

# Learn About Moche Ceramics from Northern 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 fine-line ceramic style of the Moche, a Pre-Columbian culture of 2000 years ago from the northern coast of Peru in South America. The presentation also includes Spanish vocabulary exposure, and finishes with a creative class activity where students get to design costumes to act out scenes depicted in the ceramic designs.

## 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 and identify Moche fine line ceramics from northern Peru and relate imagery on the ceramics to Moche culture, traditions, and funerary practices.
- Students will be able to describe the ceramic designs in Spanish.
- Students will be able to make connections between presented material to their lives.

## VOCABULARY

cerámica	fina	entierro
Moche	blanco	guerrero
arcilla	negro	perro
pintar	marrón	venado
línea	sacerdotista	animal

<b>TIME</b>	45 minutes	<b>MATERIALS</b>	Computer with projector, internet connection, colored paper, markers, scissors, tape
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## PROCEDURE

### PRE-EVENT MATERIALS

Show students the [Sustainable Preservation Initiative](#) website and look at the photos of replicas of fine line ceramics and or archaeology digs. Ask students what they know about archaeology (and for higher grade levels, introduce methodology - survey, excavation, stratigraphy, analysis).

### WORKSHOP

1. Using the slides in the PowerPoint, display map of South America and Peru.
2. Using the PowerPoint, introduce the Moche culture: what, where, when, and how.
3. Present various images and [examples](#) of Moche ceramic vessels. Ask students questions about the ceramics and designs (listed below).
4. Show examples of scenes depicted in Moche [fine line ceramics](#), and photos from the site where they are found ([San Jose de Moro](#)). Ask students how the region is different from where they live.
5. Introduce relevant Spanish vocabulary. Ask students to describe the ceramics using the vocabulary.
6. Using these scenes as inspiration, have students get into small groups and design costumes to act out these scenes or variations of them.

### DRIVING QUESTIONS

- What do you think these ceramics represent? Which animals or people do you see depicted?
- What are ceramics used for? What are their main functions? Why might their decorations or shape differ depending on their purpose?
- Do you think anything is buried underneath your home/school? What do you think is buried?
- What do you see is happening in these fine line decorations? What events are taking place?

### HANDS-ON ACTIVITIES

Students in small groups will get to design costume accoutrements that would be used in the [fine line design scenes](#). They can act out scenes using these costumes, improvising on the drawings on some exemplary fine line ceramics.

### MODIFICATIONS

For shorter sessions, hands-on activity can be omitted. Higher grade levels can look at how clay where it comes from and how it is produced. Higher grade levels can also focus on archaeological methodology.

## EVALUATION

If desired, students can create and act out full-length scenes using the costumes they made, taking inspiration and ideas from fine line ceramic vessels.