



# Amazon Table of Contents

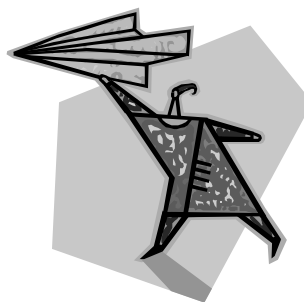
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## An Adaptable, All-Inclusive Curriculum

*We have organized the lessons in your Discovering Classroom Earth Curriculum to be:*

- ✓ **All Inclusive:** Just about everything you need for your lessons is included. There are only a few lessons that require additional materials.
- ✓ **General AND Specific:** Some of the lessons emphasize specific details about your International Field Destination while others focus on general concepts such as culture, conservation biology and leadership.
- ✓ **Flexible for Different Schedules:** Though each lesson totals *two hours*, lessons are broken into variable chunks of time so you can use different activities as they fit into your teaching schedule.
- ✓ **Adaptable for Different Ages:** Designed for middle and high school students, the depth of the learning from each lesson will depend on the educational level of your students. Feel free to vary the activities as you deem appropriate for the educational level of your students.
- ✓ **Goal-Oriented:** Though you can adapt lessons as you see fit, we ask that you strive to meet the goals of each lesson. So if you exchange a GEx activity with an idea of your own, just be sure you are meeting the overall lesson goals!
- ✓ **Discussion- and Inquiry-Based:** In each lesson, you will spend a good deal of time fostering discussion with students and allowing them to generate their own questions and answers.
- ✓ **Leadership and Team-Based:** Though lesson topics vary from ecology to culture, each lesson emphasizes building strong team dynamics and a good understanding of leadership.
- ✓ **Fun!** Enjoy the process – this can be just as fun as the International Field Workshop!



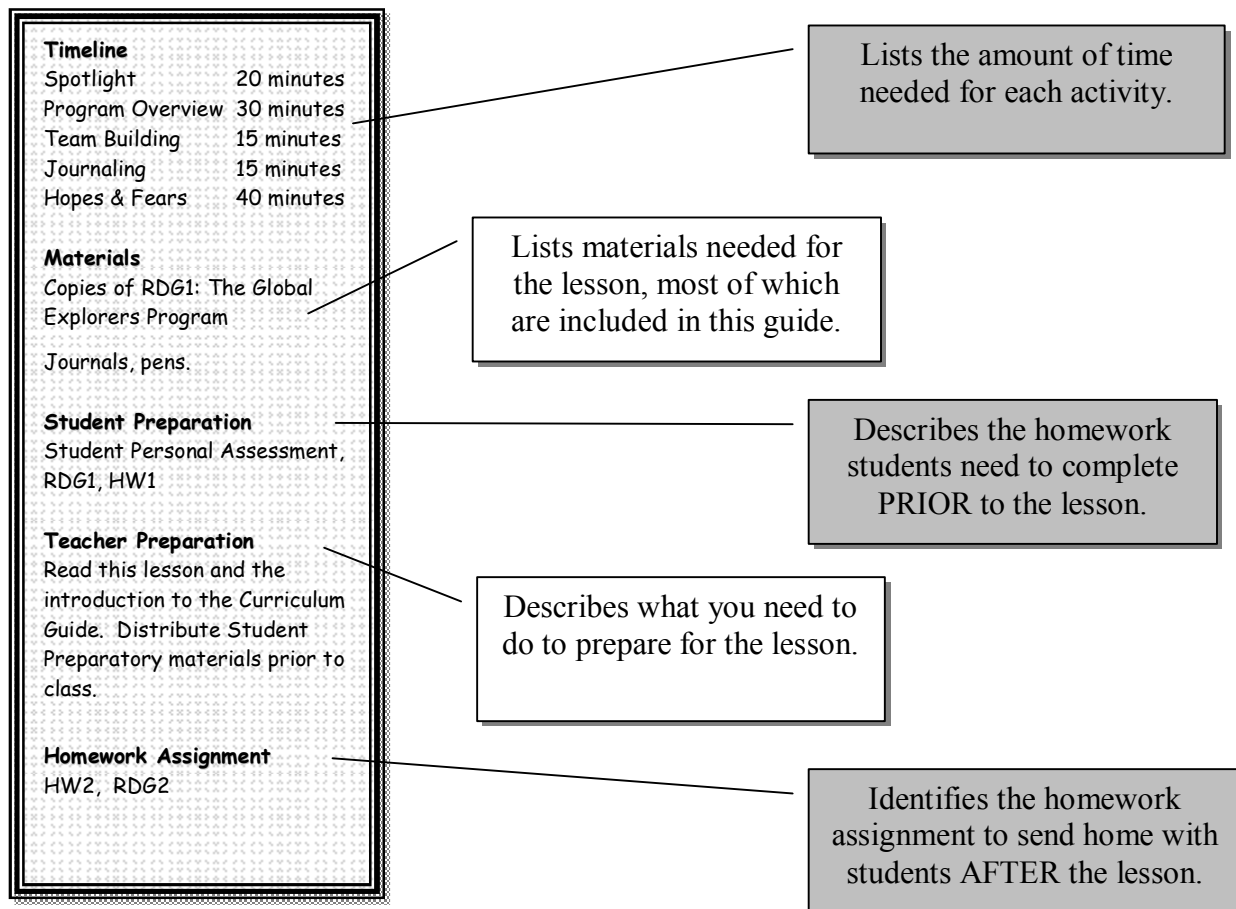


## How Each Lesson is Organized

Each lesson has the following sections:

- Overview** Provides a quick look at the lesson’s goals, timeline, and required materials.
- Background** Provides the teacher with background on the concepts covered in the lesson.
- Lesson Description** A how-to for conducting each lesson.
- Worksheets** These worksheets are materials that you will use DURING the lesson.
- Homework** This is the homework that must be completed by students PRIOR to the lesson.  
Find all homework at the BACK of the curriculum in the Homework section.

Here’s a quick look at what each component of the **OVERVIEW** page means:





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### The Work of Other Organizations

World Wildlife Fund, Windows on the Wild  
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The Peace Corps, Paul D. Coverdell World Wise Schools  
*Building Bridges: A Peace Corps Classroom Guide to Cross-Cultural Understanding*  
*Insights from the Field: Understanding Geography, Culture, and Service*  
[www.peacecorps.gov/wws](http://www.peacecorps.gov/wws)



## Lesson #7: Peruvian Culture

### Timeline

Amazon Glimpse	20 minutes
Travel Peru!	30 minutes
Demographics	30 minutes
Medicine in Peru	40 minutes
Foods of the Americas (optional)	40 minutes

### Materials

Copies of Demographics Worksheets and Medicine in the Amazon handouts for students and a copy of A Glimpse of Amazonian Culture for you

Journals, pens.

### Student Preparation

HW7: Travel Peru!

### Teacher Preparation

Read this lesson.

### Homework Assignment

HW8



### Overview



Understand Peruvian culture from multiple perspectives and catch-up on overdue items.



### Goals



- ✓ Better understand cultural diversity both within Peru and globally<sup>1</sup>
- ✓ Be able to explain how physical environments affect how humans live<sup>2</sup>
- ✓ Understand that people from Peru have a very different standard of living compared to that of the U.S. Like individuals, entire societies and governments can experience scarcity.<sup>3</sup>
- ✓ Be able to explain how one data source alone does not present a complete picture of life and people in a country. We must look at multiple sources and evaluate their accuracy and quality.
- ✓ Be able to explain some global transformations due to the linking of major regions of the world.<sup>4</sup>

<sup>1</sup> Adapted from the National Council for the Social Studies standard I.E.

<sup>2</sup> Adapted from National Geographic's Geography standard 5.15

<sup>3</sup> Adapted from the National Council on Economic Education standard 1.

<sup>4</sup> Adapted from the National Center for History in the Schools Era 6 standard 1.



## Background

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### Amazonian Culture<sup>5</sup>

To gain a complete understanding of a tropical rainforest system you must understand the culture and lifestyles of the people who call it home. There are many different groups of human beings living and spending time in the tropical rainforest today from scientists to ranchers, conservationists to gold miners, tourists to indigenous people. There are remote villages deep within the jungle and there are large cities like Iquitos, Peru (approximately 400,000). For the purposes of this background, we have highlighted two groups of people that your students will experience on their Amazon Adventure: indigenous and ribereños.



**Indigenous peoples** have the longest history of life in the rainforest. Some anthropologists believe the indigenous tribes of the South American rainforest arrived between 10,000 and 20,000 years ago. Just like the native people of North America, indigenous tribes in Latin America are often called “Indians,” a label wrongly applied to them by explorers who believed they had stumbled upon the shores of India when, in fact, they had arrived in the Americas.

It is estimated that there are about 1,000 indigenous tribes still living in the rainforests of the world. Some tribes, like the Yanomami of Brazil, have a significant amount of contact with the outside world. Other tribes have chosen to have little or no contact with any non-indigenous people.

Each indigenous group has its own distinct culture. This includes different language, laws, ceremonies, customs, celebrations, rituals, songs, music, stories and tribal structure. Children are taught about their heritage and essential lessons for survival by their parents and other members of their tribe. They learn how to catch fish, plant crops, hunt for food, gather fruits, nuts and honey, and how to use plants to build shelters, make food and make natural medicines. Many of the children still living a traditional lifestyle do not go to school and learn instead through experience.



Indigenous people of the tropical rainforest have not historically had supermarkets, shopping malls, cars, pharmacies, televisions, CD players or many of the things we use in our everyday lives. Instead, they have developed a tradition of getting everything they need directly from the plants, animals, soil and rivers of the forest. As a result of depending so much on the forest for their survival, indigenous people of the rainforest tend to have a very close connection with nature.

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<sup>5</sup> Excerpted from Julie Dubin’s *From Buttresses to Bromeliads*.

**Ribereños:** Although indigenous tribes have the longest history of living in the region, the majority of the people who presently live along the waterways of the Amazon are not indigenous, although they too have lived there a long time. Many of their ancestors migrated from other areas of the continent to work on rubber plantations or to join one of the many other short-lived rainforest exploitation booms. Often their ancestors also include local indigenous people and Europeans. Due to their mixed heritage, they are given the name “mestizo” or “mixed” (a literal translation from Spanish). Mestizos who live along waterways in Peru and Ecuador are called “ribereños” (river people – pronounced ri-ber-ayn-ho).

Ribereños and cablocos are adept at living in the surprisingly difficult environment of the Amazon while making good use of the modern perks of civilization that come their way. While indigenous peoples’ culture and health often suffer from outside contact, the ribereños adapt continuously to new input from the outside world.



Ribereños live with a minimal amount of cash and still depend almost exclusively on the forest for their survival. They build their canoes from trees and they get fish from the rivers to eat. They practice sustainable, shifting slash and burn agriculture and use the natural rise and fall of the river for fertilization of their riverside gardens. They build their houses from wood and plants from the forest and raise any livestock they may have on bits of pasture. They may even keep chickens under their houses! Their numbers have historically been small and their impact on the local environment also small. However, overpopulation caused both by increased childhood survival rates (due to increased use of western medicine) and the steady influx of people (often encouraged by the government) is upsetting the balance and is putting a terrible strain on the forest, the cleared lands, and the waterways.

There are not many ways for ribereños to make money. Selling produce, meat and fish is hard as the distance to large markets (generally in large cities) is often great. A poor farmer often will make the long journey himself if he has a large enough boat. If he does not have his own boat, he may choose to pay for transport on one of the large river taxis or “river buses” commonly seen making their way up or down the Amazon laden with people, their produce and livestock on the way to market. Another option includes paying someone else to take the produce to market, a huge expense. Profits are generally very small, so families typically rely on subsistence farming, fishing, gathering and some hunting to survive.

Ribereño children are resourceful, cheerful and resilient. However, they do not have an easy life. Many have lifetime battles with parasites and other health issues. They have few opportunities to change their lives and there is always a lot of work that needs to be done. Everyone has to pull his or her own weight.

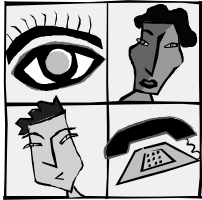
The children are offered a free, government-sponsored primary education, in theory. Of course, children must live close enough to a school to have the opportunity to attend. The subjects taught are basic and often have little bearing on the lifestyle of the childrens’ families. Knowledge of reading, math and geography introduces them to a world they have little access to. This is a source of frustration for some but an inspiration to others.





## Remembering Culture Basics

The activities in this lesson have students begin exploring the Peruvian culture by looking at a variety of different kinds of data. Our goal is to provide your students with a flavor of what life is like for people living in the Amazon. Keep in mind from your understanding of culture that:



- Culture is not a static “thing”, rather it is a dynamic, ongoing and ever changing process.
- To gain a complete understanding of a country, you need to draw on multiple sources of information and evaluate their quality and their perspective
- It is impossible to really understand a culture from first/brief observations or research
- It is easy to misinterpret and misunderstand practices, beliefs and ideas of a different culture.

## Dealing with Difficult Information<sup>6</sup>

Some of the data that your students will discuss in this lesson, particularly demographic information, can reveal sometimes shocking differences between cultures that can be hard to understand. Although we live in a world increasingly connected by immigration, travel, and technology, glaring gaps in resource distribution continue to divide the world. Most people live with fewer goods in an entire year than an American will use in a single day. Out of the estimated 6.1 million people currently living on the planet, some 1.2 billion people live on less than \$1 a day. (\$1 per day qualifies as “extreme poverty”). Half of the world lives on \$2 a day or less.<sup>7</sup>



Growing up in the U.S., where \$1 buys you a soda and little more, it is hard to imagine basing your entire existence off what seems such a small amount. It is easy to take our material standard of living for granted. Since the Global Explorers International Field Workshop will be many student’s first contact with the developing world, it is important to sensitize them to the differences in wealth they will experience. Many students will carry cameras worth more than some indigenous people earn in a year. Exposing students to such gaps in resource distribution at an early age will help them grow into responsible world citizens, more aware of their role and their responsibilities in an interconnected world.

We encourage you to have thoughtful, honest discussions about these issues as they come up in your classroom. Often times, it is these issues that will impact students more than any other at the end of their Global Explorers year.

<sup>6</sup> Special thanks to Gina Curler, PhD candidate in Cultural Anthropology at University of Wisconsin for her volunteer contribution in preparing this section of the background.

<sup>7</sup> United Nations Population Fund, 2001. The State of World Population: Footprints and Milestones, Population and Environmental Change.



## Ethnomedicine and Biomedicine



Different people around the world have vastly different practices regarding health and healing. Studying such differences can reveal much information about the underlying values, beliefs, and ways of life of different cultures. Many social scientists use two broad terms to describe systems of medicine: *ethnomedicine* and *biomedicine*. *Ethnomedicine* is a broad term used to describe alternative forms of health maintenance and healing practiced by different ethnic groups around the world. *Biomedicine* is another word for Western or scientific based medicine.

While it may seem like there is a clear distinction between biomedicine and ethnomedicine, in practice the distinction can be somewhat blurry. Many people in areas where ethnomedicine was once the primary source of health care now also receive care from Western methods, sometimes using both sources of care. In the West, “alternative medicine” has gained a more solid footing, with some doctors studying the health benefits of yoga, acupuncture, and other forms of healing practiced around the world. Furthermore, people in the West often engage in practices that could be classified as “ethnomedicine”—for example, using garlic or chicken noodle soup to cure a cold, taking ginger to prevent nausea when traveling, etc.



## Ethnomedicine in Peru

While in Peru, you will have the opportunity to meet with a local shaman, or traditional healer. Shamans heal by blending the use of plant medicines with spiritual practices. In Western terms, shamans draw from the realms of both science and religion. In the words of Don Antonio Montero Pisco, a shaman in Peru, “Shamans are many things in one person: doctor, priest, social worker, psychologist, and mystic.” On location, you will learn about some of the plants that are used in traditional healings, and more in depth about the life and practices of the shaman.

Several plants that have been used by shamans and other traditional healers in the Amazon have had a significant impact on diseases around the world. Native peoples in the Amazon highlands and Andes traditionally used bark from the cinchona tree to treat malaria. Eventually, the bark helped treat malaria throughout South and Central America, Asia, and Africa. *Curare*, widely used as an arrow poison by many Amazon Indian groups, was used for several years as a muscle relaxant throughout the Western world. The jaborandi tree, native to the Brazilian Amazon, has been used to treat glaucoma. It is estimated that up to ¼ of the medicines used today have ingredients that were isolated from plant sources. Many of these come from tropical plants. Rainforests continue to hold out hope of treatments and cures of today's most deadly diseases. Shamans, trained in the use of tropical plants to treat disease, continue to have much to teach us about the medicinal purposes of rainforest plants.



## Biomedicine in Peru



While there is certainly a rich, indigenous form of medicine that proves effective in the treatment of many diseases, overall health in Peru is at a different level than in the United States. According to the World Health Organization, life expectancy is roughly ten years shorter in Peru than it is in the United States, and the probability for children under five dying is four times higher in Peru than in the United States. People die from diseases in Peru that are treatable with Western medicine, and that rarely affect people in more developed countries. For example, while 12.2% of deaths of children under five in Peru were caused by diarrhea, diarrhea led to only 0.1% of deaths of children in the U.S. Tuberculosis, a disease that now is extremely rare in the U.S. thanks to years of successful treatment, continues to afflict many Peruvians despite governmental efforts to eradicate the disease.

While biomedicine has been in Peru for many years, the country does not have as much financial wealth as the United States, meaning that much less money goes to health care. Peru has less than half the physicians per capita than the U.S., and while the U.S. spends roughly \$5,700 per capita on health, Peru spends around \$230 per person.<sup>8</sup> Furthermore, access to medical care is extremely limited in more remote areas, as many who receive training in biomedicine tend to remain in the cities and areas with more resources.

During your stay in Peru, you will meet Dr. Linnea Smith, a physician from Wisconsin who has dedicated her life to serving the medical needs of people living in the Amazon.

## The Colombian Exchange (for optional Foods of the Americas exercise)



In 1492, Columbus arrived in the New World on a quest for passage to India. While he did not find India, his arrival marked the beginning of an immense exchange of food, medicine, goods, ideas, and disease between the New World and the Old World known as the Colombian Exchange. The Old World introduced wheat, rice, bananas, cows, pigs, horses, sugar, and, unintentionally introduced smallpox, influenza, measles, and the bubonic plague to the New World. The New World provided the Old World with corn, potatoes, sweet potatoes, tomatoes, manioc/cassava, beans, vanilla, chocolate, and cotton.

The exchange in food crops between the Old World and the New World would lead to vast transformations in world diets, economies, and populations. Tomatoes have become an integral part of “traditional” Italian food, potatoes are most associated with Ireland, and Swiss chocolate is as “Swiss” as clocks and army knives. Many may be surprised to find the origins of these foods! Furthermore, the spread of corn, sweet potatoes, and manioc to tropical areas throughout the world led to population growth that was could have not been supported without these hearty agricultural staples. Much of the continent of Africa eats corn and cassava daily, providing an essential part of peoples daily caloric intake. Cassava and sweet potatoes have become staple foods in many parts of the Pacific Islands and Southeast Asia.

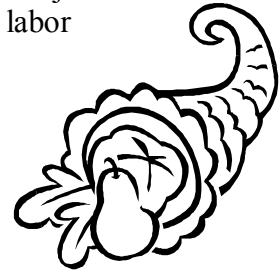
<sup>8</sup> These figures are in “international dollars,” a unit designed to take into account the differences in purchasing power of different currencies.



The Colombian exchange created vast changes in economic systems that have had an enormous impact on world history. Slaves were brought to the New World to grow sugar, an Old World crop, in order to satisfy growing demand in the Old World. Coffee was introduced to the New World and has played a vital role in the history of many Central American countries. Corn, cotton, and manioc have become essential crops in Africa. Bananas introduced from Asia became an integral part of many South American countries economic systems. Overall, the exchange of foods and peoples initiated by contact between the Old and New World has shaped the world as we know it today.

While it is called the “Colombian Exchange,” the trade between the Old and New World was certainly not an equal exchange. From the onset, the trade was controlled by European explorers and colonialists, who benefited financially from the “exchange.” Major food crops introduced from the Americas became a means of feeding a growing labor force controlled by European colonialists. Manioc fed slaves on sugar and cotton plantations. Potatoes fed the Irish, at the time an English colony. While goods, services, and people flowed between the Old and New World, the levels of power involved in the trade were by no means “equal.”

In the handout section, there is expanded information about all of the crops included in the Foods of the Americas exercise.



## A Glimpse of Amazonian Culture

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### 1. Read aloud the story A Glimpse of Amazonian Culture from the Worksheets.

Prior to reading the story explain that it is a brief description of one person's first experience with Amazon culture.

### 2. Facilitate a discussion about the story with your students.

The purpose of this discussion is to share expectations, hopes and fears that the students have specifically about their cultural experience in Peru. Some important discussion questions include:

- What are some of the things that this story tells us about Peru?
- What are some of the questions the story raises in your own minds?
- How does reading a story through the author's eyes affect our perception of Peru?
- What are some of the aspects of Peruvian culture that **you** would be excited to experience?
- What worries do you have about meeting people from a totally new culture?
- How much do you think you can learn about Peruvian culture in a short visit?
- What do you think the people who met David for the first time thought of him? What are some of the things that Peruvians might think about our group when they first meet us?

### 3. Explain the importance of drawing on multiple sources of information to understand a culture.

Now ask the students if the story above gives them a complete picture of Peruvian culture. Explain that to gain a complete and accurate picture of a country, you need to draw on multiple sources of information and evaluate their quality and their perspective. This story is only one perspective. When researching a culture you can draw on many different types of information including personal accounts (like this one), demographic information, history, politics and much more. The important thing to remember is that no one source of information is going to give you a complete picture.

## Travel Peru! A Special News Series

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### 1. Introduce the concept that where we live influences how we live.<sup>9</sup>



Present students with the question: How does where we live influence how we live? Invite responses. Next, ask students to reflect on the place they call “home” and how their own physical surroundings (location, population, climate, physical features, etc.) influence the way they live. To further student thinking about where they live, give categories, such as the jobs that are available, the type of homes people live in, the transportation systems available to them, the things they do to have fun, the clothing people wear, the food they eat, and so on. Ask students to generate examples for each category.

Ask students this question: If you lived somewhere else in the world, in a place that was very different, how might your life be different? Give examples such as, if you lived in Alaska instead of Florida? If you lived in Los Angeles, California instead of a small suburban town in Kentucky? If you lived in the mountains instead of by the ocean? In Canada or France instead of in the United States? On a farm rather than in a city?

Ask students to draw conclusions about how where we live influences how we live.

### 2. Break the class into groups to share their homework assignment.

Explain that the class is going to learn more about the people of Peru by sharing their homework assignments. Each student in the class spent time conducting research to prepare a newspaper article for this session. Now, they are going to share those articles with their classmates.



Break the class into groups in such a way that each group has a representative from all four of the articles that students wrote (Geography and Nature, Politics and Life Today, Customs and Traditions and History). Next, distribute the *How does where you live influence how you live? Worksheet*. Explain that one by one, the students should read their articles to their classmates. As each student reads his/her article, the listening students should make notes on their *How does where you live influence how you live? Worksheet*.

Mingle with the students as they share their stories. Once they have completed their task, remind them that:

- You need to draw on multiple sources of information and evaluate their quality and their perspective.

In this activity they learned from their classmates who had conducted research. Next, they are going to learn from some demographic information...

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<sup>9</sup> This description (#1) is taken directly from the Peace Corps Geography: It’s More than Just a Place activity found online at <http://www.peacecorps.gov/www/guides/insights/geography/module1/lesson1/lesson1.html>.



## Demographic Information<sup>10</sup>

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### 1. Briefly discuss the role of demographic data in painting a picture of a culture.

Ask students if they know what the word “demography” means. Explain that demography is the study of human populations using numerical data and statistics. It is another way to learn important facts about a culture. Give some examples of demographic information about your own class. For example, what percentage of students are: Male versus female? Have birthdays between January and June? Are over the age of (enter age)? Ask students if they can give examples of demographic information about the United States.



### 2. Compare Peruvian demographics with those of the United States.

Distribute Country Comparisons Worksheets and Comparison Matrix to the class. Explain that different countries are classified according to different categories.

Now walk them through the Comparison Matrix Worksheet, using the first category (Per Capita Income) as an example of how to fill it out. Discuss the meaning of “Per Capita Income” and have them find the information. Per Capita Income takes the Gross National Income (formerly Gross National Product) and divides it by the total population of people.

Ask students: What conclusions can you draw? What questions do you have? Explain that a statistic or piece of numerical data does not always answer all of our questions. In fact, sometimes it can raise more questions than it answers.

Now, allow the students 5-10 minutes to look through the information and fill out the matrix.

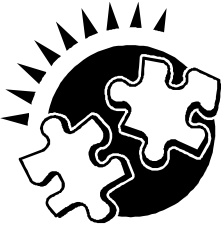
### 3. Facilitate a discussion about demographics.

Good discussion questions include:

- What are some of the things you noticed about the differences between Peru and the USA?
- Provide some examples of some of the conclusions you were able to draw.
- What kinds of questions did the demographic information raise?
- What are the limitations of demographic data?

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<sup>10</sup> Special thanks to Gina Curler PhD Candidate in Cultural Anthropology for her help in putting this lesson together!



**4. Finally, discuss what you learned as a class about Peruvian culture.**

Good discussion questions include:

- How did different kinds of information give a different picture of Peru?
- What questions do you still have about Peruvian culture?

## Medicine in the Amazon

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1.  **Introduce the concepts of biomedicine and ethnomedicine to your students.**

Discuss what shamanism is, and how it is sometimes used in Peru to treat diseases. Also, discuss how plants are used as medicine in much the same way we use medicines. Discuss how Western medicine is also available in Peru, and make sure to talk about the issues of different access to biomedicine in Peru. Use the background section to learn more.

2. **Distribute the Medical Scenarios handout**

Break the class up into small groups. Explain that all of the scenarios are hypothetical. Have the students read and discuss the three different scenarios.

3. **Distribute the Case Studies handout**

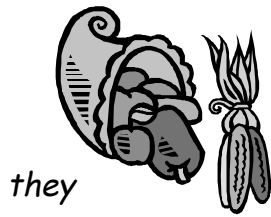
Come together again as a whole group. Explain that the Case Studies are real life examples of people dealing with medicine in the developing world. After students have had time to read the case studies, facilitate a conversation with the following questions:



- How did the responses in the case studies differ from the ideas you came up with in your groups? What was similar?
- Can ethnomedicine and biomedicine co-exist? What are the potential problems? What are the benefits?
- What aspects of culture can be seen in a medical system? In the United States, what underlying values are reflected in our way of practicing medicine? How might this be different in a society where shamans provide the predominant form of healing?

## Foods of the Americas (Optional Exercise)

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**Extra Materials:** World map, access to library and/or internet

*Optional: Ask students to bring in food from the location that they will be traveling.*

### 1. Break the class into six groups.

Assign each group one of the following foods: corn, **potatoes**, **tomatoes**, **manioc/cassava**, **bananas and plantains**, and **chocolate**. Ask each group to research the assigned food, and ask them to include the following (*This part may be done as homework*).

- Where each food was originally domesticated. Make sure they are able to locate the place on a map.
- Where each food is popularly associated with. (For example, the potato with Idaho or Ireland). Make sure that they are also able to find this place on a map.
- How the food was introduced to the rest of the world
- What impact the food has had on world history
- Any other interesting facts about the food

### 2. Present group findings.

Make sure they use a map to show the places the food was domesticated and where it is popularly associated with.

### 3. Facilitate a conversation about the Colombian Exchange.

Introduce the concept of the Colombian Exchange based on the above background information. If you haven't done so already, now would be a good time to start eating!

- What do these foods have in common?
- What are some of the impacts of the Colombian Exchange on the Old World? What about the New World?
- How often do you eat these foods? How important do you think they are to diets around the world?
- Do you think that people in the Old and New Worlds benefited equally from the Colombian Exchange? Why or why not?



## A Glimpse of Amazonian Culture<sup>11</sup>

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After living in the Peruvian Amazon for three months, I learned that the lifestyle and culture of Peruvian people brought me great joy and sadness. Peru surprised, frustrated, shocked, and embraced me; sometimes, all at once! I was in Peru to research several conservation projects located in the town of Manco Capac, near the headwaters to the great Amazon River. It took me 36 hours to travel by boat from the bustling town of Iquitos to the riverside community where I lived and studied.

The first thing that struck me when I arrived in Manco Capac was how far away I was from the world I knew. There were no phones, no televisions, no electricity except in the evenings, and no running water. It was amazing to me that the 500 residents of Manco Capac lived this way every day of their lives. I could not think of a single person in the United States that lived like this.

I realized quickly that the lifestyles of the “ribereños” was very simple. Families built their own homes usually out of the trees and palms from the surrounding forest. Each home typically had three rooms: a living room, a bedroom and a kitchen. Parents and kids all slept in the same room. They cooked in the kitchen using firewood and had a hole dug in the backyard for a toilet. The families fished, hunted or farmed for almost all of their food from the forests around Manco Capac. The only things they needed to buy were basic necessities like rice, spices, flour, milk, paper products and clothing. The tropical rain forest supplied the rest!

At times, the fact that the Peruvians in this community had so little would bring me down. What gave me the right to own so many things when these people had so little? *My* family in the United States owned two televisions and two cars. These people might not make enough money in their entire lives to own one television, much less a car. It just didn’t seem fair.

At other times, though, I felt that the people in Manco Capac had so much. Though poor, the people were warm and welcoming. They had a desire to learn about new things and new places and to teach about their own culture with pride. They maintained very close families: brothers, sisters and grandparents often lived in the same home, or within minutes of each other. People also knew how to have a good time. There was a group soccer game daily, kids played volleyball and many adults

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<sup>11</sup> This piece was written by David Shurna based on his experience working with The Nature Conservancy as a part of his Master’s research in Peru.

and kids alike took afternoon siestas. They celebrated holidays with big fiestas. And there was never a sense of the need to rush to get things done. Life was laid back.

Many days I thought that despite the fact that these people lacked many of the material goods that I had back home, they had everything a person needs to really live a good life. They had friends, family, food, shelter and fun. What more is necessary?

Though I feel that I learned a lot about Peruvian culture in three months, I also feel that I hardly learned anything. Sure, I saw what life was like, but I saw it from my own eyes. Did I really understand how people *there* experienced life? It was not until the last couple of weeks during my stay that people really started opening up to me and sharing detailed stories about their lives. What would have happened if I stayed three more months? A year? Twenty years? Would my understanding of their culture have changed?

In the end I am grateful for what I was able to share with the people of Manco Capac. I shared a piece of who I am just as they shared who they are with me. In the process, I can only hope that they learned as much as I did.

**WORKSHEET: HOW DOES WHERE YOU LIVE INFLUENCE HOW YOU LIVE?<sup>12</sup>**

**Directions:** As you listen to your classmates' stories about Peru, please provide examples for each category below.

- How might politics affect daily lives in Peru?
- How might geographic features such as mountains or tropical forests affect daily lives in Peru?
- How might climate (temperature and rainfall) affect daily lives in Peru?
- How might a country's history have an impact on daily lives in Peru?
- What are some of the customs and traditions in Peru?

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<sup>12</sup> Adapted from the Peace Corps: Insights from the Field, Understanding Geography, Culture and Service found online at <http://www.peacecorps.gov/www/guides/insights/geography/module1/lesson1/wksheet1.html>.

## WORKSHEET: COUNTRY COMPARISONS

### HIGH INCOME COUNTRIES

Countries in this category are the wealthiest countries in the world. These countries have a per capita income of \$9,206 or higher. 15% of the world's population falls into this category.

#### *Example Country: USA*

- Total Population: 288.4 million
- Per capita income: \$35,060
- Secondary School Enrollment: 88.9%
- Life Expectancy: 78 years
- Illiteracy (age 15+): not available
- Electricity use per capita (kWh): 11,925
- Internet Users (2002): 142.8 million
- Population Growth (annual): 0.9%

#### *Other countries falling into this category:*

Andorra	Aruba	Australia	Austria	The Bahamas
Bahrain	Belgium	Bermuda	Brunei	Canada
Cayman Islands	Channel Islands	Cyprus	Denmark	Faeroe Islands
Finland	France	French Polynesia	Germany	Greece
Greenland	Guam	Hong Kong, China	Iceland	Ireland
Israel	Italy	Japan	Korea	Kuwait
Liechtenstein	Luxembourg	Macao, China	Monaco	Netherlands
New Caledonia	New Zealand	N. Mariana Islands	Norway	Portugal
Qatar	San Marino	Singapore	Slovenia	Spain
Sweden	Switzerland	United Arab Emirates	United Kingdom	United States

### UPPER MIDDLE INCOME COUNTRIES

Countries in this category have an upper-middle per capita income, the average ranging from \$2,976-\$9,206. 10% of the world's population falls into this category.

#### *Example Country: Mexico*

- Total Population: 100.9 million
- Per capita income: \$5,910
- Secondary School Enrollment: 60%
- Life Expectancy: 73.6 years
- Illiteracy (age 15+): 8.3%
- Electricity use per capita (kWh): 1,507
- Internet Users (2002): 3.6 million
- Population Growth (annual): 1.5%

#### *Other countries falling into this category:*

American Samoa	Antigua	Argentina	Barbados	Botswana
Brazil	Chile	Costa Rica	Croatia	Czech Republic
Dominica	Estonia	Gabon	Grenada	Hungary
Isle of Man	Latvia	Lithuania	Lebanon	Libya
Malaysia	Malta	Mauritius	Mexico	Oman
Palau	Panama	Poland	Puerto Rico	Saudi Arabia
Seychelles	Slovakia	South Africa	St. Kitts	St. Lucia
Trinidad and Tobago	Turkey	Uruguay	Venezuela	

**LOWER MIDDLE INCOME COUNTRIES**

Countries in this category have a per capita income of \$745-\$2,976. 35% of the world's population falls into this category.

***Example Country: Peru***

- Total Population: 26.7 million
- Per Capita Income: \$2,050
- Secondary School Enrollment: unknown
- Life Expectancy: 69.8 years
- Illiteracy (age 15+): 9.5%
- Electricity use per capita (kWh): 631.8
- Internet Users (2002): 3 million
- Population Growth (annual): 1.5%

***Other countries falling into this category:***

Albania	Algeria	Belarus	Belize	Bolivia
Bosnia	Bulgaria	Cape Verde	China	Colombia
Cuba	Djibouti	Dominican Republic	Ecuador	Egypt
El Salvador	Fiji	Guatemala	Guyana	Honduras
Iran	Iraq	Jamaica	Jordan	Kazakhstan
Kiribati	Macedonia	Maldives	Marshall Islands	Micronesia
Morocco	Namibia	Paraguay	Peru	Philippines
Romania	Russia	Samoa	Syria	Sri Lanka
St. Vincent	Suriname	Swaziland	Thailand	Tonga
Tunisia	Turkmenistan	Vanuatu	West Bank/Gaza	

**LOW INCOME COUNTRIES**

Countries in this category have a per capita income of under \$745. 40% of the world's population falls into this category.

***Example Country: Sierra Leone***

- Total Population: 5.2 million
- Per Capita Income: \$140
- Secondary School Enrollment: 26%
- Life Expectancy: 37.4 years
- Illiteracy (age 15+): not available
- Electricity use per capita (kWh): not available
- Internet Users (2002): 7,000
- Population Growth (annual): 1.9%

***Other countries falling into this category:***

Afghanistan	Angola	Armenia	Azerbaijan	Bangladesh
Benin	Bhutan	Burkina Faso	Burundi	Cambodia
Cameroon	C. African Rep.	Chad	Comoros	Congo
Cote D'Ivoire	Eritrea	Ethiopia	The Gambia	Georgia
Ghana	Guinea	Guinea-Bissau	Haiti	India
Indonesia	Kenya	Laos	Lesotho	Liberia
Madagascar	Malawi	Mali	Mauritania	Moldova
Mongolia	Mozambique	Myanmar	Nepal	Nicaragua
Niger	Nigeria	North Korea	Pakistan	Papua New Guinea
Rwanda	Senegal	Sierra Leone	Somalia	Sudan
Tajikistan	Tanzania	Timor-Leste	Togo	Uganda
Ukraine	Uzbekistan	Vietnam	Yemen	Zambia
Zimbabwe				

## WORKSHEET: COMPARISON MATRIX<sup>13</sup>

Category	Peru	USA	<i>What conclusions can you draw?</i>	<i>What questions do you have?</i>
Per capita income				
Life expectancy				
Illiteracy rate				
Internet Users				
Electricity Use				

<sup>13</sup> Idea for worksheet adapted from the Peace Corps Geography: It's More than Just a Place activity found online at <http://www.peacecorps.gov/www/guides/insights/geography/module2/lesson1/wksheet5.html>.



## WORKSHEET: MEDICAL SCENARIOS

Directions: Read through each scenario and discuss the questions in your group.

### Scenario 1:

You are on a research team composed of scientists from around the world attempting to find a cure for coronary heart disease, a common cause of death. After an extensive tour of the Amazon basin where the team catalogued and tested the properties of many plants, the team decided to work with a local shaman to learn about his knowledge of medicinal rainforest plants. The shaman introduces you to a plant that is used locally to relieve shortness of breath. Upon returning to your laboratory, you discover how to extract the active chemical in the plant, and successfully develop a medicine that reduces the risk of heart attacks by 90%. The medicine becomes the biggest seller in the developed world, helps to save thousands of lives, and is considered the medical breakthrough of the decade.

- What should you do for the shaman who led you to the plant in the first place? What about the community that he lives in?
- What is your responsibility towards people who suffer from coronary heart disease in the country where the plant was discovered?
- Now this plant is in high demand around the world. What is your responsibility to the ecosystem where the plant was discovered?
- How might this discovery alter the community—both positively and negatively—where it was found?



### Scenario 2:

After a trip to Peru that you thought would be a brief escape from your busy schedule, you instead decide to dedicate your life towards helping treat people with tuberculosis in a remote area in the Amazon. After writing several successful grants that helped you raise money to build a clinic and supply it with medicines, you enthusiastically head off to your new home.

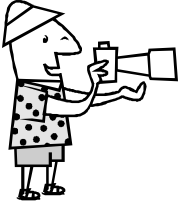


coming to you.

Six months later, the clinic is built, the medicines are supplied, the volunteers are lined up, but no patients arrive. You hear through a local guide that many people mistrust you, believe your medicine is too expensive, that it is too difficult to get to your clinic, and that the disease did not get better after one dose of medicine. As a result, they continue to go to the local shaman with their symptoms of tuberculosis instead of

- What are your first steps to help people understand why you are in their country?
- How do you address the shaman without threatening his way of life and practice?
- What are ways to ensure that people are properly diagnosed and continue to take their medicine after diagnosed?

### **Scenario 3:**



After you visit with the shaman in Peru, you overhear some tourists talking about traditional medicine. They refer to the shaman as a “quack,” talk about how the only way to treat illness is with “proper” pills and medicines instead of plants, and go on a tirade about how backwards things are in Peru.

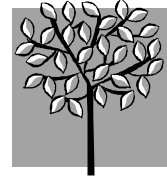
- What could you say to the tourists to change their attitudes about plant medicines?
- What could you say about biomedicine in Peru?
- What could you say about “traditional” medicines in the West?

## HANDOUT: MEDICAL CASE STUDIES

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### **Quinine and Malaria: A negative response to Scenario 1:**

In the early 1500's, Jesuit missionaries discovered that native peoples in the Andes and Amazon highlands used bark from the cinchona tree to treat fevers. It was discovered that the active ingredient in the bark, the alkaloid quinine, was highly effective in treating malaria. As European powers created colonies in Africa and Asia, the demand for cinchona bark outstripped its supply, and nearly led to the extinction of the tree in South and Central America. The tree was planted in Java to help supply Asian peoples with treatment for malaria. Ironically, the cinchona tree was saved from extinction by these Southeast Asian trees, which eventually were reintroduced in Central America.



### **Paul Farmer: A positive response to Scenario 2:**

Paul Farmer is a medical anthropologist who has dedicated his life to treating diseases that disproportionately affect the poor. He has spent most of his adult life moving between Harvard, where he is a professor, and Haiti, where he runs a clinic that administers medicine to the poor. Farmer's long-term commitment and cultural training led him to respect the people he served, and in turn they respect his determination and commitment. His passion for administering medicine to those who suffer from curable diseases led him to become a specialist in treating tuberculosis (TB). TB continues to afflict many impoverished communities despite the fact that it is curable by Western medicine. Paul Farmer has participated in treating people with TB in Haiti, Peru, Russia, Latvia, and Kazakhstan. In order to ensure that people receive the full treatment to cure TB, Farmer advocates that patients receive food and resources so that they are healthy enough and able to afford to make it to the clinic, he sometimes makes home visits, and provides free or very low cost TB medication.

### **The power of traditional plants: A possible response to Scenario 3:**

While the case of quinine is a bad example of responsible use of materials and social knowledge from the Amazon, it does prove that medicinal plants can be highly effective in the treatment of disease. Other plants found in the rainforest have had an impact on Western medicine. Curare, widely used as an arrow poison by many groups in the Amazon, was used in the mid 20<sup>th</sup> century as a muscle relaxant, and is sometimes used to treat multiple sclerosis and Parkinson's disease. The jaborandi tree from the Brazilian Amazon has proven effective in treating glaucoma, and rosy periwinkle from the African rainforests has helped to treat childhood leukemia. These are only a few of many examples of plants that have helped treat diseases, and have inspired Western medicine. Many medicines are plants before they are pills!



## OPTIONAL HANDOUT: FOODS OF THE AMERICAS

### CORN



- Corn has a name all its own in almost all New World languages. In contrast, the word for corn in most European languages was not unique to the plant. The word was often borrowed from another language, while other societies used an existing word of a different plant to describe corn.
- In the Aztec creation myth, humans were created five times. It was not until man nourished himself with corn in the fifth creation that the world could last.
- In the Mayan creation myth, several attempts to create humans failed. Finally, the gods figured out how to make humans by combining the blood of gods and corn dough. Thus, humans are literally made out of corn—brings a whole new meaning to “you are what you eat.”
- Columbus discovered corn on their first expedition to the Americas, and beginning in 1494, the dissemination of corn seed began throughout the Old World.
- Corn was well known in Europe, Asia and Africa by the 16<sup>th</sup> century.
- Half a century after contact between the New World and the Old World, corn reached all the way to China!
- It is possible to detect if people ate corn through the carbon isotopes in their bones—again, you are literally what you eat! Archaeologists use this technique to determine who ate corn and how much they ate.

### POTATOES

- Potatoes are the only plant in this exercise that thrived in colder temperatures.
- The potato was not seen by Europeans until the 1530’s, when they conquered the highlands of Peru and Colombia.
- By 3800 B.C., potatoes were well established in the highlands of Peru, they did not appear on the coast until 2000-1750 B.C.
- In Peru, there are many species of potatoes coming in all shapes, sizes, tastes, and colors. Indeed, many Peruvians think of potatoes from the United States as “bland!”
- In the early 1500’s, the British introduced the potato to Ireland, where it grew prolifically and became immensely popular.
- The potato was also grown extensively in Belgium, Poland, Russia, and England, and may have been responsible for a population explosion in Europe after the Renaissance.
- Because Ireland was so reliant on a single type of potato (a practice called monoculture), a single blight was able to destroy the potato crop for many years. Between 1845-1851, nearly one million Irish people died due to starvation. Many people fled from Ireland to the United States during this time, meaning the potato had a huge impact on world migration and history.



## TOMATOES

- Integral part of European cuisine—may surprise or shock many Europeans to learn of its exotic origins!
- When the tomato was first introduced to Europe, many people believed it was poisonous!
- The word *tomatl*, in Nahuatl, the ancient language of the Aztecs, means something round and plump, and was used for many fruits.
- The tomato originated in South America. There are seven species of tomatoes that grow wild from Ecuador into Chile.
- The original tomato grew in a long spray of tiny red fruit. Domestication led to the larger, red fruit we are used to today.
- It is difficult to date the domestication of the tomato, as the plant is lacking in hard parts and decomposes quickly. Tomatillos, a relative of the tomato, are found dating to 825-1225 A.D.
- “As easy as spaghetti with tomato sauce” is the Italian equivalent of our “as easy as pie.”



## CHOCOLATE

- When chocolate was first introduced to Europe, it was considered a novelty for the wealthy.
- Chocolate is made from cacao, a plant grown in the tropics. Chocolate is made by processing its seeds.
- Cacao was domesticated in either Mesoamerica or South America.
- The word “cacao” has been traced back to the Olmec, an early culture in Mesoamerica.
- The Aztecs made several chocolate drinks, some sweetened with honey, and others that combined cacao with chile peppers.
- Cacao seeds must be fermented, dried, toasted, peeled, and ground and reground before it can be made into chocolate.
- Most sixteenth, seventeenth, and eighteenth –century cacao was for drinking.

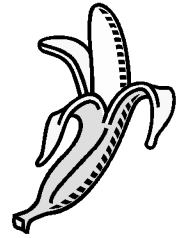
## CASSAVA/MANIOC

- Manioc is a white, starchy, root vegetable used to make tapioca
- Manioc is also referred to as cassava and yucca. If you are going to the Amazon, chances are you will be able to sample manioc!
- Manioc is an important supplier of calories throughout the tropics, including Africa, Southeast Asia, South and Central America, and the Caribbean.
- Because manioc could be stored for a long time, it was valued as a military ration, and thus played an important role in the conquest of the New World.
- Manioc was being grown in the lowlands of Venezuela and Colombia by about 3000 B.C., and on the coast of Peru by about 2000 B.C.
- Manioc became very popular because it was easy to grow.
- Manioc was taken to Africa by the Portuguese, and westward across the Pacific by the Spaniards.
- Today, Thailand produces a large crop of manioc.



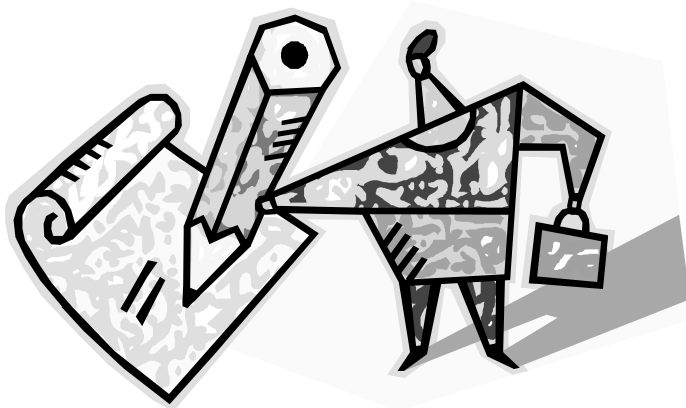
## BANANAS AND PLANTAINS

- Plantains look like large bananas, and are much more starchy than bananas. They are a common food source in Latin America and Africa.
- It is believed that bananas were originally from Southeast Asia.
- Spanish sailors introduced bananas and plantains to Latin America in the 16<sup>th</sup> century.
- Bananas were first introduced to the North American public at the 1876 Philadelphia Centennial Exhibition.
- The average American consumes 28 pounds of bananas each year.
- Bananas are not grown in the U.S. Most of our bananas come from Latin and South American countries.
- Bananas and plantains grew so well in South America, that many Americans associate them exclusively with South America, and are surprised to find their true origins.



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# Homework #1





## HOMWORK # 7: TRAVEL PERU! A SPECIAL NEWS SERIES



**Directions:** You and your classmates have just been hired on contract by your local newspaper to prepare several feature articles on Peru for the Travel Section of the newspaper. Your topic is: *Geography and Nature in Peru*. Your goal is to write a 1 page article for the newspaper about this topic.

**Please remember the following as you write your article:**

- Come up with a good headline that will capture the reader's attention.
- Make the article exciting for readers so they will want to keep reading!
- To create an accurate picture of an area, you need to draw on several sources of information and evaluate their quality. Keep a good record of where you get your information.
- Summarize information in your own words or use quotation marks to indicate that you are using someone else's words.
- Research can include looking at books, internet, magazines, music and more!
- Remember to use information from your Global Explorers textbooks as well!



**Questions: (Please be sure to answer these questions in your article.)**

- ? What are some of the different kinds of ecosystems in Peru? Where are they located?
- ? Where are some of the protected areas/National Parks in Peru?
- ? What are the major physical features of the land in Peru (for example, where are the mountains ranges, primary rivers, and ocean)?
- ? What are some of the main cities in Peru (be sure to include Iquitos)? Where are they located? What are their populations, elevations and climate (temperature and rainfall)?
- ? What are some of the exciting plants and animals that can be seen in Peru? Are any in danger of extinction?
- ? Be ready to show where all of these things are on a map of Peru in class!
- ? Specifically about the Peruvian Amazon: Where are the largest parks in Peru that protect the Amazon jungle? How large are these parks and when were they created?

**Check Out These Sites On the Web...**

[www.encyclopedia.com](http://www.encyclopedia.com)

[www.nationalgeographic.com/maps](http://www.nationalgeographic.com/maps)

[www.free-weather.com](http://www.free-weather.com)

[www.enjoyperu.com](http://www.enjoyperu.com)



## HOMEWORK # 7: TRAVEL PERU! A SPECIAL NEWS SERIES



**Directions:** You and your classmates have just been hired on contract by your local newspaper to prepare several feature articles on Peru for the Travel Section of the newspaper. Your topic is: Customs and Traditions in Peru. Your goal is to write a 1 page article for the newspaper about this topic.

**Please remember the following as you write your article:**

- Come up with a good headline that will capture the reader's attention.
- Make the article exciting for readers so they will want to keep reading!
- To create an accurate picture of an area, you need to draw on several sources of information and evaluate their quality. Keep a good record of where you get your information.
- Summarize information in your own words or use quotation marks to indicate that you are using someone else's words.
- Research can include looking at books, internet, magazines, music and more!
- Remember to use information from your Global Explorers textbooks as well!



**Questions: (Please be sure to answer these questions in your article.)**

- ? What are some of the main holidays that Peruvians celebrate? When are these holidays? How do they celebrate these holidays?
- ? What kinds of music and dance come from Peru?
- ? What are some of the traditional foods of Peru?
- ? What languages are spoken by Peruvians?
- ? Are there certain areas of Peru that have different customs or traditions than other areas of Peru?
- ? Are any of the customs and traditions of Peru similar to those of the United States?
- ? Specifically about the Peruvian Amazon: Are there any special customs/traditions of people living in the Amazon?

**Check Out These Sites On the Web...**

[www.lonelyplanet.com/destinations](http://www.lonelyplanet.com/destinations)

[www.perutravels.net](http://www.perutravels.net)

[www.encyclopedia.com](http://www.encyclopedia.com)

## HOMework # 7: TRAVEL PERU! A SPECIAL NEWS SERIES

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**Directions:** You and your classmates have just been hired on contract by your local newspaper to prepare several feature articles on Peru for the Travel Section of the newspaper. Your topic is: Politics and Life Today in Peru. Your goal is to write a 1 page article for the newspaper about this topic.

**Please remember the following as you write your article:**

- Come up with a good headline that will capture the reader's attention.
- Make the article exciting for readers so they will want to keep reading!
- To create an accurate picture of an area, you need to draw on several sources of information and evaluate their quality. Keep a good record of where you get your information.
- Summarize information in your own words or use quotation marks to indicate that you are using someone else's words.
- Research can include looking at books, internet, magazines, music and more!
- Remember to use information from your Global Explorers textbooks as well!



**Questions: (Please be sure to answer these questions in your article.)**

- ? What kinds of activities do Peruvians do for fun?
- ? What kinds of jobs do people have in Peru?
- ? What are the main political parties in Peru? Who is the President? When was he elected?
- ? Are there any big stories in the news recently about Peru?
- ? Specifically about the Peruvian Amazon: How do people live in the Peruvian Amazon on a day to day basis?

**Check Out These Sites On the Web...**

[www.encyclopedia.com](http://www.encyclopedia.com)

[www.usatoday.com](http://www.usatoday.com)



## HOMEWORK # 7: TRAVEL PERU! A SPECIAL NEWS SERIES



**Directions:** You and your classmates have just been hired on contract by your local newspaper to prepare several feature articles on Peru for the Travel Section of the newspaper. Your topic is: A History of Peru. Your goal is to write a 1 page article for the newspaper about this topic.

**Please remember the following as you write your article:**

- Come up with a good headline that will capture the reader's attention.
- Make the article exciting for readers so they will want to keep reading!
- To create an accurate picture of an area, you need to draw on several sources of information and evaluate their quality. Keep a good record of where you get your information.
- Summarize information in your own words or use quotation marks to indicate that you are using someone else's words.
- Research can include looking at books, internet, magazines, music and more!
- Remember to use information from your Global Explorers textbooks as well!



**Questions: (Please be sure to answer these questions in your article.)**

- ? Describe some of the indigenous tribes that have lived throughout Peru in the past.
- ? Describe how the Spanish Conquest affected Peru.
- ? When and how did Peru gain independence from Spain?
- ? What has happened recently 1900 – present in Peruvian history?
- ? Specifically about the Peruvian Amazon: How has history affected the Amazon rain forest?

**Check Out These Sites On the Web...**

[www.encyclopedia.com](http://www.encyclopedia.com)

[www.lonelyplanet.com/destinations](http://www.lonelyplanet.com/destinations)

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