheets: IS 1, IS 2
 - Question Cards: QC 12 and QC 13
 - Flash Cards: FC 10 and FC 11
 - Word Strips: WP 10 and WP 11
 - Handouts : WS1, WS 2 , eWS

Starting the lesson

Check Ss homework for last session. Stick FC 10 on the board.

Elicit Ss knowledge of economic sectors

Step by step activities

- 1 - Members of the PTA hand WS 1 out. Read the text aloud to the Ss and explain new words and what percentages mean. Ss do the worksheet working in pairs.

- 2 - Stick QC 12 on the board and ask the Ss . Members of the PTA answer the question and ask other Ss. Show FC 11 and elicit Ss ideas about it. Stick WP 10 and WP 11 next to the pictures .
- 3 - Ss members of the PTA pass WS 2 out . Read the text aloud and explain the new vocabulary . Ss do the task working in pairs.
- 4 - Show QC 13 and read it aloud. Ask members of the PTA to answer. They ask the question for volunteer Ss to answer.

Follow up activities

Ss write key vocabulary and questions on their notebooks.

Having any Peruvian handicraft bring it to the class for show and tell.

Extra

Show Info Sheet to the Ss and explain how to do a plastic poncho.

Give the Ss the possibility to choose between the HWS or an Internet Search.

Homework

Ss look at the dictionary for key vocabulary definitions.

Ss practice the new questions.

Optional : Make a plastic poncho / Do an internet search looking for samples of Peruvian handicrafts.

Sources (Bibliography and Weblinks)

For the teacher:

Any Peruvian handicraft.

www.cia.gov/library/publications/the-world-factbook

For teacher and students:

www.lonelyplanet.com

www.tierradegauchos.com

www.travelwithsheila.com

http://209.15.138.224/peru_maps/m_peru_veg_1970x.htm

<http://www.thefreedictionary.com/poncho>

PERU'S ETHNIC GROUPS AND LANGUAGES

LESSON PLAN 8

- Objectives:
- Be aware of different ethnic groups and languages.
 - Match different groups with specific areas of Peru.
 - Identify some words and expressions in Quechua.
 - Learn the new questions, expressions and key vocabulary of the lesson.

Contents

- S.Studies:
- Amerindian and Mestizo people.
 - Quechua examples.
 - Peruvian musical instruments.
 - Do an Internet search.
- E.Language: Question 14 - How many languages do they speak?
Question 15 - Do they have they the same alphabet?
Key Vocabulary: Amerindian, Mestizo, Quechua, Aymara, one happy man, one old woman, one little girl, one young boy, musician, drum.

- Materials :
- Info sheets: IS 1, IS 2
 - Question Cards: QC 14 and QC 15
 - Flash Cards: FC 12 and FC 13
 - Word Strips: WP 12 and WP 13
 - Handouts : WS 1, WS 2, WS 3, eWS and HWS

Starting the lesson

Check Ss homework. Get Ss members of the PTA to collect homework drawings. They choose the best three to stick on the Intercultural Corner.

Display the poster map of Peru and show different ethnic groups location on the map . Get a student member of the PTA to stick IS 1 on the Intercultural Corner.

Step by step activities

- 1 - Show flash card 12 and word strip 12 to the Ss. Ask Ss what ethnic group do they think she belongs to . Ask them to justify their answers.
- 2 - Show QC 14 and QC 15 and ask Ss members of the PTA to answer . Same Ss say same questions aloud for volunteer Ss to answer.
- 3 - Ss members of PTA pass WS 1 out. Read the text aloud to the Ss. Get Ss to do WS 1 in pairs . Check their answers.
- 4 - Ss members of the PTA hand WS 2 and WS 3 out to other Ss. Having a Peruvian student in the class, get him/her to read aloud the Quechua expressions .

Follow up activities

Show flashcard 13 and wordstrip 13 to the Ss . Brainstorm names of the musical instruments . Revise questions 13 and 14 asking them for volunteer Ss to ask . Ss write down the two questions and key vocabulary on their notebooks.

Extra

Ss members of the PTA pass extra worksheet out. Read it aloud Ss do it working in pairs. Check their answers .

Homework Ss have to look at the dictionary for unknown words.

Ss memorize key words of the lesson.

Optional: HS can be easy if the Ss do an internet search (IS 2)

Sources (Bibliography and Weblinks)

For teacher and students:

www.ravalnet.org/iesterradell/lm/lengues.htm

www.arikah.com/encyclopedia/Peru <http://www.visitperu.com>

<http://www.upper.usm.k12.wi.us/academics>

<http://en.wikipedia.org/wiki/cajon>

http://www.tarapoto.com/tarapoto_peru/fotos.php

http://209.15.138.224/peru_maps/m_peru_veg_1970x.htm

www.worldartwest.org/main/location

PERU'S RELIGION AND TRADITIONS

LESSON PLAN 9

- Objectives :
- Identify religious syncretism
 - Recognize Roman Catholic Festivities
 - Learn the new questions, expressions and key vocabulary of the lesson.
 - Make a Peruvian recipe.

Contents

- S.Studies:
- Religious practices percentages .
 - Make a pie chart
 - Corn with cheese recipe
 - Internet search
 - Shipibo vessel drawing
- E.Language:
- Question 16 - What's the dominating religion of this country?
- Question 17 - What's the name of a traditional drink or dish?
- Key Vocabulary: Catholicism, Evangelicals, conciliation, beliefs, corn, cob, kernels, toothpick, slicing, knife.
- Materials :
- Info sheets: IS Peruvian pottery
- Question Cards: QC 16 and QC 17
- Flash Cards: FC 14 and FC 15
- Word Strips: WP 14 and WP 15
- Handouts : WS 1, WS 2, eWS and HWS

Starting the lesson

Check the Ss homework.

Display FC 14 and WP 14 . Elicit Ss knowledge of Catholicism.

Brainstorm student's opinions.

Step by step activities

- 1 - Show Q C 16 and ask Ss members of the PTA. Same Ss say same questions for volunteer Ss to answer.

- 2 - Ss members of the PTA pass WS1 out. Read the text aloud to the Ss or let a member of the PTA do it. Get the Ss to do WS1 in pairs. Check their answers.
- 3 - Ss members of the PTA hand WS2 out . Read it aloud and help Ss with the missing words . Ss do it working in pairs.
- 4 - Show QC 17 and WP17 . Ask members of the PTA the question to be answered . They ask same question to other volunteer Ss.

Follow up activities

Ss write down the two new questions and key vocabulary on their notebooks.

Ss members of the PTA ask those questions to volunteer Ss. Extra Ss get eWS . Read it aloud and get them to work in pairs. Having a Peruvian student encourage him/her to make the recipe at home with members of the PTA's help and bring it to the class for a taste

Homework

Encourage the Ss to do the optional homework.

Ss have to look at the dictionary for unknown words.

Ss have to memorize key words of the lesson.

Optional : Do an internet search looking for samples of Peruvian handicrafts /Complete a Shipibo vessel drawing . Ss members of PTA will choose three to stick on the Intercultural Corner.

Sources (Bibliography and Weblinks)

For teacher and students:

www.arikah.com/encyclopedia/Peru

http://imagesource.allposters.com/images/pic/LPIPOD04/BN59_105~Men-Carrying-Palanquin-in-Corpus-Christi-Procession-Cuzco-Peru-Posters.jpg

www.aboutcusco.com

www.mikecheverria.tripod.com/calendar

<http://www.visitperu.com/galeria/s08p02m16.htm>

<http://chavin.perucultural.org.pe/gmundo.shtml>

www.villageearth.org/pages/Projects/Peru/perublog/uploaded_images/Pottery-751609.jpg

PERUVIAN GAMES, TOYS AND TALES

LESSON PLAN 10

- Objectives :
- Be aware of different ways to play.
 - Think about toys of different kinds.
 - Enjoy a Peruvian legend.
 - Put imagination into practice and make a hand made toy of their own.
 - Learn the new questions, expressions, and key vocabulary of the lesson.

Contents

- S.Studies:
- A Peruvian game : the wheel
 - Andean toys
 - A Peruvian tale: The legend of Acoitraba and Chuquillanto.
- E.Language:
- Question 18 - Do you know a game from this country?
- Question 19 - Do you know a tale from this country?
- Key Vocabulary: wheel, horse-breaker, mare, inside, outside, wool, fisherman, sheperd, flock sorrow, cane, stone, embrace.

- Materials :
- Question Cards: QC 18, QC 19
- Flash Cards: FC 16 , FC 17
- Word Strips: WP 16, WP17
- Handouts :WS 1, WS 2 and WS 3

Starting the lesson.

Check Ss homework.

Brainstorm Ss suggestions about how a game called the wheel could be played. Ss members of the PTA hand WS1 out. Get the Ss to look at the picture and figure out what is the game about.

Step by step activities

- 1 - Show QC 18 and ask Ss members of the PTA . Same Ss say same questions for volunteer Ss to answer.
- 2 - Read WS1 aloud and get the Ss to work in pairs. Ss members of the PTA write the meaning of the new words on the board in a different order , so other Ss have to look for.
- 3 - Ss members of the PTA pass WS2 out . Read the text aloud and explain how the dolls are made . Get the Ss to do the matching. Ss brainstorm opinions about the toys on the worksheet. Check the answers for WS1.
- 4 - Once the Ss have WS3 , read aloud the text and ask Ss members of the PTA for most difficult words

Follow up activities

Show QC 19 and ask Ss members of the PTA. They ask other Ss. Ss write down the two new questions and key vocabulary on their notebook.

Extra

Split the group in two and play the crab game.

Homework

Ss have to look at the dictionary for unknown words.

Ss memorize questions and key words of the lesson.

Optional: Encourage Ss to make a hand made doll with materials of any kind .

Sources (Bibliography and Weblinks)

For the teacher:

Juegos multiculturales. J. Bantulà, Josep M^aMora-Ed. Paidotribo
www.20minutos.es -The World's Tales. William Lyon

For teacher and students:

<http://www.tierradegauchos.com/Chile/Artesanias.htm>

http://asociacion.ciap.org/productos.php?lang=es&id_rubrique=34&linea=30

<http://www.visitperu.com/folklore.htm>

PERU'S UNIT CLOSING

LESSON PLAN 11

- Objectives :
- Show appreciation and respect for Peruvian people , culture and traditions.
 - Revise the 20 questions and their right answers .
 - Recognize different main aspects of Peru.
 - Revise ideas about the country and native people from it.

Contents

- S.Studies: . Main features of Peru.
· Complete a summary worksheet.

- E.Language: Questions 1 to 20
Question 20: Did you like the Unit?
Key language on the summary worksheet

- Materials : Question Card : QC 20
Flash Cards: FC 18
Word Strips: WP 18
Handouts : WS 1 & 2 , Summary WS

Starting the lesson

Display the poster map of Peru and get the Ss to brainstorm different contents of the Unit.

Elicit Ss opinions about the Peruvian Unit.

Step by step activities

- 1 - Show FC 18 and elicit Ss opinions of the picture's content.
Write some of their ideas on the board. Let Ss members of the PTA explain what is it about.

- 2 - Read the questions aloud to the Ss. Encourage Ss to answer them . Ss members of PTA pass WS 1 and WS 2 out . Help the Ss realize how many answers they know today and how many they knew on the first lesson day. Check the answers for questions on the Introduction and Closing Units.
- 3 - Ss members of the PTA pass the two worksheets of the summary for their mates to complete. Ss can do them in pairs or they can do it on their own as a kind of test.
- 4 - Show QC 20 and let Ss of the PTA ask other volunteer Ss.

Follow up activities

Ss members of the PTA are in charge of preparing a pannel or a kind of Peruvian party to celebrate the end of the Unit.

Sources (Bibliography and Weblinks)

For the teacher :

For teacher and students:

www.nationsencyclopedia.com

www.wikipedia.com

www.projectperu.org.uk/images/dancers.jpg

<http://www.scielo.cl/scielo.php>

PERU'S UNIT

SOCIAL STUDIES



FLASH CARDS

PERUVIAN UNIT FLASH CARDS

- | | |
|--|---|
| 1.- Peru's Unit Introduction | FC 1 - Machu Picchu |
| 2.- Peru's situation | |
| 3.- Peru's facts | FC 2 - Peru's flag
FC 3 - Peru's president |
| 4.- Peruvian Landscape and Rivers | FC 4 - Huallaga river
FC 5 - Titicaca lake |
| 5.- Peru's Climate | FC 6 - Lima
FC 7 - Huascarán peak |
| 6.- Peruvian Vegetation and Fauna | FC 8 - Pelicans
FC 9 - Llama |
| 7.- Peru's Economy and Population | FC 10 - Inti Raymi in Saksayhuaman
FC 11 - Shipibo potter. |
| 8.- Peru's Ethnic Groups and Languages | FC 12 - Mother from Cusco
FC 13 - Amazonian musician |
| 9.- Peru's Religion and Traditions | FC 14 - Trujillo Cathedral
FC 15 - Corn |
| 10.- Peruvian Games, Toys and Tales | FC 16 - Peruvian child
FC 17 - Wool dolls |
| 11.- Peru's Unit Closing | FC 18 - Llama vessel |



PERU'S PRESIDENT & FAMILY

FC 2



PERU'S FLAG

FC 3



HUALLAGA RIVER

FC 4



TITICACA LAKE

FC 5



LIMA COAST

FC 6



HUASCARAN PEAK

FC 7



PELICANS

FC 8



LLAMA

FC 9



INTY RAIMY FESTIVAL

FC 10



SHIPIBO POTTER

FC 11



ANDINEAN MOTHER WITH BABY

FC 12



AMAZONIAN MUSICIAN

FC 13



TRUJILLO CATHEDRAL

FC 14



CORN COBS

FC 15



PERUVIAN CHILD

FC 16



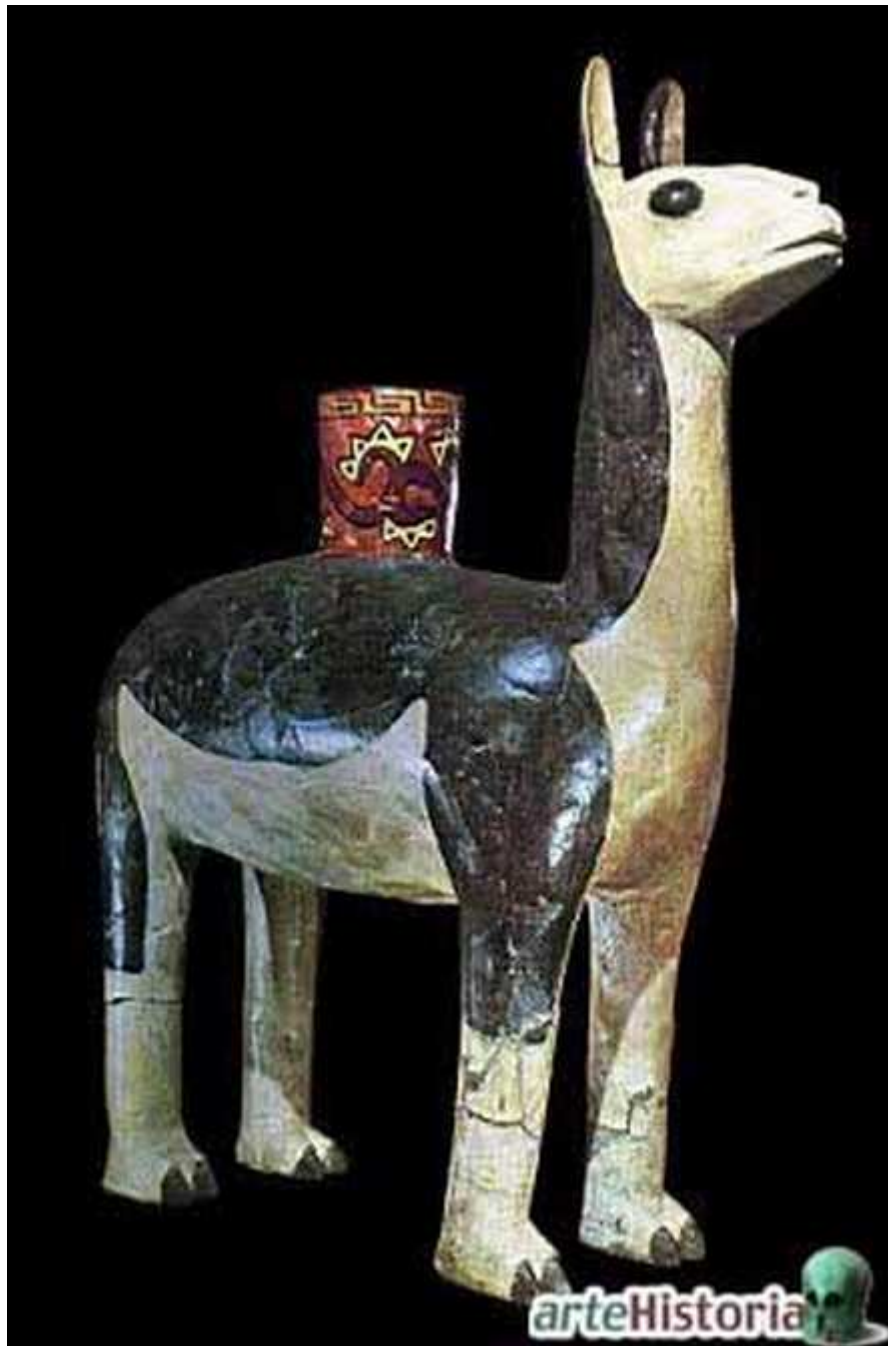
WOOLEN DOLLS

FC 17



ZOOMORPHIC VESSEL

FC 18



PERU'S FLASH CARDS SOURCES

FC 1, 5, 16 : Antonia García Gumiel

FC 2 : <http://peruprensa.org>

FC 3 : www.gonzchronicles.blogspot.com

FC 4 : www.haurralde.org

FC 6 : www.goyllur-tours.com

FC 7 :

<http://server.ipp.cas.cz/lukes/01peru/02pisco/slides/peru050.jpg>

FC 8 : www.upper.usm.k12.wi.us/academics

FC 9 : www.projectperu.org.uk

FC 10 : www.visitperu.com/imagenes/folk_1.jpg

FC 11 :

www.villageearth.org/pages/Projects/Peru/perublog/uploaded_images/Pottery_751609.jpg

FC 12 : www.upper.usm.k12.wi.us/academics

FC 13 : www.tarapoto.com

FC 14 : www.pictureinja.com/pages/peru/trujillo-cathedral.jpg

FC 15 : <http://chavin.perucultural.org.pe> (corn)

FC 17 : <http://asociacion.ciap.org/productos>

FC 18: <http://www.artehistoria.jcyl.es/arte/obras/index.html>

PERU'S UNIT

SOCIAL STUDIES



WORD STRIPS

PERUVIAN UNIT WORD STRIPS

1.- Peru's Unit Introduction	WP 1 - ruins
2.- Peru's situation	
3.- Peru's facts	WP 2 - emblem WP 3 - president
4.- Peruvian Landscape and Rivers	WP4 - river WP 5 - lake
5.- Peru's Climate	WP 6 - Capital city WP 7 - peak
6.- Peruvian Vegetation and Fauna	WP 8 - pelicans WP 9 - llama
7.- Peru's Economy and Population	WP 10 - festival WP 11 - potter.
8.- Peru's Ethnic Groups and Languages	WP 12 - mother WP 13 - musician
9.- Peru's Religion and Traditions	WP 14 - cathedral WP 15 - corn
10.- Peruvian Games, Toys and Tales	WP 16 - child WP17 - wool dolls
11.- Peruvian Unit Closing	WP 18 - llama vessel

ruins

Peru - WP 1

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president

Peru - WP 2

Antonia García Gumiel - Llicència d'estudis B - 2007

emblem

Peru - WP 3

Antonia García Gumiel - Llicència d'estudis B - 2007

river

Peru - WP 4

Antonia García Gumiel - Llicència d'estudis B - 2007

lake

Peru - WP 5

Antonia García Gumiel - Llicència d'estudis B - 2007

coast

Peru - WP 6

Antonia García Gumiel - Llicència d'estudis B - 2007

peak

Peru - WP 7

Antonia García Gumiel - Llicència d'estudis B - 2007

pelicans

Peru - WP 8

Antonia García Gumiel - Llicència d'estudis B - 2007

llama

Peru - WP 9

Antonia García Gumiel - Llicència d'estudis B - 2007

festival

Peru - WP 10

Antonia García Gumiel - Llicència d'estudis B - 2007

potter

Peru - WP 11

Antonia García Gumiel - Llicència d'estudis B - 2007

mother

Peru - WP 12

Antonia García Gumiel - Llicència d'estudis B - 2007

musician

Peru - WP 13

Antonia García Gumiel - Llicència d'estudis B - 2007

cathedral

Peru - WP 14

Antonia García Gumiel - Llicència d'estudis B - 2007

corn

Peru - WP 15

Antonia García Gumiel - Llicència d'estudis B - 2007

child

Peru - WP 16

Antonia García Gumiel - Llicència d'estudis B - 2007

woolen dolls

Peru - WP 17

Antonia García Gumiel - Llicència d'estudis B - 2007

vessel

Peru - WP 18

Antonia García Gumiel - Llicència d'estudis B - 2007

PERU'S UNIT

SOCIAL STUDIES



QUESTION CARDS

PERUVIAN UNIT

Lesson	Question Cards
1.- Peru's Unit Introduction	QC 1
2.- Peru's situation	QC2 - QC3
3.- Peru's facts	QC 4 - QC 5
4.- Peruvian Landscape and River System	QC 6 - QC 7
5.- Peru's Climate	QC 8 - QC 9
6.- Peruvian Vegetation and Fauna	QC 10 - QC 11
7.- Peru's Economy and Population	QC 12 - QC 13
8.- Peru's Ethnic Groups and Languages	QC 14 - QC 15
9.- Peru's Religion and Traditions	QC 16 - QC17
10.- Peruvian Games, Toys and Tales	QC 18 - QC 19
11.- Peru's Unit Closing	QC 20

1) What
country
are we going
to learn about ?

2) Where in
the world
is it ?

3) What countries
is it bordered
by ?

4) Is it a

kingdom ?

**5) What are
the colours
of its flag ?**

6) What 's the
name of the
longest river ?

7) What 's the
name of the
highest peak ?

8) What's the
climate like in
the capital
city ?

9) Which month
is the hottest
there ?

10) What's the
name of a
native animal?

11) What's the
name of a
native tree ?

**12) Which economic
sector provides
more work ?**

13) Is there a
name for the
old part of
a city ?

14) How many
languages do
they speak ?

15) Do they
have the
same alphabet?

16) What's the
dominating
religion of
this country ?

17) What's the
name of a
traditional
drink or dish ?

18) Do you know
a game from
this country ?

19) Do you know
a tale from
this country ?

20) Did you
like the
unit ?

PERU'S UNIT

SOCIAL STUDIES



INFO SHEETS

Peru's Unit . Lesson 1 . Info Sheet . Machu Picchu



1 - What does Machu Picchu mean in Quechua?

Machu Picchu means "Old Peak".

2 - What's the name of the people that built it?

The Inca people made it.

3 - When was it erected?

It was erected in the early 1400's.

4 - How high stands it above sea level?

It stands 2,430 m. above sea level.

Source:

www.wikipedia.com

Peru's Unit . Lesson 3 - Info sheet 1 . Peru's facts

Draw the flag of Peru



Draw the outline map of Peru



Official name:..... República de Perú

Continent:.....South America

Capital city.....Lima

Second largest city.....Arequipa

Area.....1,285,220 sq.Km

Population.....28,302,603 (2006)

Name of currency.....Nuevo Sol

Languages:..... Spanish (official)
Quechua (official) Aymara, and a large
number of minor Amazonian languages.

Independence:28, July, 1821 (from Spain)

Type of government:..... Presidential

Main industries:... Mining and refining of
minerals , steel , metal , fabrication,
petroleum extraction and refining ,
natural gas ; fishing and fish
processing , textiles , clothing , food
processing.

Source : www.enchantedlearning (flag) www.worldfacts.us/peru

The Flag of Peru



The flag of Peru is composed of three equal, vertical bands of red, white, and red with the coat of arms centered in the white band; the coat of arms features a shield bearing a vicuña, cinchona tree (the source of quinine), and a yellow cornucopia spilling out gold coins, all framed by a green wreath. The flag was adopted on February 25, 1825, after Peru obtained independence from Spain

Source : www.cia.gov/library/publications/the-world-fact-book/geos/pe.html (text)
www.crwflags.com (picture)

Peru's Unit . Lesson 3 - Info Sheet 3 . The President of Peru



Alan Gabriel Ludwig García Pérez (born May 23 , 1949 in Lima) is the current President of Peru, having won the 2006 elections on June 4, 2006.

Luis Alejandro Giampetri Rojas is the first Vice President and **Zoila Lourdes Carmen Sandra Mendoza del Sola** is the second Vice President .



Source: www.presidencia.gob.pe
www.en.wikipedia.org/

Peru's Unit . Lesson 4 - Info Sheet . Peruvian Longest Rivers

River's name	Rises	Flows into	Length
Ucayali	Central Andes	Amazon	1,771 Km
Marañon	Central Andes	Amazon	1,414 Km
Huallaga	Central Andes	Marañon	1,138 Km
Urubamba	South Andes	Ucayali	862 Km
Mantaro	South Andes	Apurimac	724Km
Amazonas	Iquitos	Atlantic O.	713Km
Napo	Iquitos	Amazon	667Km
Madre de Dios	South Andes	Amazon	655Km
Apurimac	South Andes	Ucayali	690Km

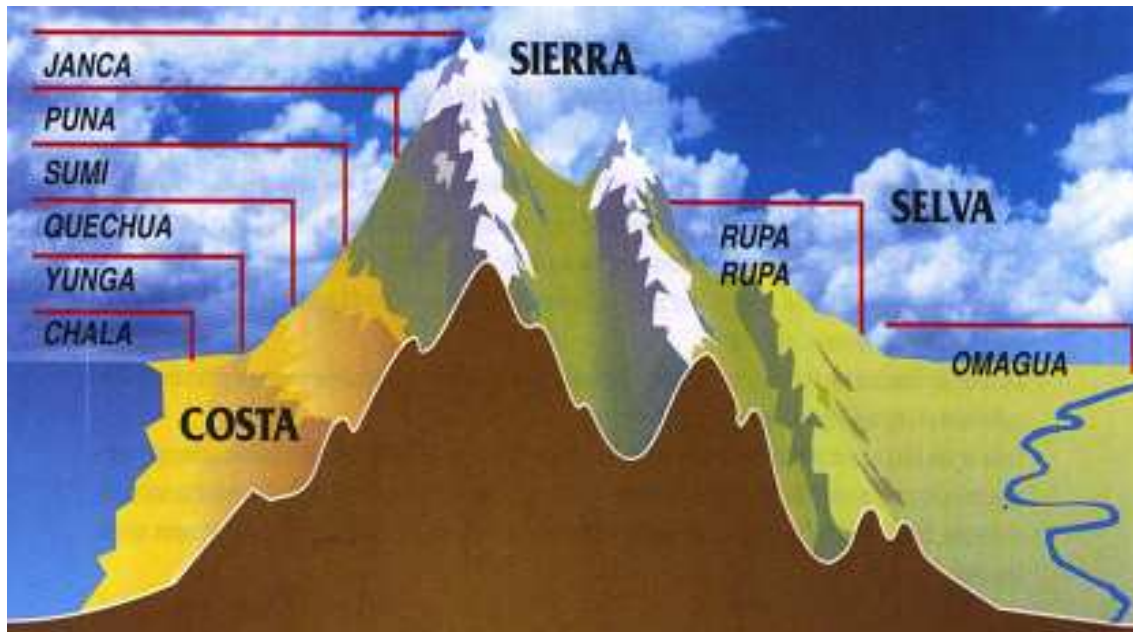
Rivers and Lakes

Peru has three main drainage systems. One comprises about 50 torrential streams that rise in the "sierra" (Andes Mountains) and descend steeply to the coastal plain. The second comprises the tributaries of the Amazon River in the "montaña region" (Amazon Basin). In the third the principal feature is Lake Titicaca, which drains into Lake Poopó in Bolivia through the Desaguadero River. The Napo, Tigre, and Pastaza rivers rise in Ecuador and flow into Peru. The latter two streams are tributaries of the Marañon River, and the Napo empties into the Amazon River. The border between Peru and Colombia is delineated by the Putumayo River.

Source: [http://encarta.msn.com/encyclopedia_761570790/Peru_\(country\).html](http://encarta.msn.com/encyclopedia_761570790/Peru_(country).html)

<http://www.perutravels.net/peru-travelguide/adventure-rafting-longest-rivers.htm>

Peru's Unit . Lesson 5 - Info sheet . Climate & Relief



The central portion of Peru includes the great mountain and plateau region of the Andes, with numerous peaks rising to over 6,000 m/20,000 ft and with extensive plateaux districts between 3,000 m/10,000 ft and 4,300 m/14,000 ft. There is a very narrow coastal plain on the Pacific shore, while to the east of the Andes, the land drops steeply to the forested lowlands of the Amazon basin. The Pacific coastal district has a most unusual type of dry desert climate. This is caused by the cold waters of the Humboldt current, which flows northwards. This area is a continuation of the coastal desert of northern Chile. The cold ocean water maintains low temperatures for a tropical latitude almost up to the equator and there are very small differences from month to month. The dryness is so marked that in some places several years have passed without appreciable rain. In the northern coastal districts, however, there is a remarkable change of weather for a few weeks every ten or fifteen years. The temperature rises, clouds build up, and torrential rain may fall for many days.

Source: www.nass.usda.gov

http://www.bbc.co.uk/weather/world/country_guides/results.shtml?tt=TT001940

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Peru's Unit. Lesson 6 - Info sheet . South American Camelids



guanaco



vicuña



llama



alpaca

Guanaco : A reddish-brown South American ruminant mammal (*Lama guanicoe*) related to and resembling the domesticated llama.

Vicuña : A llamalike ruminant mammal (*Vicugna vicugna*) of the central Andes, having fine silky fleece.

Llama : A domesticated South American ruminant mammal (*Lama glama*) related to the camel, raised for its soft, fleecy wool and used as a beast of burden.

Alpaca : A domesticated South American mammal (*Lama pacos*), related to the llama having fine, long wool. The alpaca may be a cross between the llama and the vicuña, or the descendant of the wild guanaco.

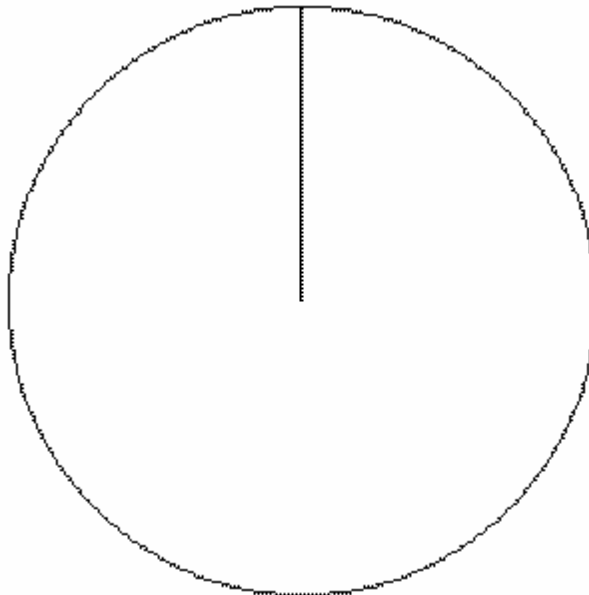
Source: www.answers.com

www.projectperu.org.uk

Peru's Unit . Lesson 7 - Info sheet 1 . The Pie Chart

Pie charts are quite easy to draw. You need a compass and a protractor. Pie charts are used to show proportions, for example percentages. the whole disc of the pie chart represents 100%. A circle is divided into 360 degrees which you can measure using your protractor.

$1\% = 3,6 \text{ degrees}$
$10\% = 3,6 \times 10 = 36$ degrees
$25\% = 3,6 \times 25 = 90$ degrees
and so on



Source: www.saburchill.com/facts

Peru's Unit. Lesson 7 - Info Sheet 2. Uncu (poncho) Making

The word poncho may come from the Quechua word "punchu" or the Araucan (South Chilean) language. It is an andinean coat very simple and useful. It consists on a blanket usually made of alpaca wool with a slit in it so it can be worn as a cloak. The Mapuche invention is used by soldiers, campers, and other outdoors people the world around .



Supplies:

To make a Peruvian plastic poncho you need:

- A big plastic bag or a double piece of plastic in brown (original wool colour)
- Cel.lo tape in three different colours : yellow, red, green.
- Scissors

Procedure :

- 1) Fold the double plastic blanket in two looking for the half point of the piece.
- 2) Cut out a triangle that multiplied four times can be wide enough to slip the head into it.
- 3) Use the cel.lo tape in different colours to stick and decorate the plastic piece. Make parallel lines creating a pattern with the three colours and repeat it all along the plastic piece.

Source: <http://www.thefreedictionary.com/poncho> <http://es.wikipedia.org/wiki/Poncho>

Peru's Unit. Lesson 8 - Info Sheet 1 . Ethnic Groups Location

There is a coincidence between the three ethnic groups that make the peruvian population and the vegetation in the three natural regions of the country:

- Amerindians living in Andean Mountains (brown)
- Amerindians living in the Amazon Basin (green)
- Spanish-speaking Mestizos living mainly along the coast (yellow)



Source:

http://209.15.138.224/peru_maps/m_peru_veg_1970.htm
www.britannica.com

Peru's Unit . Lesson 8 - Info Sheet 2. Musical Instruments



Charango



Cajon



Mate drum



Pan flute (zampoña)



Huiro



Quena

Source:

www.perutravels.net

<http://en.wikipedia.org/wiki/Cajon>

www.agreatergift.org/images/products

www.imagineartisans.com

www.music123.com

<http://incas.perucultural.org.pe>

Peru's Unit . Lesson 9 - Info sheet

Peruvian Pottery



Zoomorphic vessel



Moche bottle



Healer vessel



Shipibo potter

Source:

http://www.villageearth.org/pages/Projects/Peru/perublog/uploaded_images/Pottery-751609.jpg

<http://incas.perucultural.org.pe/english/>

PERU'S UNIT

SOCIAL STUDIES



ACTIVITY BOOK

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(Peru's Activity Book)

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2 -	4 , 5 , 6 , 7 , 8
3 -	9 , 10 , 11
4 -	12 , 13
5 -	14 , 15 , 16 , 17
6 -	18 , 19 , 20 , 21 , 22
7 -	23 , 24 , 25
8 -	26 , 27 , 28 , 29 , 30
9 -	31 , 32 , 33 , 34
10 -	35 , 36 , 37
11 -	38 , 39 , 40 , 41

Name.....Date.....

Lesson 1 - Peru's Unit Introduction . Worksheets 1 & 2

Questions

- 1 - What country are we going to learn about?.....
- 2 - Where in the word is it?.....
- 3 - What countries is it bordered by?.....
- 4 - Is it a kingdom?.....
- 5 - What are the colours of its flag?.....
- 6 - What's the name of the longest river?.....
- 7 - What's the name of the highest peak.....
- 8 - What's the climate like in the capital city?.....
- 9 - Which month is the hottest there?.....



- 10 - What's the name of a native animal?.....
- 11 - What's the name of a native tree?.....
- 12 - Which economic sector provides more work?.....
- 13 - Is there a name for the old part of a city?.....
- 14 - How many languages do they speak?.....
- 15 - Do they have the same alphabet?.....
- 16 - What's the dominating religion of this country?.....
- 17 - What's the name of a traditional drink or dish?.....
- 18 - Do you know a game from this country?.....
- 19 - Do you know a tale from this country?.....
- 20 - Will you like the Unit?.....



Name.....Date.....

Lesson 1 - Peru's Unit Introduction . Homework

- **Do an Internet search and write the answers for the questions below.**



Machu Picchu

1 - What does Machu Picchu mean in Quechua?

.....

2 - What's the name of the people that built it?

.....

3 - When was it erected?

.....

4 - How high stands it above sea level?

.....

Name.....Date.....

Lesson 2 - Peru's Situation. Worksheet 1

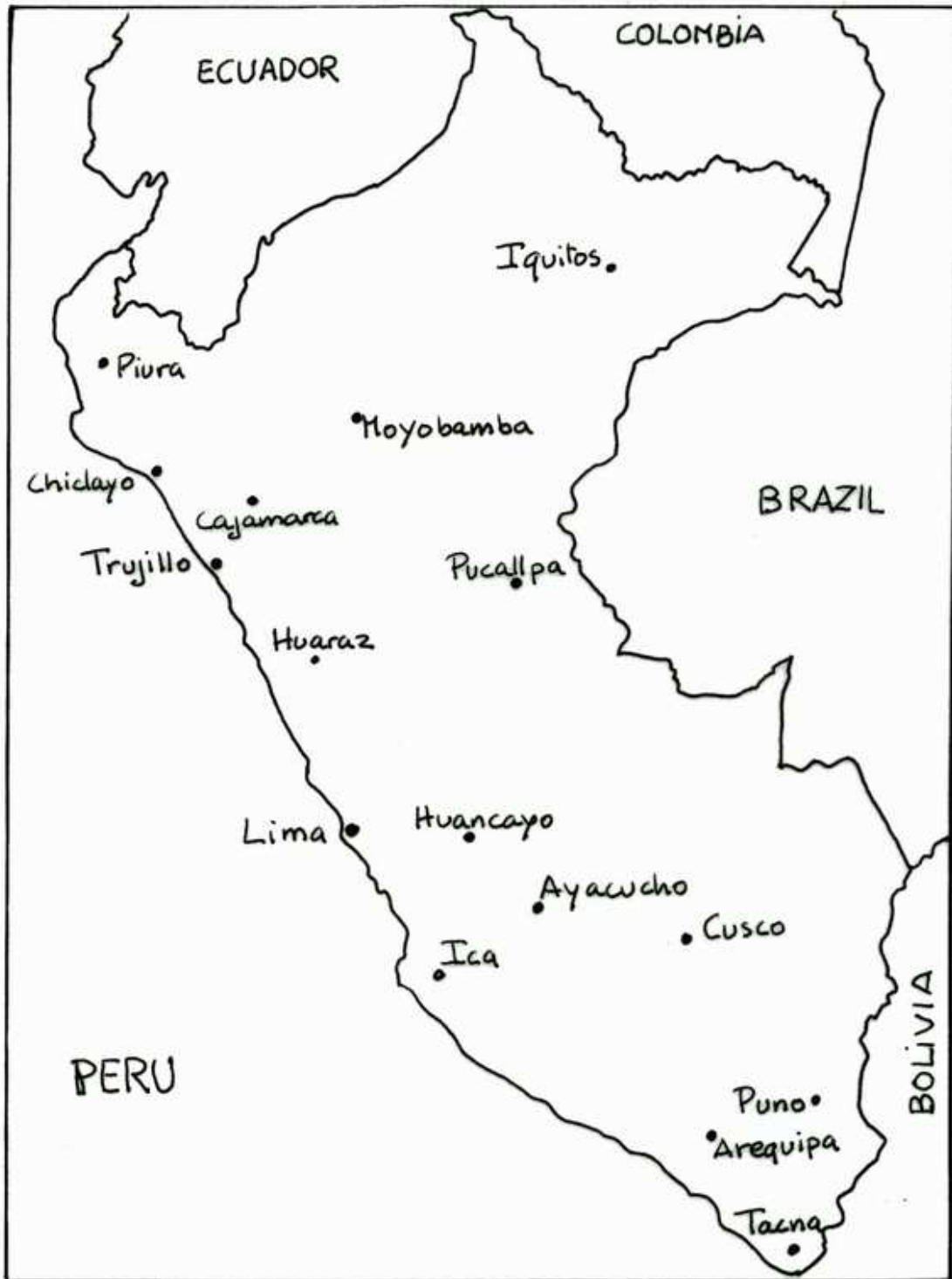
- **Colour** Andean countries and **complete** the following text:
Peru bordersand.....to the North,to the East,..... to South-East and South,to the South, and the..... to the West.



Name.....Date.....

Lesson 2 - Peru's Situation . Worksheet 2

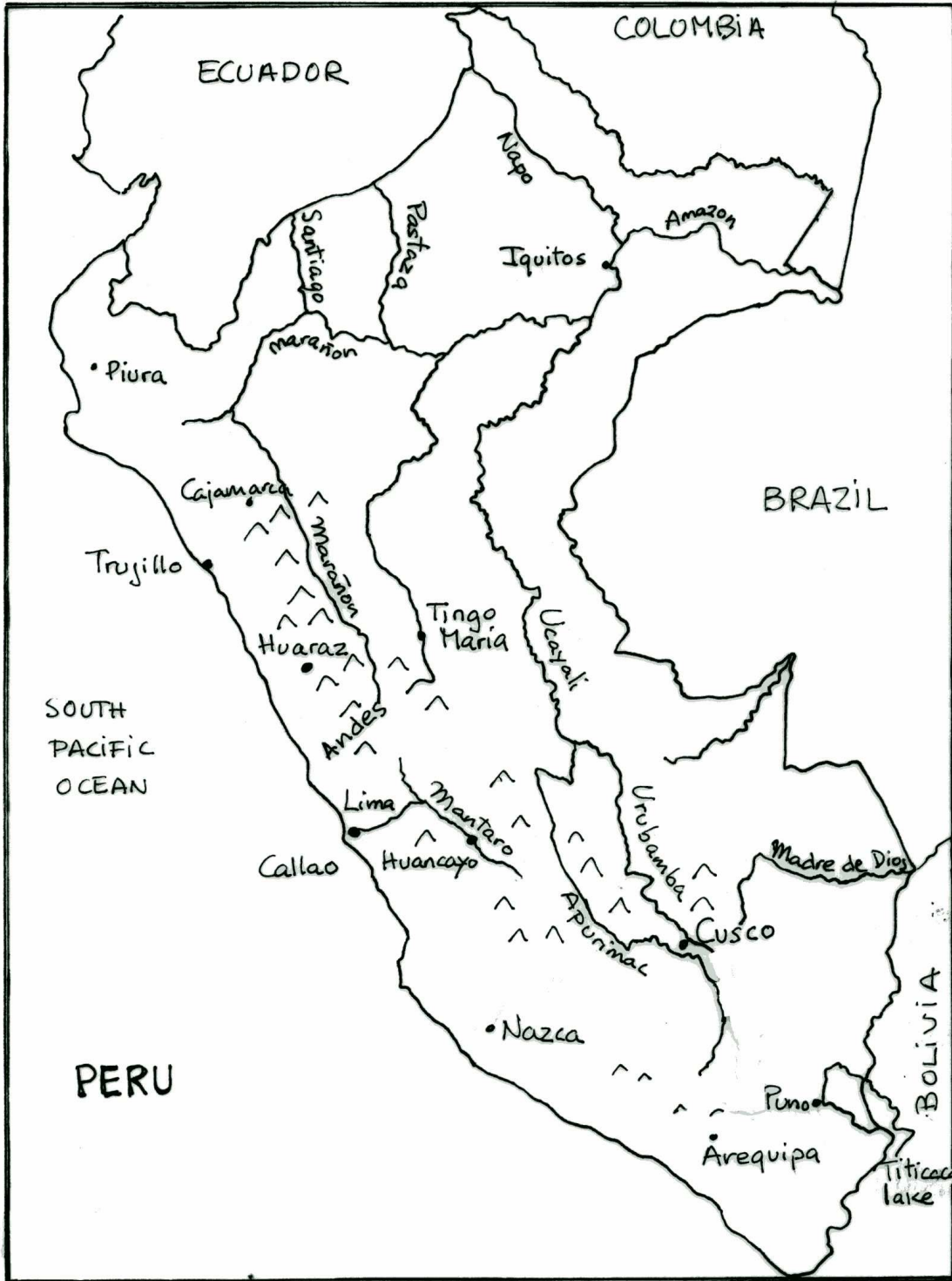
- Colour the water areas .
- Underline ten important cities or villages.



Name.....Date.....

Lesson 2 - Peru's Situation. Worksheet 3 . Relief map

- Colour all water areas and mountains.



Name.....Date.....

Lesson 2 - Peru's Situation . Extra Worksheet

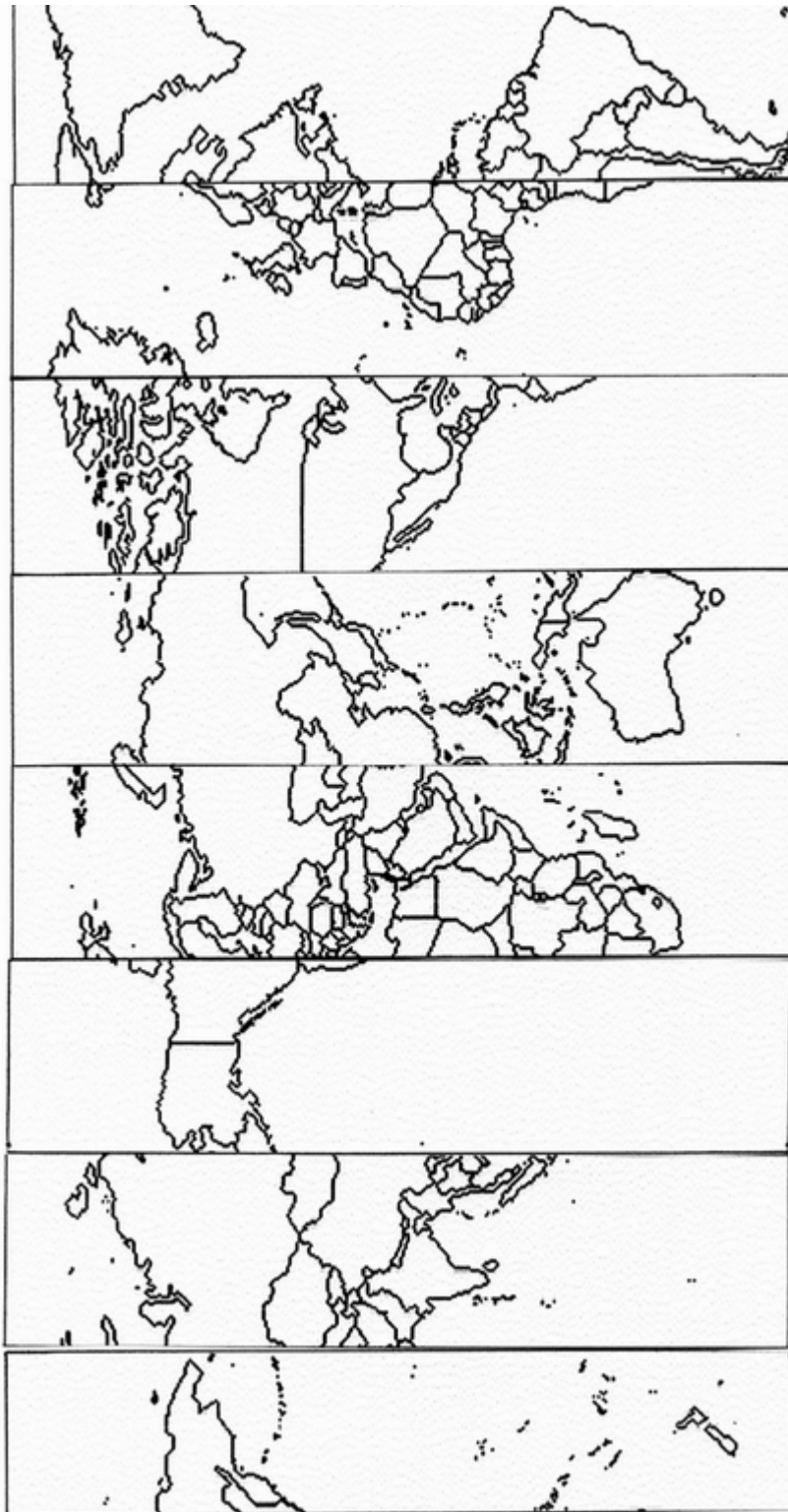
- **Colour** all water areas
- **Write** the names of cities and villages.
- **Draw** the most important rivers (look at you relief map)



Name.....Date.....

Lesson 2 - Peru's Situation . Homework

- **Cut** the world map pieces **out** .
- **Glue** them in the right order on a paper.



Name.....Date.....

Lesson 3 - Peru's facts. Worksheet 1 · Draw and Complete.

Draw the flag of Peru

Official name.....

Continent.....

Capital city.....

Largest city.....

Area.....

Population.....

Name of currency.....

Languages.....

Independence.....

Type of government.....

Main industries.....

.....

.....

.....

Draw the outline map of Peru

Name.....Date.....

Lesson 3 - Peru's Facts. Worksheet 2

· Answer the questions below

Peru's President with his family



1 - What 's the president's name?.....

2 - How old is he ?.....

3 - When's his birthday?.....

4 - Where was he born?.....

5 - When was he elected president?.....

6 - Is he married?.....

Name.....Date.....

Lesson 3 - Peru's Facts . Homework

Peru's Coat of Arms



The scutcheon or shield consists of three elements: the vicuña, the cinchona tree (the source of quinine, a powerful anti-malarial drug) and the bottom cornucopia with coins spilling from it, on a red field, that represents the mineral resources of the country.

- Can you draw Peruvian Coat of Arms inside the square below?



Name.....Date.....

Lesson 4 - Peruvian Landscape and River System. Worksheet 1
Huascaran Mt. in Andes Mountains is 6,768 m high.

- **Look at** your physical map of Peru
- **Read** and complete. **Use** the words in the chart below the text.
- **Answer** the question underneath.

Peru is divided into.....natural regions:

1) The arid western coastal plain along the.....
.....

2) The high and ruggedMountains
running north to south.

3) The lowland.....of Amazon Basin in the
east.

Andes	three	jungle	Pacific Ocean
-------	-------	--------	---------------

- Which one of the three Peruvian regions can you see in this
picture?.....



Name.....Date.....

Lesson 4 - Per. Landscape and River System. Worksheet 2

Rivers that run through Peruvian territory are divided into three basins . The longest ones are tributaries of the Amazon.

- **Look at** your physical map and complete the following chart about the **Peruvian river system**.
- Answer the questions below.

River's name	Rises	Flows into	Length
Ucayali	Central Andes	Amazon	1,771 Km
Marañon		Amazon	1,414 Km
Huallaga	Central Andes	Marañon	1,138 Km
Urubamba	South Andes		862 Km
Mantaro		Apurimac	724Km
Amazonas		Atlantic O.	713Km
Napo	Iquitos		667Km
Madre de Dios	South Andes		655Km
Apurimac		Ucayali	690Km

1 - Which river is the longest ?.....

2 - Which one is the shortest?.....

3 - Look at the picture. What is it?..



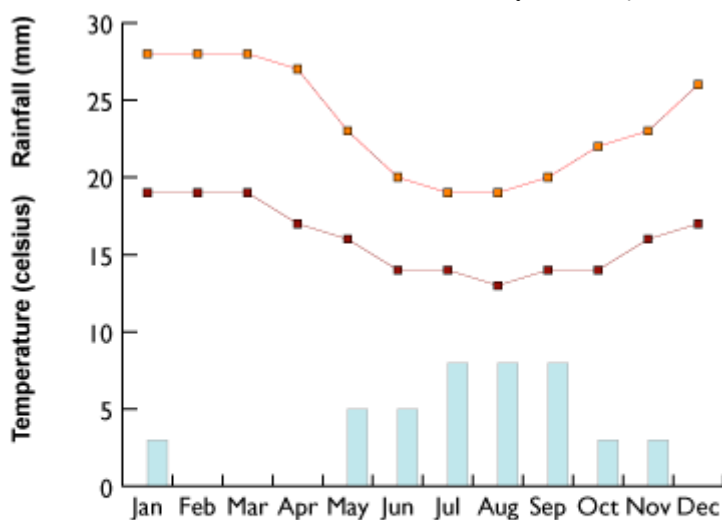
Name.....Date.....

Lesson 5 - Peru's Climate . Worksheet 1

Climates differ from one region to another. Latitude, distance from the ocean, and altitude are responsible for the differences.

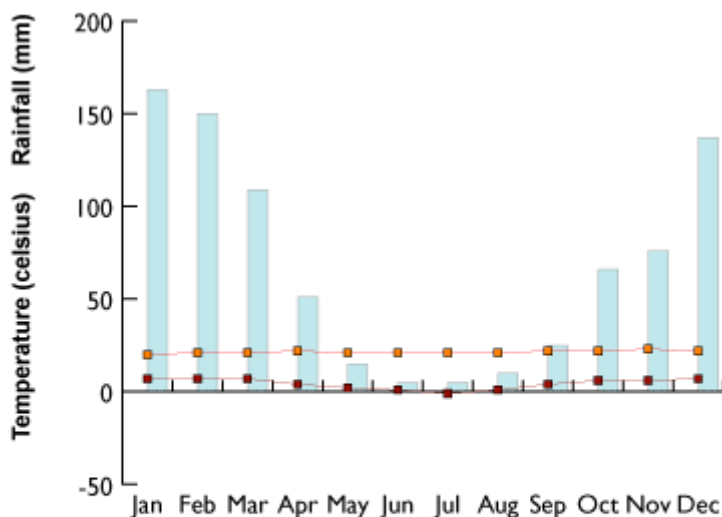
· **Compare** these charts. Answer the questions on the next page.

Bar chart for Lima



■ rainfall
—■— average daily temperature (max)
—■— average daily temperature (min)

Bar chart for Cusco



■ rainfall
—■— average daily temperature (max)
—■— average daily temperature (min)

NameDate.....

Lesson 5 - Peru's Climate . Worksheet 2

- Look at Worksheet 1 and **write down** the average maximum temperatures in Lima and average minimum temperatures in Cusco.

Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
°C max in Lima												
°C min in Cusco												

- Look at Worksheet 1 and **answer** the questions below.

- 1 - Which month is the driest in Lima?.....
- 2 - Which month is the wettest in Cusco?.....
- 3 - Which month is the coldest in Lima?.....

- Look at the two photos of Lima
- Can you see the difference between them?.....
- Write down the name of the season they were taken in.



.....

.....

NameDate.....

Lesson 5 - Peru's Climate. Extra Worksheet

·Look carefully at the following grid.

·Answer the questions below.

CLIMATE	AGRICULTURE	Livestock & Fishing
West coastal Region (Costa) · Mild temperatures in winter and mostly hot in summer. · Sunny in summer. · Cloudy and misty the rest of the year	· Cereals: corn · Sugarcane, cotton, rice, grapes · Fruit trees: olive trees. · Vegetables	·Fishing: sardines, anchovies and jack mackerel
Highlands in the Andes Mountains (Sierra) · Hot (day) and cold (night) · Wet and dry (depending on altitude and season)	· Cereals: wheat, corn, quinoa · Potatoes	· Llamas, alpacas, vicuñas.
Amazon Basin (Montaña) · Hot · Very wet	· Coca leaves · Coffee	

- Where in Peru can you see...

a) ...quinoa?.....

b) ...sugarcane ?.....

c) ...llamas?.....

NameDate.....

Lesson 5 - Peru's Climate . Homework

The Humboldt Current is largely responsible for the aridity that prevails in coastal areas of Peru but it is also the most productive marine ecosystem in the World.

· **Do an Internet search to find the answers for the next questions.**

1 - What is the Humboldt Current?.....

.....

2 - Why is it important to Peruvian economy?.....

.....

3 - What did Alexander von Humboldt do ?

.....

4 - When was he born?

.....



Alexander von Humboldt

Name.....Date.....

Lesson 6 - Peruvian Vegetation and Fauna. Worksheet 1

- **Match** every animal picture with the right definition.
- **Write** their names.



A pelican is a web-footed bird having a long straight bill from which hangs a pouch of skin for catching and holding fish.



A llama is a domesticated South American ruminant mammal related to the camel.



The Giant Otter is the longest of the world's otters. It is native to South America and it is endangered.

Name.....Date.....

Lesson 6 - Peruvian Vegetation and Fauna. Worksheet 2

A habitat with a community of living things that interact with each other is called an ecosystem.

- **Match** every picture with the animal's name that lives in that habitat.



GIANT OTTER



PELICANS



LLAMA

Name.....Date.....

Lesson 6 - Peruvian Vegetation and Fauna. Worksheet 3

- **Match** the picture with its definition
- **Write** their names.



A chanar tree is a small tree common in desertic areas of South America , having small orange or yellow flowers.



The ceiba tree is one of the tallest in American rainforest. Its flowers open at night and bats pollinate it.



Totora is a tall herbaceous plant that grows 2 to 3 meters above the water level of Lake Titicaca . It is used to make fishing boats , homes or to feed cattle.

Name.....Date.....

Lesson 6 - Peruvian Vegetation and Fauna - Extra Worksheet

Vicuñas , guanacos , llamas and alpacas are located in the Andean high plateau and the arid plains of western and southern South America

- **Read and write.** Choose the names from the chart below



.....

.....



.....

.....

alpaca	llama	vicuña	guanaco
--------	-------	--------	---------

Name.....Date.....

Lesson 6 - Peruvian Vegetation and Fauna - Homework

· Use your English dictionary

- Can you **choose** the right text to **label** the different parts of the alpacas?.....



a) Long, soft, woolly fur that is white, grey, brown or black.

b) Long neck

c) Long ears

d) Two-toed feet with pads on the bottom

Name.....Date.....

Lesson 7 - Peru's Economy and Population. Worksheet 1

Sectors	PRIMARY	SECONDARY	TERTIARY
Product	Agriculture, fishing, mining, pet. extraction	Refining of minerals and petroleum, textiles	Service: Transports, Tourism
Labour force by occupation	9%	18%	73%

· Match every picture with the economic sector that represents.



PRIMARY



SECONDARY



TERTIARY

Name.....Date.....

Lesson 7 - Peru's Economy and Population. Worksheet 2

· Read, think, and answer the questions below.

Cusco

Cusco located in southern Peru, is the oldest city in the western hemisphere and the cradle of the Inca civilization. It is known all over the world for the amazing archaeological ruins at Machu Picchu.



1

- What can you see in the picture?.....
- Is this the center of Cusco?.....
- What's the name of building number 1?.....
- Where in Peru is Cusco located?.....
- Can you see the Cathedral in the map?.....
- Can you see "Plaza de Armas" in the map?.....



Name.....Date.....

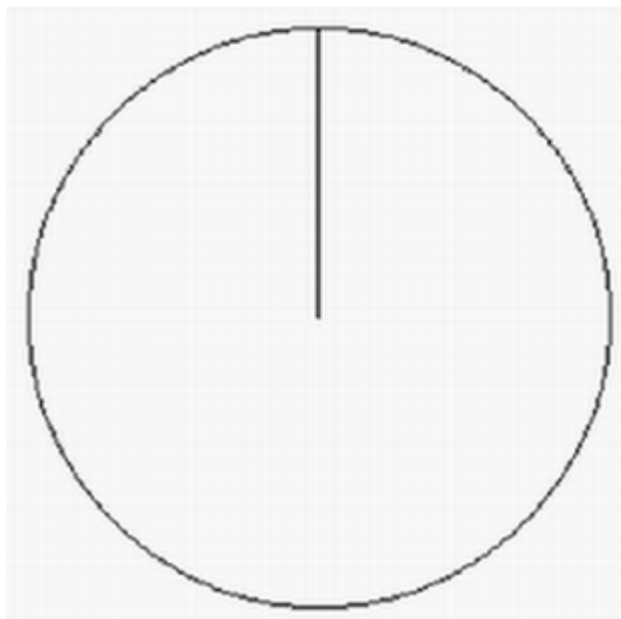
Lesson 7 - Peru's Economy and Population . Extra Worksheet



Geographical Distribution of Population

· **Make** a pie chart using the following data:

- Lima department : 32.1 %
- North and Central Andean Mountains : 19.4 %
- North Coast : 16.9 %
- Southern Andean Mountains : 15.7 %
- South Coast : 8.2 %
- Amazon basin: 7.7 %



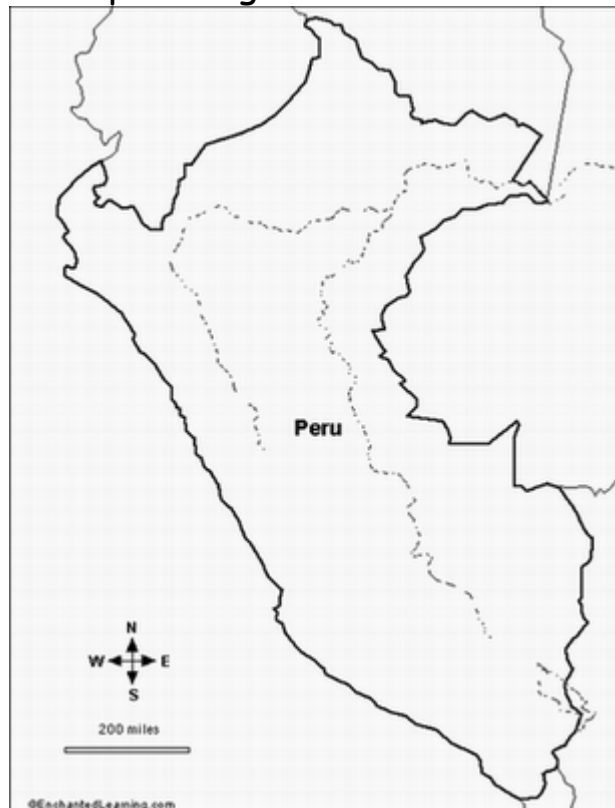
Name.....Date.....

Lesson 8 - Peru's Ethnic Groups and Languages. Worksheet 1

Most part of Peruvian population belong to one of the following ethnic groups:

- a) Amerindians living in Andean Mountains speak Quechua or Aymara. They make up one third of the Peruvian population.
- b) Amerindians living in the Amazon Basin speak many different languages. They are a small part of Peruvian population.
- c) The Spanish - speaking mestizos live mainly along the coast. This group is the result of Amerindians, Spaniards and Africans mixed up all over the years. It is the largest ethnic group in Peru.

· **Colour** Peru's map looking at the clues below



- 1 - Andean Amerindians (red) 2 - Amazonian Amerindians (green)
3 - Mestizos (yellow)

Name..... Date.....

Lesson 8 - Peru's Ethnic Groups and Languages. Worksheet 2

Quechua Vocabulary

MAN	<i>Muna</i>	WOMAN	<i>Warmi</i>
BOY	<i>ñiñucha</i>	GIRL	<i>ñiñacha</i>
LITTLE BOY	<i>wawa</i>	LITTLE GIRL	<i>wawa</i>

Opposites

POOR	<i>waccha</i>	WEALTHY	<i>scapac</i>
BIG	<i>jatan</i>	SMALL	<i>Iuchuycha</i>
HAPPY	<i>Kusi</i>	SAD	<i>Ilaquiska</i>
GOOD	<i>sumac</i>	BAD	<i>millay</i>
YOUNG	<i>wayna</i>	OLD	<i>machú</i>

Numbers

<u>0</u>		<u>1</u>	<i>Ucc</i>
<u>2</u>	<i>isai</i>	<u>3</u>	<i>quinza</i>
<u>4</u>	<i>tawá</i>	<u>5</u>	<i>piscca</i>

Name.....Date.....

Lesson 8 - Peru's Ethnic Groups and Languages. Worksheet 3

· Look at Worksheet 2 and write in Quechua the texts below the pictures .



One happy man

.....



One old woman

.....



One little girl

.....



One young boy

.....

Name.....Date.....

Lesson 8 - Peru's Ethnic Groups and Languages. Extra WS.
Afro-Peruvians and Amerindians

·Complete the following texts. ·Use the words in the chart below.

In "festejo", a festive social
....., it is easy to see
the African influence in the
..... movements.



This group of flute players
are dressed in colourful
costumes for a.....
in Cusco.



This musician lives in the Peruvian
region of San Martin, on the Amazon
Basin. He plays the.....and
theat the same time.

drum festival rhythmic flute dance players

Name.....Date.....

Lesson 8 - Peru's Ethnic Groups and Languages. Homework

· Find out the names of the next Peruvian musical instruments.



Name.....Date.....

Lesson 9 - Peru's Religion and Traditions. Worksheet 1

· **Read** and make a pie chart using the following data.

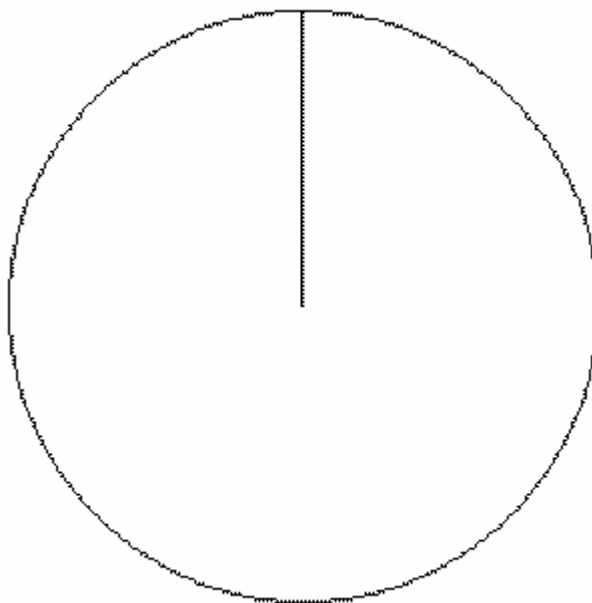
The dominating religion of Peru is Catholicism (89%). There are also Evangelicals (6.7%), and other denominations (2.6%) . Only 1.4% are non-religious.



"El Señor de los Milagros"



Corpus Christi in Cusco



Name.....Date.....

Lesson 9 - Peru's Religion and Traditions . Worksheet 2

· Read and complete the following text.

There are many all around.....,
that express the conciliation of the indigenous people's beliefs
with the.....

Peru	Roman Catholicism	celebrations
------	-------------------	--------------

Puno



Cross Festival



Inti Raymi (Incaic Sun festival)

Cajamarca



Carnival



"Virgen de la Puerta" Festivity

Name.....Date.....

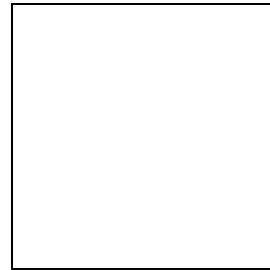
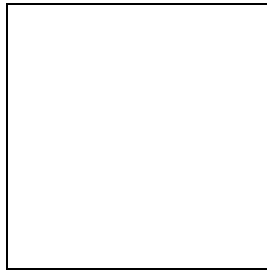
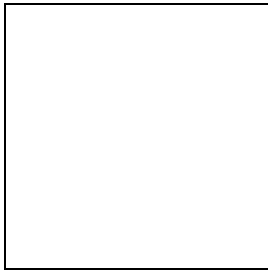
Lesson 9 - Peru's Religion and Traditions. Extra Worksheet

· Draw the ingredients to make corn on the cob with cheese.

Corn on the cob with Cheese Recipe

Ingredients

- Corn on the cob (one with the largest kernels you can find)
- Monterey jack cheese, cut into small cubes
- Box of toothpicks



Procedure

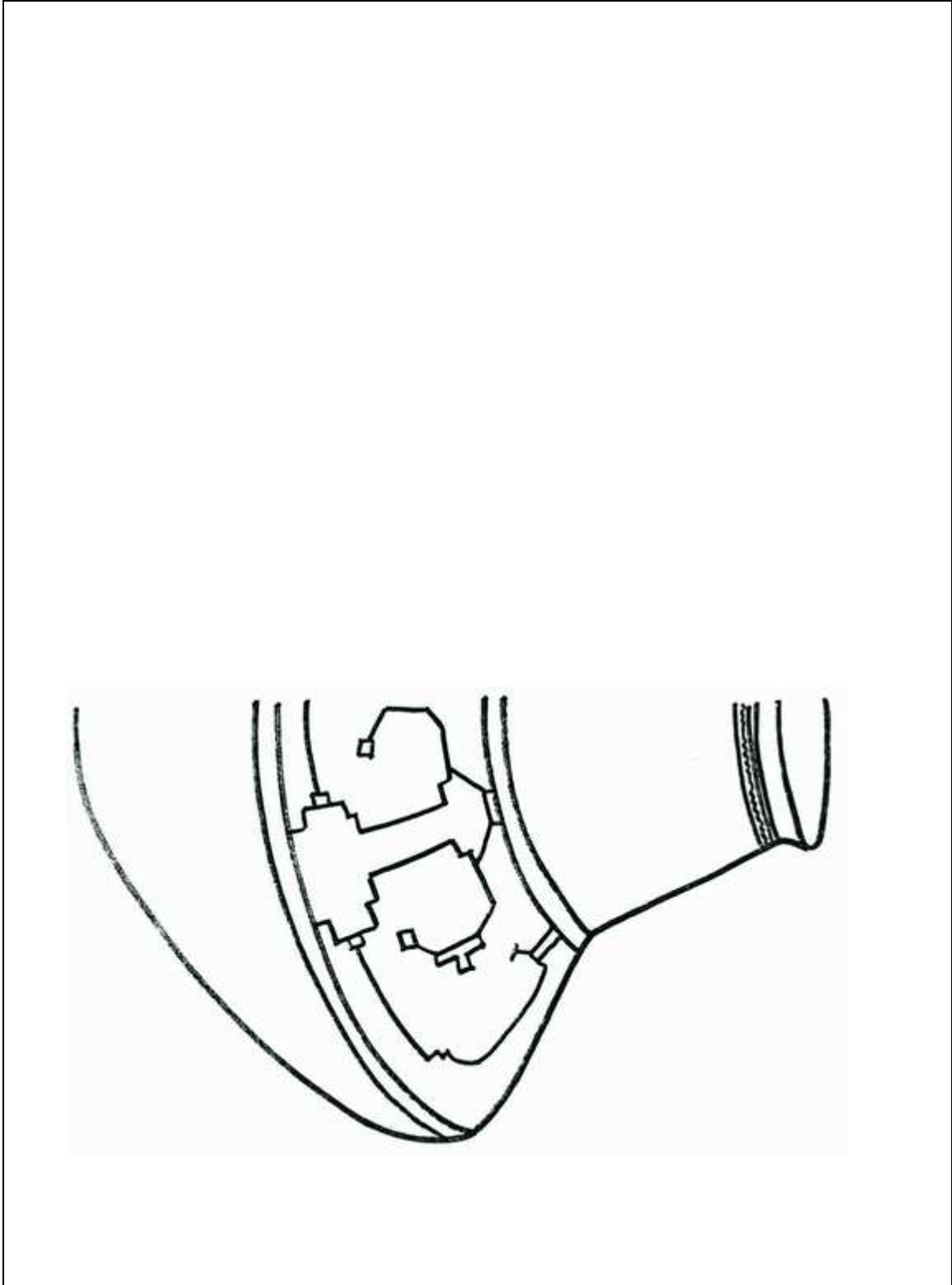
1. Boil corn on the cob in salted water in a large pot, about 15 minutes.
2. Let cool and remove kernels from cob by standing the cob on an end and slicing downward with a knife.
3. Place a few kernels of corn with one cube of cheese on each toothpick . Serve cold.



Name.....Date.....

Lesson 9 - Peru's Religion and Traditions. Homework

- Can you complete the other half of a Shipibo vessel?.....



Name.....Date.....

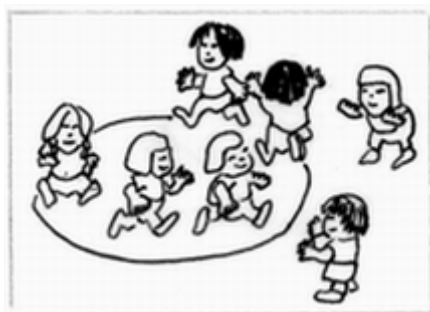
Lesson 10 - Peruvian Games, Toys and Tales. Worksheet 1

· Complete the following text

"Cuscal rueda" - The wheel

A circle of about 5 m. in diameter should be clearly marked on the..... About 5 players stand inside the circle pretending to be horses and mares. Outside the circle 2 or 3are horse-breakers. When one of them shouts : run the wheel! Horses and mares start to.....around the wheel. The horse-breakers (chucareros) try to get into the..... and take a horse or a mare out of it to..... it in. Horses and mares prevent horse-breakers to do that . Horse-brakers take the "animals" out of the wheel one by one.The..... is over when all horses and mares are outside the wheel.

run	players	break	game	ground	wheel
-----	---------	-------	------	--------	-------



Name.....Date.....

Lesson 10 - Peruvian Games, Toys and Tales. Worksheet 2

· **Read, complete and match** every picture with the right name.

Peruvian..... living in big cities have toys that are very similar to the most usual ones in other..... Amerindian children that live in rural areas have..... that imitate adults world or the.....around them.

countries	toys	children	nature
-----------	------	----------	--------



Doll made of wool



Fisherman made of "tatora"

Name.....Date.....

Lesson 10 - Peruvian Games, Toys and Tales. Worksheet 3

· **Read** carefully and draw a picture. **Use** your English dictionary.

The Legend of Acoitraba and Chuquillanto (Tradicional tale)

A shepherd named Acoitraba was playing the flute while he



cared for his flock.

Chuquillanto, the

daughter of the Sun, felt attracted by the beautiful melody and climbed up the mountain to find out where it was coming from.

When she saw Acoitraba she fell in love with him. She went back home and sang a song full of sorrow that carried by the wind , reached Acoitraba, who also fell in love. The two young people suffered from being separated and Chuquillanto went to look for Acoitraba with the help of a magic cane. The cane opened up like a flower and out of the middle came Acoitraba. The two young people happily embraced and the Sun, furious, chased them with his soldiers. Then Chuquillanto asked the cane to change her and her loved one into a stone. Her father found them together in an eternal embrace.

Name.....Date.....

Lesson 11 - Peru's Unit Closing. Worksheet 1 & 2 . Questions

1 - What country have we learnt about?.....

2 - Where in the word is it?.....

3 - What countries is it bordered by?.....

4 - Is it a kingdom?.....

5 - What are the colours of its flag?.....

6 - What's the name of the longest river?.....

7 - What's the name of the highest peak.....

8 - What's the climate like in the capital city?.....

9 - Which month is the hottest there?.....



- 10 - What's the name of a native animal?.....
- 11 - What's the name of a native tree?.....
- 12 - Which economic sector provides more work?.....
- 13 -Is there a name for the old part of a city?.....
- 14 - How many languages do they speak?.....
- 15 - Do they have the same alphabet?.....
- 16 - What's the dominating religion of this country?.....
- 17 - What's the name of a tradicional drink or dish?.....
- 18 - Do you know a game from this country?.....
- 19 - Do you know a tale from this country?.....
- 20 - Did you like the Unit?.....



Name.....Date.....

Unit 2 - Peru - Summary Worksheet

· **Read and complete** the following text.

Peru is one of thecountries

The colours of its flag areand.....

The capital..... is Lima . The.....

peak is Mt. Huascarán. The.....river is the Ucayali.

The climate in Lima isthan in Cusco and

.....than in the Amazon basin.

A pelican is a web-footed.....Llamas are ruminant

.....related to camels.

Refining of minerals is part of theeconomic sector.

Cusco is theof the Inca civilization.

There areethnic groups in Peru: Mestizos,

Andeanand Amazonic Amerindians.

Most Peruvian people are bilingual because they can.....

two languages. Andean Amerindians speak Quechua and

.....

The dominating religion of Peru is.....Corn is
a cereal native to.....

Peruvian children like.....with toys . They
.....tales and manytoo.

Other vocabulary and expressions

.....

.....

.....

.....



THE END