

Sharuko: El arqueólogo peruano Julio C. Tello/ Peruvian Archeologist Julio C. Tello

written by Monica Brown

illustrated by Elisa Chavarri

About the Book

Genre: Biography

Format: Hardcover, \$10.95
32 pages, 11" x 9-1/4"

ISBN: 9780892394234

Reading Level: Grade 4

Interest Level: Grades 1–6

Guided Reading Level: R

Spanish Guided Reading Level: R

Accelerated Reader® Level/Points:
N/A

Lexile™ Measure: N/A

*Reading level based on the ATOS Readability Formula

Themes: Art, Bilingual, Biography/
Memoir, Cultural Diversity, Dreams/
Aspirations, Education, Indigenous History,
Environment/Nature, Geography, History,
Home, Identity/Self Esteem/Confidence,
Nonfiction, Occupations, Overcoming
Obstacles, Persistence/Grit, Pride, Spanish

Resources on the web:

leeandlow.com/books/sharuko

SYNOPSIS

Growing up in the late 1800s, Julio Tello, an Indigenous boy, spent time exploring the caves and burial grounds in the foothills of the Peruvian Andes. Nothing scared Julio, not even the ancient human skulls he found. His bravery earned him the boyhood nickname Sharuko, which means “brave” in Quechua, one of the languages of the Native people of Peru.

At the age of twelve, Julio moved to Lima to continue his education. While in medical school, he discovered an article about the skulls he had found as a boy. The skulls had long ago been sent to Lima to be studied by scientists. The article renewed Julio’s interest in his ancestry, and he decided to devote his medical skills to the study of Peru’s Indigenous history.

Over his lifetime, Julio Tello made many revolutionary discoveries at archaeological sites around Peru, and he worked to preserve the historical treasures he excavated. He showed that Peru’s Indigenous cultures had been established thousands of years ago, disproving the popular belief that Peruvian culture had been introduced more recently from other lands. He fostered pride in his country’s Indigenous ancestry, making him a hero to all Peruvians. Because of the brave man once known as Sharuko, people around the world today know of Peru’s long history and its living cultural legacy.

All guided reading level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

BACKGROUND

Afterword from Monica Brown

"Archaeology, the study of the history of ancient human cultures through examination of artifacts and material remains (pottery, tools, structures, etc.), has been a discipline fraught with problems. In part this is because some archaeologists have placed value only on Indigenous artifacts instead of consulting with living experts, especially Indigenous people with deep knowledge of traditions and culturally specific ways of knowing. Many archaeologists have also interpreted ancient Indigenous cultures through an exclusively Western lens. Julio César Tello made it his life's work to change this dynamic. As an Indigenous Peruvian and Quechua speaker, he told the story of Peru's past from a Native perspective. He wanted the world to know and understand the brilliance of Peru's Indigenous people and culture.

"As an archaeologist, Tello was responsible for discovering several important sites, including Chavín de Huántar, now a UNESCO World Heritage Center, which contains the beautifully carved Tello Obelisk. He also unearthed ancient textiles and hundreds of mummy bundles on the Paracas Peninsula. In 1936, Tello cofounded, with Alfred L. Kroeber and other scientists, the Institute of Andean Studies. He introduced the scientific method to a new generation of archaeologists in Peru and is known as the founder of modern Peruvian archaeology. He was passionate about research, conservation, and education. He believed the Spanish conquest of Peru was a catastrophe, destructive to the Indigenous spirit. He felt passionately that Peru's future prosperity and nationalism needed a base of pride in the country's brilliant and glorious Indigenous past and living present. Because Tello was concerned about the treatment of Native Peruvians, he ran for Peru's national congress in 1917 and was elected by voters from his mountain homeland. He worked to improve the health and education of Indigenous people.

"Another of Tello's lasting legacies was the founding of the Museum of Anthropology, which still exists today as part of the National Museum of Archaeology, Anthropology, and History of Peru in Lima. This is where Julio C. Tello is buried—near thousands of artifacts he himself recovered from ancient sites."

Illustrator's Note from Elisa Chavarri

"If you have ever met any Peruvians, you know we will take any opportunity to rave about our country and culture, a place where the past mingles with the present and archaeological sites abound. Julio C. Tello is one of these points of pride. The discoveries he made revealed fascinating details about Peru's sophisticated ancient civilizations. As the first Indigenous archaeologist of the Americas, his discoveries came from the unique perspective of someone studying his own ancestors.

"The opportunity to illustrate a biography about the man who taught Peruvians so much about our own ancestry has been very special for me. In the images, I referenced the incredible art and artifacts from the cultures mentioned in the story. For example, the endpapers show cabezas clavadas (carved stone heads) from the Chavín de Huántar site. The decorations on the dedication spread are details of Paracas textiles. On the Chavín discovery pages, the illustration on the left shows El Lanzón

(stone idol in the shape of a spear), and the illustration on the right shows more cabezas clavadas. And on the following spread I included many more Paracas textiles. My hope is that my images provide a glimpse into Peru's rich past and honor one of our national heroes, Julio C. Tello."

Ancient Peruvian Cultures

This book focuses also on ancient pre-Columbian Peruvian cultures and civilizations, including the Inca, Paracas, and Chavín cultures. Most history courses in the United States mention the Inca Empire. TedEd has a video, "The Rise and Fall of the Inca Empire," that summarizes important historical information. To learn more about the Paracas culture, read, "Paracas Funerary Mantles: Offerings for Life" about their custom of creating unique funerary mantles (<http://www.precolombino.cl/en/exposiciones/exposiciones-temporales/mantos-funerarios-de-paracas-ofrendas-para-la-vida-2015/mantos-funerarios-de-paracas-ofrendas-para-la-vida-2/>). To learn about the Chavín culture, visit the Ancient History Encyclopedia's page on the Chavin Civilization (https://www.ancient.eu/Chavin_Civilization/).

Archaeology and Artifacts

For more information about archaeology for younger students, consult the following sources from SciShow Kids (<https://www.youtube.com/watch?v=zOJICdMvWAI>) and for older students from the Museum of London (<https://www.youtube.com/watch?v=qMzpA5oCGNY>) (<https://www.youtube.com/watch?v=FQtlqyv-IIA>). Facts and resources about artifacts can be found through the National Park Service (<https://www.nps.gov/archeology/public/kids/kidsThree.htm#>).

The Inca Empire

For more information about the Inca Empire, consult DK FindOut! "Incas" (<https://www.dkfindout.com/us/history/incas/>).

BEFORE READING

Prereading Focus Questions

(Reading Standards, Craft & Structure, Strand 5 and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

- Ask students if they have ever heard of Julio Tello. For students who have, ask “What do you know about Julio Tello?”
- For students who have not heard of Julio Tello, show them the cover of the book and ask, “Based on the cover, who do you think Julio Tello is? What do you think he does for a living? What do you think the word ‘Sharuko’ means?”
- Ask students if they have heard the word archaeology. What do they think archaeology is?
- Ask students if they know what an artifact is. Where do you find artifacts?
- How do archeologists know where to dig to find artifacts?
- Ask students if they know what an excavation is. What sort of tools do archaeologists use during an excavation?
- Ask students what they think archaeologists do with the artifacts they discover. Where do the artifacts often end up?
- How does studying the past, help us understand who we are today?
- Do you know what the word Indigenous means? What Indigenous peoples have you heard about?
- Do you know who the Inca were? What do you know about them?
- Where is Peru located? What do you know about Peru? Find Peru on a map and identify the continent. What ocean borders Peru? What is the main mountain range in Peru?

Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1; Craft & Structure, Strand 5; and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

- Talk about the title of the book, *Sharuko: El arqueólogo peruano Julio C. Tello/Peruvian Archaeologist Julio C. Tello*. Ask students what they think this book will most likely be about and whom the book might be about. What do they think might happen? What information do they think they might learn? What makes them think that?
- Look at the clothes that the man on the cover is wearing. What do they make you think about? What is he holding in his hand? Have you ever seen anything like it before? What do you think it might be used for? Look at the background images. What do they make you think about?
- Point out that this book is bilingual; the text is written in both Spanish and English. Ask

students why a book might be written this way. Why does it matter what language an author uses? How does a language change how a story is told or who hears or reads it?

- Read about the author Monica Brown on the jacket back flap. Why do you think she wrote this book? Does it give you more insight about what the story will be about? What does the word *mestiza* mean? Visit Monica Brown's website (www.monicabrown.net). How many books has she written? Do you see any that you might enjoy reading? Which ones?
- Read about the illustrator Elisa Chavarri on the jacket back flap of the book. Where was Elisa Chavarri born? Why do you think it is important that she illustrated this book? Visit her website (www.elisachavarri.com). Click on some of the examples of her work. What do you think of them?

Setting a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1–3)

Have students read to find out:

- what Julio Tello discovered about ancient Indigenous Peruvian cultures
- why Tello's discoveries were so important
- how Tello's work impacted modern archaeology
- what the impact of Tello's work was on Peruvians
- why the author, Monica Brown, wanted to share this story of a Peruvian archaeologist with children

VOCABULARY

(Reading Standards, Craft & Structure, Strand 4)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below.

Encourage a variety of strategies to support students' vocabulary acquisition: look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, create a specific action for each word, list synonyms and antonyms, and write a meaningful sentence that demonstrates the definition of the word. (Many of the Spanish words can be found in the book glossary, but there are also some that are not included. Students could be encouraged to create a log of these words—they will not be listed here.)

Content Specific

archaeologist, Indigenous, highlands, Lima, Peru, Inca Empire, Andes mountains, Sharuko, Quechua, Pariacaca, customs, heritage, surgeon, Ricardo Palma, anthropology, Harvard University, graduate degree, ceremonies, Chavín de Huántar, Marañón River, Paracas, irrigation, textiles, Spanish conquest, civilizations

Academic

rugged, ancestor, fascinated, discrimination, pursuit, intelligence, curiosity, devote, evidence, resourceful, established, honored, beloved

AFTER READING

Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. **To build skills in close reading of a text, students should cite textual evidence with their answers.**

Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1–3)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. Where was Julio C. Tello born?
2. What language did Julio's family speak?
3. What does the nickname Sharuko mean? Why did people give Julio this nickname?
4. What sort of mysteries did Julio discover in the foothills of Pariacaca?
5. Who invaded Peru in the 1500s? How did they treat the Indigenous people? Why?
6. How were Peru's Indigenous language, culture, and customs kept alive despite the Spanish trying to destroy them?
7. How did Julio feel about his heritage?
8. Where did Julio's father send the skulls that Julio and his brothers discovered in the tombs?
9. What kind of student was Julio?
10. Who wanted to help further Julio's education? Where did he go to study?
11. Why did Julio struggle to survive in the city after his father died? How did Julio earn money?
12. What inspired Julio to study medicine at the National University of San Marcos?
13. What did Julio read about one day while working at the library?
14. What did Julio realize about his ancestors while he was examining the skulls himself?
15. Why did Julio go to the United States after graduating from medical school?
16. What amazing discovery did Julio make while working at the Chavín de Huántar archaeological site?
17. Who were the Paracas people? What did Julio discover at the Paracas site?
18. Why did Julio want all of Peru's people to have access to the artifacts he and others

discovered?

19. What did Julio Tello prove about Peru's history?

Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 2 and 3 and Craft & Structure, Strands 4 and 6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

- 1.** Why do you think Julio was fascinated by the items he found in burial grounds?
- 2.** Why do you think Julio wasn't scared of the skulls he and his brothers uncovered?
- 3.** Have you ever explored a deserted place or found an artifact? If so, what did you discover? Why did you decide to explore there?
- 4.** Look at the illustration that shows the Spanish soldiers taking over the area. This illustration conveys many meanings and emotions. Which parts of this illustration show the peacefulness of the Indigenous people? How did the artist portray the soldiers? What images do you see that show the brutality of the Spanish invaders?
- 5.** Has your family passed down stories about your ancestors? Do you have certain customs or traditions that have been in your family for generations? This is a good time to watch the PBS program "Native America" to understand how traditions are passed on (<https://www.pbslearningmedia.org/resource/new-world-gallery-native-america/new-world-gallery-native-america/#.Xo9AlMhKiHs>).
- 6.** Why do you think Julio Tello wanted everyone in Peru to know the stories of their ancestors? Why is it important to be proud of your heritage?
- 7.** What do you think the author means when she says "the skulls were not just bones from the past. They felt like part of him—part of his present and his future"?
- 8.** Have you ever had to leave your family and home and go somewhere by yourself the way Julio did when he went to study in Lima? How did you feel?
- 9.** Why do you think Julio felt proud when he found the article about the skulls he and his brothers had unearthed as children? How would you feel in such a situation?
- 10.** Why do you think Julio continued his education after he graduated from medical school? Do you know what the different levels of education are? Why do you think someone would want to get an advanced degree, such as a PhD?
- 11.** Why were Julio's discoveries so important in the field of archaeology? to Peruvians?
- 12.** How do you think Julio felt when he discovered the amazing water systems and beautiful textiles of the Paracas people? Or when he found the mummy bundles in an ancient cemetery? How do you think you would feel if you made major discoveries like these?
- 13.** Julio's wish came true when he was made director of a new museum displaying his discoveries. What do you wish for yourself in the future?
- 14.** Why do you think this book is written in both Spanish and English?

Reader's Response

(Writing Standards, Text Types & Purposes, Strands 1–3 and Production & Distribution of Writing, Strands 4–6)

Use the following questions and writing activities to help students practice active reading and personalize their responses to the book. **Suggest that students respond in reader's response journals, essays, or oral discussion.** You may also want to set aside time for students to share and discuss their written work.

1. How did you feel after reading this book? Think about all the discoveries Julio C. Tello made throughout his life. Think about the impact he had on an entire country and on the field of archaeology.
2. Julio was passionate about his ancestry and his heritage. How much do you know about your family? Where in the world did your ancestors originally come from? What did some of your ancestors do for a living? What language(s) did they speak? What languages do you speak? What languages would you like to learn?
3. Julio spent time studying the ceremonies and farming activities of Indigenous communities in Peru to help himself understand the daily life of ancient people. Why would he do that? How do you think studying people in his present helped him understand the lives of people who lived a long time ago?
4. Does your family have traditions or customs that have been passed down from older generations? Describe one of your family's traditions that you think might be unique to your family. Write it down.
5. Did this book make you think of other books or stories? Which ones?
6. We often hear that one person can make a huge difference. Did you believe that before you read this book? Do you believe it now? Name some other people who have made a big impact on their community, nation, or the world.

ELL Teaching Activities

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)
(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

These strategies might be helpful to use with students who are English Language Learners.

1. Assign ELL students to partner-read the story with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. The high-quality bilingual text presents ample opportunity to encourage students to engage with both languages. Have one student read the Spanish text and another student read English text (if applicable in your classroom). Both students who are reading should be biliterate in both Spanish and English. Ask students to compare their experiences. What was it like reading the story in Spanish? What was it like reading the story in English? Have students discuss the texts in both languages and how they are similar and/or different.
3. Depending on students' level of English proficiency, after the first reading:
 - Review the illustrations in order and have students summarize what is happening on each page, first orally, then in writing.

- Have students work in pairs to retell either the plot of the story or key details. Then ask students to write a short summary, synopsis, or opinion about what they have read.
- 4. Have students give a short talk about what they think is Julio C. Tello's greatest discovery. They should describe the discovery and explain why they chose it.
- 5. The book contains several content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.
- 6. Create a word wall with new vocabulary. Have students write down words they don't know on an index card and then tape or pin it to your classroom vocabulary wall/bulletin board.
- 7. Have students create a timeline of Julio Tello's life. Be sure to have students write down key events on display cards and attach them to the timeline.

Social and Emotional Learning

(Reading Standards, Key Ideas & Details, Strands 1-3 and Craft & Structure, Strands 4-6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3 and Presentation of Knowledge & Ideas, Strand 4)

(Writing Standards, Text Types & Purposes, Strands 1-2 and Production & Distribution of Writing, Strands 4-6)

(Language Standards, Vocabulary Acquisition & Use, Strands 6)

Social and emotional learning involves being aware of and regulating emotions for healthy development. In addition to understanding one's own feelings, strong socio-emotional development allows individuals to develop empathy for others and to establish and maintain relationships.

Use the following prompts to help students study the socio-emotional aspects of this book.

1. The story notes that "About two years after Julio moved to Lima, his father died." How do you think Julio felt when this happened? What clues in the story make you think that?
2. Julio made important discoveries about Peruvian culture that went against what most scientists believed at the time. The story notes that "Julio had the courage to argue against this popular belief." How would you feel if you learned something that was the opposite of what everyone believed? Would you tell people about it? How would you feel if they laughed at you or rejected your discovery?
3. What sort of emotions do you think Julio Tello had about his work?
4. How do you think Peruvians felt about Julio Tello's discoveries? Why?
5. Why do you think the author wrote this story? How do you think it makes her feel to see it in print and available for young people to read?

INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection.

English/Language Arts

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7–9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- **Have students write a field journal entry.** Students should imagine that they are archaeologists in the field. First, visit the American Museum of Natural History and download their printable field journal pages (<https://www.amnh.org/explore/ology/archaeology/making-a-field-journal>). Be sure to take a look at the sample journal entry provided. Then click here to look at pictures of artifacts (https://docs.google.com/presentation/d/1eRfMrot5BJOnfH42sw_ciTJgv-g-zRDFdtK5OENcZ38/edit#slide=id.p). Have each student pick one artifact to write about in their field journal. Afterward, you may click on the images for more information about each one and see how close the students were to identifying correctly each artifact's use.
- **Learn about Ricardo Palma.** Peruvian author and librarian Ricardo Palma is mentioned in this book. Have students read this brief biography and write what they've learned about him using our writing page (<https://www.britannica.com/biography/Ricardo-Palma>).
- **Learn the vocabulary.** Have students create a list of vocabulary words with which they are not familiar. When they are finished, ask them to write the definition next to each word. Consider displaying the list of vocabulary words in front of the class for continued reference.
- **Consider using *Sharuko: El arqueólogo peruano Julio C. Tello/Peruvian Archeologist Julio C. Tello* as an anchor text to teach students about biography writing.** Read Write Think has a resource and lesson plan on biography writing so students can practice their writing skills and enhance their content learning simultaneously (<http://www.readwritethink.org/classroom-resources/lesson-plans/writers-workshop-biographical-sketch-1039.html>).
- **Encourage students to learn more about Monica Brown's work through an author study.** Monica Brown's other books published by Lee & Low include *Marisol McDonald Doesn't Match/Marisol McDonald no combina* ([leeandlow.com/books/marisol-mcdonald-doesn-t-match-marisol-mcdonald-no-combina](https://www.leeandlow.com/books/marisol-mcdonald-doesn-t-match-marisol-mcdonald-no-combina)), *Marisol McDonald and the Clash Bash/Marisol McDonald y la fiesta sin igual* ([leeandlow.com/books/marisol-mcdonald-and-the-clash-bash-marisol-mcdonald-y-la-fiesta-sin-igual](https://www.leeandlow.com/books/marisol-mcdonald-and-the-clash-bash-marisol-mcdonald-y-la-fiesta-sin-igual)), *Marisol McDonald and the Monster/Marisol McDonald y el monstruo* ([leeandlow.com/books/marisol-mcdonald-and-the-monster-marisol-mcdonald-y-el-monstruo](https://www.leeandlow.com/books/marisol-mcdonald-and-the-monster-marisol-mcdonald-y-el-monstruo)), and *Maya's Blanket/La manta de Maya*

([leeandlow.com/books/maya-s-blanket/la-manta-de-maya](https://www.leeandlow.com/books/maya-s-blanket/la-manta-de-maya)). Have students compare and contrast the writing style across the books, along with *Sharuko: El arqueólogo peruano Julio C. Tello/Peruvian Archeologist Julio C. Tello*. What do students notice about how Monica Brown writes? What are some of the techniques she uses? Why do you think Monica Brown's books are bilingual, and how does that add to the story?

- **In an essay, poem, or other written format, have students share something that they're passionate about.** How is this critical to whom they are? Why is this important to students, and how does it make them feel to share this item, hobby, belief, cause, etc. with people? Students may share with a partner, small group, or the whole class.

Social Studies/Geography

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, and Research to Build & Present Knowledge, Strands 7–9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- **Make a timeline of Julio C. Tello's life.** Exact dates are not necessary. Use the book and additional resources and information to make the timeline. Students may work in small groups on the timeline and use photographs and other visual elements to accompany their timeline.
- **Have students read this article on Khan Academy about the Paracas culture** (<https://www.khanacademy.org/humanities/art-americas/south-america-early/paracas-nasca/a/paracas-an-introduction>). Extend the learning by having students also read the next article discussing textiles and write an essay describing what textiles are and why the Paracas textiles were so special (<https://www.khanacademy.org/humanities/art-americas/south-america-early/paracas-nasca/a/the-paracas-textile>). The Museo Chileno de Arte Precolombino (<https://www.khanacademy.org/humanities/art-americas/south-america-early/paracas-nasca/a/the-paracas-textile>) also has excellent information about textiles.
- **Learn more about the Inca Empire.** Show students the video “Peru Empire of the Hidden Treasures” from the National Gallery of Australia (<https://nga.gov.au/exhibition/incas/default.cfm?MnuID=3&GalID=0>). Then ask students what their first impressions are. What impressions do they get of ancient Peruvian cultures? Write down everything students say for display. Then explore the rest of the website, which provides a lot of details and shows photos of artifacts. TedEd has another great video that discusses the rise and fall of the Inca Empire (<https://ed.ted.com/lessons/the-rise-and-fall-of-the-inca-empire-gordon-mcewan#review>).
- **Anthropology or Archaeology?** Have students compare and contrast the studies of anthropology and archaeology. To learn about each one, visit Ology from the American Museum of Natural History (<https://www.amnh.org/explore/ology>) and click on the two subjects to read about them. Students may present their findings in a visual format of their choosing that demonstrates the similarities among and differences between both.

- **Have students locate Peru on a world map and identify important features.** Have students use a world atlas, globe, or world map to locate Peru. Next, have them record the following places, features, and points of interest. Students may create their own maps afterward, create a legend, and use different symbols and colors for each.
 - the Andes mountain range
 - Lake Titicaca
 - Marañón River
 - city of Lima
 - city of Cusco
 - Machu Picchu
 - Paracas
 - Nazca
 - Chavín de Huántar

Spanish/Immersion Programs and Foreign Language

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7–9, and Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- **Discover Tradiciones peruanas by Ricardo Palma.** If you have native Spanish speakers or advanced Spanish learners in your classroom, invite them to read one of the stories from Palma's *Tradiciones peruanas* and give a brief description of it in their own words. You can find his book here for free online (<http://www.gutenberg.org/files/21282/21282-h/21282-h.htm>).
- **Discover Quechua. Quechua is an ancient language that was spoken by the Inca.** Today it is a dying language as more and more people are learning Spanish instead. Have students watch the video, "Quechua—The Living Language of the Incas" (<https://www.youtube.com/watch?v=KlXj28dXPAU&feature=youtu.be>) to learn about the language. Have students look up the different Quechua words in *Sharuko: El arqueólogo peruano Julio C. Tello/Peruvian Archaeologist Julio C. Tello* and find their definitions online. Students may also investigate how Quechua is being used today and report their findings in small groups to the whole class.

School-Home Connection

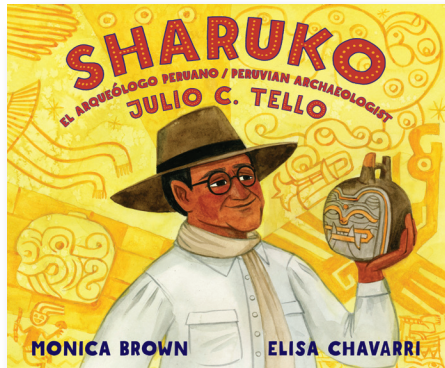
(Reading Standards, Integration of Knowledge and Ideas, Strands 7 and 9)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7–9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- **Document family traditions and customs.** Have your students imagine that they are an archaeologist 2,000 years from now. What would they discover if they excavated their own home? What traditions could they learn about from items in their home? Write these things down to share with your teacher and class.

- **Talk with family and record the things that make them feel proud of their ancestry or heritage.** Have students talk with family members and ask them what things they remember about their family heritage. Ask them to think about traditions, values, and accomplishments. Ask family members how they feel about themselves when they think about the successes or failures in their family ancestry.



ABOUT THE AUTHOR

Monica Brown is the daughter of a Peruvian immigrant. Her mother spent her teens in a house on Julio C. Tello Boulevard in Lima, Peru; and for many years, the man's name loomed large in Brown's imagination. Traveling between the United States and Peru as a child, Brown walked the grounds of the archaeological sites Tello explored, and she was inspired by the ingenuity of Peru's Indigenous people. Her mother taught Brown to be proud of her mestiza heritage, and she is honored to share Tello's story with the world. Find out more about her award-winning children's books at monicabrown.net.

You can also read an interview with Monica Brown on Reading Rockets: <https://www.readingrockets.org/blogs/page-page/meet-monica-brown>.

ABOUT THE ILLUSTRATOR

Elisa Chavarri was born in Peru and came to the United States as a young child. She remembers trips back to her home country with her parents, which always included visits to museums and archaeological sites, as some of the most exciting and significant experiences of her life. Chavarri is now a full-time illustrator who created the images for the popular Lee & Low bilingual title *Rainbow Weaver/Tejedora del arcoiris*. She lives in northern Michigan with her husband and their two children. You can find her online at elisachavarri.com.

REVIEWS

VERDICT "A highly recommended and inspiring portrayal of dedication and perseverance for today's generation of explorers." –*School Library Journal*, **starred review**

"The bilingual Spanish/English text, neatly laid out in parallel, provides detailed information that will have young readers yearning to learn more, and it's sure to inspire young archaeologists-to-be." –*Booklist*, **starred review**

"This picture-book biography of Peruvian archeologist and educator Julio Tello forefronts Indigenous Peruvian science, knowledge systems, and art." –*The Horn Book*

ABOUT LEE & LOW BOOKS

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