

THE MOCHE OF PERU

Mark It on the Map

Hang a large world map and a more detailed map of South America on the wall. Ask students to locate South America on the world map and then Peru on both the world map and the map of South America. Ask whether anyone has visited South America or knows someone from there. If so, let them tell what they know about the area. As the class reads through the issue, have them locate each site on the appropriate map.

Vocabulary

textile	gourd
tapestry	shroud
headdress	pectoral
trench	

Introduction

Have students read “Discovering the Ancient World of the Moche” on page 5. Then ask whether anyone has read about the Moche or knows anything about this civilization. Ask students what the illustrations in this issue tell them about the Moche and what they hope to learn from reading the articles.

Questions for Discussion

- Why is it so difficult to learn about the Moche? How did we find out what little we do know?
- How did Moche burial customs ensure jobs for artists and other craftspeople?
- When did Moche civilization collapse, and what do historians believe might have caused the collapse?
- Why was clothing important to the Moche people? Explain your answer.
- Why was a Moche man’s headdress so important? What types of headdresses did the Moche wear?
- Where were potatoes first grown? Are they still grown there today?
- With what animals were the Moche familiar?
- How did the manner in which a Moche was buried reveal his or her rank in society?
- What did gold and silver represent to the ancient Peruvians?

Writing Workout

Students may complete one or both of the following activities:

- Make a list of the animals native to your area. Next to each name, explain how the animal benefits or harms you.
- Write an essay detailing what you would like to have buried with you. Give reasons for each item.

Viewpoints

The headdress was an important item for the Moche, as it often indicated a person’s rank and occupation. Ask students these questions: Do you agree that a headdress is the best way to indicate rank, status, and occupation? Why or why not? What do you think might be more appropriate and why?

Then and Now

Have the class read “Plain and Fancy: Moche Burials” on pages 30–35. Then ask them to compare and contrast modern burial practices in the United States with those of the Moche. Ask them to give specific examples of present-day plain and fancy burials.

Get Into Art

Students may complete one or both of the following activities:

- Read the article “Fit for a Lord: Moche Textiles and Clothing” on pages 9–15 and look carefully at the illustrations of Moche designs. Design a Moche headdress for yourself.
- Think about the animals you like and then decide which one you think would make a good mascot. Make a poster illustrating your animal. (Newspaper or magazine cutouts are fine if you prefer not to draw freehand.) Explain why it would be a good mascot and for what.

Research Project

Have students research the origin of potatoes and when and how their cultivation spread to other parts of the world. Also have them research the many varieties of potatoes, especially those grown in Peru today.

Just for Fun

Plan a "Peruvian Potato Feast" following the directions on page 17. Assign students to bring in different ingredients. Those who bring in the potatoes should boil and peel them at home. The eggs should be hard-boiled at home.

Follow These Footsteps

Walter Alva

Warrior Priest