LEARNING ABOUT THE NAZCA AND MOCHE THROUGH CERAMICS

Teacher: Anna Moreno, Pulaski School, 8th Grade

I. OBJECTIVES
Students will be able to:
● describe the geography of Peru and understand how it influenced the way of life in that area
● identify and describe aspects of daily life of Nazca and Moche peoples as it is reflected in their ceramic work
● make a design for a piece of pottery or a textile as well as a pot or a textile

II. MATERIALS
Outline of a map of Peru, atlas, slides of Nazca and Moche ceramics and textiles, projector, sketch paper, crayons, clay, fabric scraps

III. LESSON PREPARATION
Students will:
● label the important cities of Peru on a map, noting deserts, rivers, and ocean
● locate and label Nazca and Moche cultures on the map
● place both cultures on a time line
● view and discuss slides 13-17 and various other illustrations of Moche and Nazca ceramics

IV. CONTENT
In the galleries at the Art Institute, students will:
● copy and draw examples of Nazca and Moche ceramics, noting the shapes and colors of the pieces
● using ceramic pots as sources for information, students will write about the environment and daily life of these cultures

Upon returning to the classroom, students will:
● make their own design for a textile or a piece of pottery
● after learning simple techniques for making ceramics or textiles, students will make a sample of one or the other

V. EVALUATION
Can students recognize similarities and differences between the two cultures? Can students identify Peru, its main cities, and geographic landmarks? Are students able to make a simple pot or textile that reflects Moche and Nazca traditions?