



Filmfare

a **history** international special:

blood and treasure in peru

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While scholars and students know much about the Incan civilization of Peru, little was known about the Moche civilization until recently. This ancient culture was rich in art and wealth, but its bizarre sacrificial rites mystified archeologists and anthropologists alike. Who were the Moche? When did they live? What were their lives like? And why did they perform such extremely violent and heinous acts of human sacrifice? This episode of *Ancient Mysteries* unravels the enigma of the Moche.

Visitenos al www.historyinternational.com/classroom para obtener la guía de maestros del programa "La Sangre y el Tesoro en Peru", escrita en español.

national standards

This teacher's guide fulfills the following National Standards for History for grades 5–12 as developed by the National Center for History in the Schools: Chronological Thinking, Historical Comprehension, Historical Analysis and Interpretations, and Historical Research Capabilities for World History (Era 3).

curriculum links

This teacher's guide would be suitable for middle and high school classes on South American history, world cultures, archeology, anthropology, and religion.

objectives

Students will learn about the ancient Moche Peruvian civilization. They will explore the art and culture of this civilization and its human sacrificial rites. They will also explore the connection between environmental disasters and these rituals.

note to educators

Some of the content dealing with the sacrificial rituals of the Moche may be too intense for younger viewers.

discussion questions

1. Archeologists discovered the civilization of the Moche in Peru. Where is Peru? What is its climate? What are its physical characteristics?
 2. Although archeologists now know of the Moche, they still know little about them. Who were the Moche? Why have they remained such a mystery for so long?
 3. Scientists uncovered grim scenes at the Temple of the Sun and the Temple of the Moon. What are these temples? What makes them unique?
 4. What were the profiles of Moche victims discovered at the Temple of the Sun and the Temple of the Moon?
 5. What type of culture did the Moche have? Discuss the characteristics of their culture.
 6. The Moche left no written documents, but they did leave behind other types or records. What did the Moche leave behind? How have scientists reconstructed their culture from these records?
 7. How has Moche art revealed clues about long-past worlds?
 8. While archeologists and anthropologists thought that the Moche practiced ritual human sacrifice, they did not have any proof. What provided evidence to support their hypotheses?
 9. In whose tomb did archeologists discover evidence supporting the hypothesis of ritual human sacrifice?
- (continued)

10. Lord Sipan's skull suggests that he was put in a cradleboard as an infant. What is a cradleboard? How do scientists know he was carried in one as an infant?
 11. Building the mound pyramids was grueling and arduous work. Why did the Moche undertake such a difficult task?
 12. Compare and contrast the pyramids of the Egyptians and the pyramids of the Moche.
 13. Who or what is "The Decapitator?"
 14. Archeologists speculate that the Moche practiced ritual sacrifice for a reason. Why do they think the Moche performed this horrific ritual?
 15. What is El Niño? How does it affect weather patterns?
 16. Compare the modern environmental disasters of El Niño to that which occurred during the Moche civilization.
- ① For additional questions visit us online at HistoryChannel.com/classroom

activities

1. Using a medium of your choice, construct a small-scale replica of a Moche mound.
2. Research El Niño on the Internet, and use your data to create a report about this environmental phenomenon.
3. Many of the clues about the Moche culture have come from their portrait vessels. Create an artist's rendering of these portrait vessels, or a portrait vessel bearing the likeness of someone you admire.

vocabulary

deity ■ (n.) a god or goddess

despot ■ (n.) an oppressive ruler; a tyrant

eloquence ■ (n.) power and effectiveness in the use of language

grueling ■ (adj.) requiring great continuous effort; arduous

malicious ■ (adj.) evil; mean-spirited

mutilate ■ (v.) to destroy or disfigure a human body or body parts

pinnacle ■ (n.) the highest point

portraiture ■ (n.) the art or craft of creating portraits

prowess ■ (n.) skill; ability

sinister ■ (adj.) indicative of evil; threatening evil

speculate ■ (v.) to assume to be true in the absence of conclusive evidence

wanton ■ (adj.) excessively cruel or merciless; marked by excessive violence

resources

websites&books

primary resource

http://www.nationalgeographic.com/ngm/0103/feature3/National_Geographic_Website_featuring_Moche_art

web sites

http://www.travelvantage.com/per_moch.html
Peru: The Moche Culture

<http://www.rosehulman.edu/~delacova/moche.htm>
The Moche

<http://www.upenn.edu/museum/Exhibits/moche.html>
Stolen Moche Gold

http://www.nationalgeographic.com/ngm/0103/feature3/Moche_Burials_Uncovered

<http://www.unitru.edu.pe/arq/index.html>
Proyecto Ai Apaec (translations on pages available)

books

Bawden, Garth. *The Moche*. Oxford: Blackwell Publishers, 1999. Reading level: Adult.

Hamilton, Lyn. *The Moche Warrior*. New York: Berkley Publishing Group, 2000. Reading level: Ages 12 and up.

Rose, Sally, and The Weather Channel. *El Niño and La Niña*. New York: Simon Spotlight, 1999. Reading level: Ages 9–12.

Uceda, Santiago, Walter Alva, Julie Jones, and Garth Bawden, contributors. *Moche Art and Archaeology in Ancient Peru*. New Haven: Yale University Press, 2001. Reading level: Adult.



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