

Countries Around the World™

Bolivia

Program Summary

Meet 10-year-old Luis Fernando. Luis lives in the city of La Paz, one of Bolivia's two capital cities. Luis's cousin Patricia comes to visit him, and the two of them wander through La Paz, introducing students to Bolivia's government, history and population characteristics. As La Paz is at a high altitude, Patricia falls ill, and Luis takes her to the Witches' Market where they have their fortunes read and find a cure for Patricia among all the unique traditional medicines. Before Luis and Patricia leave, students will experience the importance of native beliefs in Bolivia when a fortune teller tells Luis to make an offering on the shores of Lake Titicaca to Patchamama, an Inca goddess. Learn about some of Bolivia's native wildlife, like vicuñas, tapirs and condors, when Luis and Patricia visit the La Paz Zoo. Discover religious customs from both the Inca and Christian traditions as Luis joins his brother Arturo in the city of Copacabana to pray to the Virgin Mary for a safe journey to Lake Titicaca, before seeking a native Bolivian woman to bless a good luck charm in the name of Patchamama.

Country Information

- **location:** Central South America; bordered by Argentina, Brazil, Chile, Paraguay, and Peru.
- **capital:** La Paz (administrative); Sucre (constitutional)
- **official languages:** Spanish, Quechua, Aymara
- **government type:** republic
- **total area:** approximately 1,098,580 sq km
- **climate:** varies with altitude; humid and tropical to cold and semiarid
- **terrain:** rugged Andes Mountains with a highland plateau; hills; lowland plains of the Amazon Basin
- **major bodies of water:** Lake Titicaca
- **natural resources:** includes tin, natural gas, petroleum, zinc, tungsten, antimony, silver, iron, lead, gold, timber and hydropower
- **industries:** includes mining, smelting, petroleum, food and beverages, tobacco, handicrafts and clothing
- **agricultural products:** includes soybeans, coffee, coca, cotton, corn, sugarcane, rice, potatoes and timber

Vocabulary

salteña — A Bolivian pastry filled with various ingredients.

Inca — A group of indigenous, powerful South Americans who ruled over a large empire that stretched for some 2,500 miles in northern South America from the early 13th century to the early 16th century.

Simón Bolívar — The South American patriot, known as “the Liberator,” who led a Latin American revolt against Spanish rule in 1819.

Quechua — The language of the Inca Empire. It is still spoken in Bolivia.

(Continued)

Aymara — The language spoken by a member of an indigenous people living in the mountainous regions around Lake Titicaca.

Pachamama — The Inca goddess of the Earth.

vicuña — A mammal related to the llama that lives in the central Andes.

aviary — A large cage or a house or enclosure in which birds are kept.

tapir — A mammal found in South America that has a heavy body, short legs and a long, fleshy, flexible upper lip.

boliviano — The currency of Bolivia, named for Simón Bolívar.

cholita — A Bolivian woman of native descent.

Pre-viewing Discussion

- Simón Bolívar is considered a hero in South America for bringing independence to the Central/South American countries of Bolivia, Panama, Columbia, Ecuador, Peru and Venezuela. In fact, Bolivia is named in his honor! Lead a discussion about heroic people by asking questions such as: Whom do you consider to be a hero? Why? In the United States, who are the people we consider to be liberators or national heroes? What have these people done to be considered heroic? How are these people still part of our culture today?
- Indigenous Bolivians are descended from the Inca, and their culture and languages are still prevalent in the country today. Lead a discussion about indigenous people in the United States. What do you know about Native Americans? Who were the people who lived in our area before the Europeans arrived? What are examples of Native American culture in our society? For a class with people of Native American heritage, have them share their knowledge of their culture with the other students.
- Provide students with an outline map of South America. Have them label all the countries and their capitals. Students can answer the following questions: Where is Bolivia located on the continent? Which countries border Bolivia to the north, south, east and west? Which countries are landlocked? Which are not?

Follow-up Activities

- Bolivia boasts a wide array of plant and animal life from the Amazon rainforest to the Andes Mountains. Students will have fun collecting facts about the different types of plants and animals that can be found in Bolivia. Have students pick their favorite plants or animals and create fact posters about them for display in the classroom. Posters can have titles, pictures or illustrations, and a minimum of five facts.
- La Paz is the highest city in South America, at roughly 12,000 feet above sea level. Have students find information about the highest points in the United States, North America, the seven continents and the world. Make a chart to organize information about these locations and their elevations.
- Create a giant class picture book about the Inca. Each page should have an illustration and an informational caption. Students can work alone or in small groups to create a page on a topic such as leaders, cities, social structure, history, food, religion, recreation and holidays. As a resource, visit: coe.fgu.edu/students/webb/meso/inca.htm.
- In the program, Luis constantly refers to Patchamama, an Inca goddess of the Earth. Pick an Inca deity and create a holiday for that god or goddess based on the information you find. Include a name for your holiday, the food to be eaten, special activities and a song honoring your god or goddess. Useful resource: www.pantheon.org/areas/mythology/americas/inca/articles.html.
- Lake Titicaca is a popular travel destination in Bolivia. Create a travel brochure for visiting Lake Titicaca featuring facts about the lake, an image or illustration, things to do for recreation and the cultural significance of the lake.

(Continued)

- Luis visits the zoo and interacts with some animals: vicuñas, condors, llamas, toucans and tapirs. Show pictures of these animals to the class and ask students questions such as: What kind of animal is this? Where do you think it lives in Bolivia? What do you think it eats?
- At the end of every school year, students in Bolivia rent colorful costumes and participate in a big parade. Generate a discussion by asking questions such as: What kind of celebrations or ceremonies do we have for the end of school in the United States? What do you do to celebrate the end of school? Students can develop and plan a class-wide end-of-the-school-year party like the ones held in Bolivia. In groups, have students design their own costumes, write a menu and generate a list of activities and games for their party. If possible, throw the end-of-year party.
- In the program, Luis and his brother buy good luck charms and have them blessed so that their wishes will come true. Have students discuss any customs or traditions that they or people they know practice for their wishes to come true. What are some things people do for good luck? What are some things people do to avoid bad luck? How is good or bad luck related to the idea of superstition? What are some superstitions you know? Do you believe in them?

Suggested Internet Resources

- worldatlas.com/webimage/countrys/samerica/bo.htm
The World Atlas page on Bolivia contains maps and information on topics such as geography, history, climate and current time and temperature. Also contains links to other sites about Bolivia.
- coe.fgcu.edu/students/webb/meso/inca.htm
This site provides information about the Inca on topics including food, religion, architecture, daily life and recreation. It also features detailed maps of South America and photographs of Inca sites.
- www.cia.gov
The CIA World Factbook web site presents detailed and up-to-date information on Bolivia and many other countries. Topics include geography, people, government, economy, transportation and communication. On the main page of the CIA site, click on the "World Factbook" link.

Suggested Print Resources

- Braman, Arlette N. *The Inca: Activities and Crafts from a Mysterious Land*. Wiley, John & Sons, Hoboken, NJ; 2003.
- Klingel, Cynthia and Robert B. Noyed. *Bolivia*. Capstone Press, Mankato, MN; 2002.
- Pateman, Robert. *Bolivia*. Marshall Cavendish, Tarrytown, NY; 2006.

Teacher's Guide written by Brian Wales, Curriculum Specialist, Schlessinger Media

Teacher's Guides for titles in this series are available at www.LibraryVideo.com

- | | | | |
|------------------|-------------|-------------------|------------------|
| • Algeria | • Estonia | • Jordan | • Portugal |
| • Argentina | • Finland | • Kenya | • Romania |
| • Australia | • France | • Lebanon | • Russia |
| • Austria | • Germany | • Madagascar | • Rwanda |
| • Belgium | • Greece | • Mali | • South Africa |
| • Bolivia | • Guatemala | • Malta | • Spain |
| • Brazil | • Iceland | • Mexico | • Sweden |
| • Cambodia | • India | • Mongolia | • Switzerland |
| • Canada | • Indonesia | • Morocco | • Turkey |
| • Chile | • Ireland | • Myanmar (Burma) | • United Kingdom |
| • China | • Israel | • Netherlands | • United States |
| • Czech Republic | • Italy | • Norway | • Venezuela |
| • Denmark | • Japan | • Peru | • Vietnam |



Teacher's Guide Copyright 2007 by Schlessinger Media, a division of Library Video Company
P.O. Box 580, Wynnewood, PA 19096 • 800-843-3620

Program © Marathon, Pixcom Productions and Storm - MMV All Rights Reserved