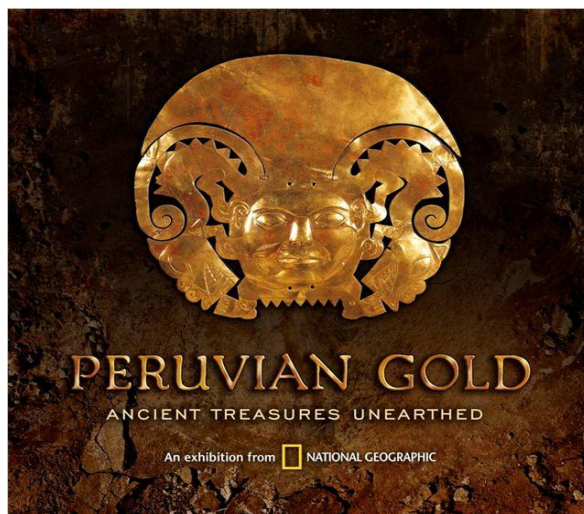




Dear Administrators and Educators,

From October 4 to December 31, 2014, Irving Arts Center, in partnership with National Geographic, will present an exciting exhibition. *Peruvian Gold: Ancient Treasures Unearthed* will showcase extraordinary objects from Peru's pre-Inca heritage. This remarkable collection of ancient gold and silver artifacts excavated from Peru's legendary royal tombs will be an incredible educational experience. It is our hope that schools in our local community will take advantage of this unique opportunity that will only be exhibiting in Washington, DC and Irving, Texas. We have outlined here just a few of the TEKS that would be met as a result of taking part in the *Peruvian Gold* experience.



This exhibition is a visual representation of National Geographic's longstanding relationship with Peru, which began with National Geographic's coverage of Hiram Bingham's excavation of Machu Pichu in 1911. This relationship undoubtedly contributed to the centerpiece of the exhibition, *El Tocado*, the largest and most ornate pre-Columbian headdress ever discovered. It dates from the Middle Sican period (A. D. 900-1100) and has not been displayed in the United States prior to this exhibition. There are many other astonishing discoveries of ancient treasures made by archaeologists in Peru over the last fifty years. *Peruvian Gold* will take visitors on a journey through the lavishly illustrated stories from the pages of National Geographic that have documented these discoveries. The exhibition uses many maps, timelines, photos, text panels, and video to bring this journey to life.

In addition to providing visitors with the opportunity to get up close and personal with stunning examples of the ancient treasures unearthed, the exhibition also explains how the artifacts reflect the customs, beliefs, and ideals of the cultures that produced and utilized them. A map and timeline of Peru's earliest civilizations serve as the starting

point for visitors. It then continues with the iconography, craftsmanship, and ceremonial heritage of these complex societies.

The exhibition is organized thematically with the first group emphasizing the importance of symbolism in Peruvian culture through intricate animal masks and impressive breastplates worn by dignitaries and priests. It then moves to highlight objects that illustrate ancient Peruvian craftsmanship, attire, rituals, and even libations. By completing the journey through Ancient Peru, visitors will have the opportunity to not only explore ancient Peruvian civilizations, but develop a better understanding of why Peruvian cultures still dazzle the world today.

The educational value of this exhibition can be measured in the numerous TEKS alignments for many grades levels, but for high school students taking World History as well as for Art/Art History students. Additionally, many TEKS alignments can be seen in World Geography. We are in the process of developing educational materials to be used in conjunction with field trips to the exhibition. We plan to distribute these materials at teacher workshops prior to the start of the 2014-15 school year. It is our mission to collaborate with area schools to enrich and educate whenever possible. This exhibition will bring ancient history to life. What better way to educate than to give students tangible historical objects with which to form real connections, and perhaps inspiring interest and further investigation. We hope you will take advantage of this incredible experience and allow the Irving Arts Center the opportunity to partner in furthering the education of your students. **The group rate for this exhibition is \$5 per student.** We look forward to hearing from you!

Please find the following listing of TEKS alignments for the Peruvian Gold experience.

Thank you so much for your time!

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- **10th grade/World History – 113.42**

(3) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material... **Motivating resources are available from museums, art galleries, and historical sites.**

(C) (6)History – The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations. The student is expected to:

(A)Compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations and **explain how prior civilizations influenced their development**

(D)Knowledge and Skills – (15) (A) Create and interpret maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation

(B)Analyze the influence of human and physical geographic factors on major events in world history including the development of river valley civilizations

(23)Culture – The student understands the history and relevance of major religions and philosophical traditions.

(26)Culture - The student understands the relationship between the arts and the times during which they were created.

(29)Social Studies Skills (A) **Identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence**

- **All High School/Fine Arts 117.52, 117.53, 117.54, 117.55**

(b)(2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures.

(c)(3) Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement.

117.55 (c) (3) The student is also expected to identify and illustrate art history as a major source of interpretation

- **9th grade/World Geography 113.43**

(b) (2) Introduction – To support the teaching of the essential knowledge and skills the use of a variety of rich primary and secondary source material such as contemporary and historic maps of various kinds....is encouraged.

(c)(16)Culture – The student understands how the components of culture affect the way people live and shape the characteristics of regions,

(17)The student understands the distribution, patterns, and characteristics of different cultures

(a) Describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive

(21) Social Study Skills – (a) analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photos, and maps

- **Elementary- Grade 3-5/Social Studies 114-116**

(3) History. The student understands the concepts of time and chronology. The student is expected to:

- (A) use vocabulary related to chronology, including past, present, and future times;
- (B) create and interpret timelines; and
- (C) apply the terms year, decade, and century to describe historical times.

(4) Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:

- (A) describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards;
- (B) identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains;
- (C) describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape;
- (D) describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape; and
- (E) identify and compare the human characteristics of various regions.

(5) Geography. The student understands the concepts of location, distance, and direction on maps and globes.

(17) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

- (A) research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources;
- (B) sequence and categorize information;
- (C) interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting;
- (D) use various parts of a source, including the table of contents, glossary, and index as well as keyword Internet searches, to locate information;
- (E) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps; and
- (F) use appropriate mathematical skills to interpret social studies information such as maps and graph

- **Grades 6-8/Social Studies 113.18-113.20**

(3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:

(A) pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?;

(B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases;

(C) compare various world regions and countries using data from geographic tools, including maps, graphs, charts, databases, and models; and

(D) create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries.

(4) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to:

(A) locate various contemporary societies on maps and globes using latitude and longitude to determine absolute location;

(B) identify and explain the geographic factors responsible for patterns of population in places and regions;

(C) explain ways in which human migration influences the character of places and regions;

(D) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions;

(E) draw sketch maps that illustrate various places and regions; and

(F) identify the location of major world countries such as Canada, Mexico, France, Germany, the United Kingdom, Italy, Spain, Norway, Sweden, Russia, South Africa, Nigeria, Iraq, Afghanistan, Israel, Iran, India, Pakistan, the People's Republic of China, the Republic of China (Taiwan), Japan, North and South Korea, Indonesia, and Australia.

15) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:

(A) define culture and the common traits that unify a culture region;

(B) identify and describe common traits that define cultures;

(C) define a multicultural society and consider both the positive and negative qualities of multiculturalism;

(D) analyze the experiences and evaluate the contributions of diverse groups to multicultural societies;

(E) analyze the similarities and differences among various world societies; and

(F) identify and explain examples of conflict and cooperation between and among cultures.

(16) Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to:

(A) identify institutions basic to all societies, including government, economic, educational, and religious institutions;

(B) compare characteristics of institutions in various contemporary societies; and

(C) analyze the efforts and activities institutions use to sustain themselves over time such as the development of an informed citizenry through education and the use of monumental architecture by religious institutions.

(18) Culture. The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to:

(A) explain the relationships that exist between societies and their architecture, art, music, and literature;

(B) relate ways in which contemporary expressions of culture have been influenced by the past;

(C) describe ways in which contemporary issues influence creative expressions; and

(D) identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes such as religion, justice, and the passage of time.

(19) Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to:

(A) explain the relationship among religious ideas, philosophical ideas, and cultures;

- **High School-/World History and World Geography classes – 113.42**

(2) The following periodization should serve as the framework for the organization of this course: 8000 BC-500 BC (Development of River Valley Civilizations); 500 BC-AD 600 (Classical Era); 600-1450 (Post-classical Era); 1450-1750 (Connecting Hemispheres); 1750-1914 (Age of Revolutions); and 1914-present (20th Century to the Present). Specific events and processes may transcend these chronological boundaries.

(3) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as state papers, legal documents, charters, constitutions, biographies, autobiographies, speeches, letters, literature, music, art, and architecture is encouraged. Motivating resources are available from museums, art galleries, and historical sites.

(1) History. The student understands traditional historical points of reference in world history. The student is expected to:

(A) identify major causes and describe the major effects of the following events from 8000 BC to 500 BC: the development of agriculture and the development of the river valley civilizations;

(B) identify major causes and describe the major effects of the following events from 500 BC to AD 600: the development of the classical civilizations of Greece, Rome, Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions;

(C) identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of Christianity, the decline of Rome and the formation of medieval Europe; the development of Islamic caliphates and their impact on Asia, Africa, and Europe; the Mongol invasions and their impact on Europe, China, India, and Southwest Asia;

(2) History. The student understands how early civilizations developed from 8000 BC to 500 BC. The student is expected to:

(A) summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilizations;

(B) identify the characteristics of civilization; and

(C) explain how major river valley civilizations influenced the development of the classical civilizations.

(3) History. The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations. The student is expected to:

(A) describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome, including the development of monotheism, Judaism, and Christianity;

(6) History. The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations. The student is expected to:

(A) compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations and explain how prior civilizations influenced their development; and

(B) explain how the Inca and Aztec empires were impacted by European exploration/colonization.

(26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:

(A) identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures;

(B) analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced; and

(C) identify examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.

(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(A) identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence;

(B) explain how historians, when examining sources, analyze frame of reference, historical context, and point of view to interpret historical events;

(C) explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view;

(D) evaluate the validity of a source based on language, corroboration with other sources, and information about the author;

(E) identify bias in written, oral, and visual material;

(F) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time;

(G) construct a thesis on a social studies issue or event supported by evidence; and

(H) use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs.

(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly;

(B) use standard grammar, spelling, sentence structure, and punctuation;

(C) interpret and create written, oral, and visual presentations of social studies information; and

(D) transfer information from one medium to another.

(8) Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:

(A) compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology;

(B) describe the interaction between humans and the physical environment and analyze the consequences of extreme weather and other natural disasters such as El Niño, floods, tsunamis, and volcanoes; and

(C) evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources.

(15) Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes on local, state, national, and international levels. The student is expected to:

(A) identify and give examples of different points of view that influence the development of public policies and decision-making processes on local, state, national, and international levels; and

(B) explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism.

(16) Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:

(A) describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world and how these patterns influenced the processes of innovation and diffusion;

(B) describe elements of culture, including language, religion, beliefs and customs, institutions, and technologies;

(C) explain ways various groups of people perceive the characteristics of their own and other cultures, places, and regions differently; and

(D) compare life in a variety of urban and rural areas in the world to evaluate political, economic, social, and environmental changes.

(17) Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to:

(A) describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive;