

# Learn About Incan Textiles from Peru

Target Audience: Grades 3-5

## RELATED CONTENT AREAS

World Geography & Cultures, Visual Art, Spanish

## OVERVIEW

This hands-on and interactive presentation introduces students to the ancient Inca and their textile traditions, includes Spanish vocabulary exposure, and finishes with a creative class activity where students get to design their own textile patterns.

## STANDARDS

3<sup>rd</sup> Grade World Geography and Cultures: 3.32 Use timelines to summarize the history of a region.

5<sup>th</sup> Grade Visual Art: 4.1 Explore the relationship of art from different cultures, time, and places.

5<sup>th</sup> Grade Visual Art: 4.2 Examine and demonstrate how culture, history, and art influence each other.

Modern Languages Elementary K-5: 2.2 Demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

## OBJECTIVES

- Students will be able to recognize how culture influenced art in the Inca civilization and describe textile colors and patterns in Spanish.
- Students will be able to connect textile styles to elements of Inca religion, worldview, and state control.
- Students will be able to make connections between these ancient textiles and students' personal lives.

## VOCABULARY

textil	azul	tocapu
tejido	amarillo	unku
grueso	blanco	negro
algodón	rojo	fino
telar	verde	

## TIME

45 minutes

## MATERIALS

Computer with projector, internet connection, paper, colored pencils

## PROCEDURE

### PRE-EVENT MATERIALS

Teacher will remind students of previous textile-related course material (ex: if they studied colonial dress). Ask students where their clothes come from, where they are made, and how they are made.

### WORKSHOP

1. Using the PowerPoint presentation, show map of South America and Peru. Ask students if they know anything about the region.
2. Using the PowerPoint slides, introduce the Inca (who, what, where, when, how).
3. Show images of Inca textiles ([tocapu](#), [unku](#) tunics, [warrior](#) tunic) and [Chincheru textiles](#).
4. Introduce Spanish and Quechua vocabulary for weaving and colors. Have students describe the textiles they see using this vocabulary.
5. Explain methods of production (back-strap loom) and use of fine textiles (rituals, ceremonies, important events). Ask students to relate this to their own lives and experiences, using the questions listed below.
6. Present the short [video](#) on weaving in Chincheru, Cusco, Peru and, after a brief discussion,
7. Students will individually draw and color their own textile patterns on paper. Some can present to the class to explain why they chose certain designs.

### DRIVING QUESTIONS

- Do you know how to weave? Do you know anyone who does know how to weave?
- Where do your clothes come from? How are they made? How is this similar or different to the techniques used in the past in Latin America?
- When do you get dressed up in your best clothes? When would you wear these fine textiles?

### HANDS-ON ACTIVITIES

Using sample patterns as inspiration, students will draw their own fabric patterns to represent themselves or their family/school/community. They will design the patterns and get to color them. At the end the entire class will get to see the wide diversity of patterns they created, representing their diversity.

### MODIFICATIONS

For shorter sessions, eliminate hands-on activity. Older students can learn about specific modes of production of ancient textiles.

## EVALUATION

If the teacher/school wishes, they can tape them together to make a giant textile mosaic to hang up in the classroom or at school.