

**Activity Name:** “Knowing Moche”

**SDG focus:** SDG 2

**Aims**

- To learn to distinguish between different types of comprehension: general sense, essential information, key points and relevant details. Sociocultural and sociolinguistic aspects.
- To ask and give information about people, objects and activities. About indication and places. Interfering, with guidance in the meaning of words and new expressions about the context, in short, oral texts, in different devices, with visual help.
- To produce with the help of models, short oral text in different devices, coherent and appropriate to the communicative purpose.
- To share information and resources and construct a collective project.
- To collaborate and communicate to construct a collective project.
- Geography, history and Peruvian culture.

**Language focus**

- Written comprehension.
- Speaking with visual help.

**Creative focus**

- Creative use of different devices.

Level: B1

Age: 14-15

Time: 45 minutes

**Preparation**

- Prepare the material: access to visual materials (videos, PowerPoint, Prezi, genially) and realia (stickers).
- Division of the class in groups.

**Procedure**

- Warm-up: Interactive read of the story (\*) (10 minutes).
- Activity 1: Introduction about the topic “identity”: *Tales of Peru* project and the story (10 minutes).

Some questions about the story.

- Activity 2: Investigation. Students have to investigate different items of Moche’s culture (in groups) (5 minutes).
- Activity 3: Filling out the templates about Moche’s culture. The results of the investigation will be presented in an oral exposition.
- Activity 4: Preparation for the oral exposition. Time to investigate and to prepare the oral exposition (20 minutes).
- Activity 5: Oral exposition. We will give them an evaluation rubric to mark their classmates’ presentations.

**Follow-up**

- If it has not been done in a previous activity, write down some keywords about the relationship between this tale and SDG 2 and contextualize it within the 2030 Agenda. Share them with the rest of the group through the usual virtual tool or platform. Ask them if they know about the necessities of the Moche culture and what would they do so they will not suffer hunger.
- This activity is going to be evaluated using three kinds of assessments: the teacher’s evaluation, the peer’s evaluation and the self-evaluation. To carry out this, we will give evaluation rubrics to our pupils because it is easier for them to know what items they must pay attention to when their classmates are exposing.
- Aspects to evaluate:
  - Templates (group mark).
  - How the oral exposition is prepared (information collected, research work, division of tasks, reliable information...)
  - Correct use of grammar.
  - The originality of the investigation.
  - Group work cooperation and coordination.

**Additional resources**

(\*) Sambo’s dream

It was a sunny morning in Moche, the neighbourhood in which Sambo the horse lived. He was tall, strong and healthy, had smooth brown hair and danced the ‘marinera mochera’ very well. He also loved going for walks around the neighbourhood.

One day, after going for a walk, Sambo felt very tired so he decided to lie down on some grass at home. As he fell into a deep sleep, he started to dream the best dream of his life.

He pictured people celebrating Holy Week and doing the Stations of the Cross in Moche’s Armas Square. When he was at home alone, he had always heard the festivities going on in the Square and the people enjoying the traditional, delicious soup of the priests there. Sambo found himself amongst the crowd looking for Doña Marta however, he managed to get lost and did not know the way back home.

Sambo continued until he could find the way back home. Along the way, he met Auqui, a Peruvian dog who lived at Las Delicias beach. The dog invited Sambo to visit the Pyramid of the Sun and the Pyramid of the Moon with him. Feeling very excited, Sambo accepted his offer and off they went together to encounter the famous archaeological site of Moche culture.

Once they had finished their adventure, he asked Auqui to guide him back home. In the end, Sambo’s owner woke him up from his deep sleep because he had to go to work on the farm.

|                                  |
|----------------------------------|
| WHAT IS THIS?                    |
| ORIGIN                           |
| STEPS                            |
| CLOTHES                          |
| DIFFERENT STYLES                 |
| NATIONAL COMPETITION OF MARINERA |

|               |
|---------------|
| WHAT IS THIS? |
| ORIGIN        |
| INGREDIENTS   |
| PROCESS       |

|                          |
|--------------------------|
| DO PEOPLE EAT THIS SOUP? |
|--------------------------|

|                        |
|------------------------|
| WHAT IS THIS?          |
| DESCRIPTION            |
| WHEN IS IT CELEBRATED? |
| HISTORY                |

|                       |
|-----------------------|
| WHAT IS THIS?         |
| WHERE IS IT SITUATED? |
| ORIGIN                |

|                             |
|-----------------------------|
| CHARACTERISTICS             |
| IMILAR HISTORICAL MONUMENTS |

|                      |
|----------------------|
| WHAT IS THIS?        |
| WHERE IS IT LOCATED? |
| CHARACTERISTICS      |

|                                   |
|-----------------------------------|
| TIVITY CELEBRATED IN LAS DELICIAS |
| PLACES IN LAS DELICIAS            |

|                     |
|---------------------|
| WHAT IS THIS?       |
| GEOGRAPHIC LOCATION |
| HISTORY             |
| CERAMICS            |

|  |
|--|
| MAIN ARTWORK                                 |
| ARCHITECTURE MOCHE AND TYPES OF ARCHITECTURE |