

Shaman of the Andes
Teacher's Guide 10th Grade

Description: *Shaman of the Andes* is a documentary video that examines the life, religion and culture of a Quechua speaking shaman in the Andes mountains. The video examines the shaman's role in his society, the cultural traditions of the shaman and his society, the history of the Quechua and their relationship to the Inca empire, and finally, the ways in which the shaman and his community are adapting to global change.

Shaman of the Andes is appropriate for small groups, individual users, or large classroom situations.

Length: 56 minutes and 45 seconds

Objective: Students will be able to describe religious issues, natural features, resources, and population patterns in the Andes mountains. Students will be able to describe the important trends in the Andes today and whether they appear to serve the cause of individual freedom and democracy. Students will be able to analyze the integration of rural peoples in the Andes into the world economy.

General Description of Lesson:

Students begin by viewing the documentary *Shaman of the Andes*. After viewing the video, students discuss Quechua society, the role of the shaman and the culture's dependence on agriculture.

Suggested Topics for Class Discussion:

1. Discuss the physical environment in the film and how this environment has shaped the people's lives.
2. Discuss the role of the shaman in his community.
3. Discuss the need to modernize and what the positive and negative results of modernizing will be for the Quechua.
4. What are the difficulties faced by the people in the film in terms of integrating into a more modern society?
5. Discuss the significant traditions presented in the film and discuss their possible origins.
6. Discuss globalization and how it relates to the people in the film.
7. Read through the vocabulary list and discuss any difficult words.

Suggested Student Writing Assignments:

1. The shaman's role in his society and how his role is changing.
2. The significance of agriculture in Quechua religious beliefs and whether or not these beliefs will persist as the culture becomes less agrarian.

3. Do the trends towards modernization in the Andes appear to serve the cause of individual liberty and democracy or hurt the cause?
4. Analyze the ways in which Andean society is integrating into the modern world and what barriers there are towards further integration.

Materials and Resources used by Teachers and Students:

1. Video or DVD - *Shaman of the Andes*
2. VCR or DVD player hooked to a television for class viewing
3. Vocabulary sheet
4. Assessment rubric for grading student's performance
5. A wall map of South America

Preparation for Teacher:

1. Test VCR and TV connection or Test DVD and TV connection
2. Make copies of vocabulary sheet for each student
3. Display a wall map of South America

Step by Step Teacher Procedure:

1. Begin the lesson by distributing the vocabulary list to the students and briefly discuss the vocabulary.
2. Identify the Andes mountains to the students on a map and specifically point out the location where the film was made in Ecuador.
3. Play the video *Shaman of the Andes*.
4. Conduct a classroom discussion using the guidelines listed above.
5. Individually or in groups have the students write a paper based on the suggestions listed above. Group papers may be presented to the class by the group.
6. Assessment: Assess student or group projects using the guidelines below.

Assessment:

During class and/or group discussions of the film a general verbal assessment is conducted with the students to determine their mastery levels of the standards.

The student projects will be assessed based upon the the student's ability to describe the religious issues, natural features, resources and population patterns in the Andes. Students should be able to identify important trends in the Andes and discuss whether or not these trends serve the cause of individual freedom and democracy. Students should be able to analyze the Ecuador's integration into the world economy and the information, technological, and communications revolutions as they relate to rural Andeans.

Additional project ideas:

Viewing the film will enable students to write additional papers on a variety of topics: 1.

Describe the differences between your life and the lives of the people in the film.

2. In what way(s) are the lives of the people in the film changing? What are the forces causing the changes?

3. As Quechua culture becomes more modern, what improvements will they experience and what aspects of their culture will they lose? Are the cultural losses good or bad?

4. Describe the similarities and differences between the shaman and a medical doctor in your culture.

Additional material about the film is available online at www.bigmountainfilms.com