



PROJECT-BASED LEARNING UNIT:

**SAN PEDRO APÓSTOL DE**

**ANDAHUAYLILLAS**

WORLD MONUMENTS FUND

WORLD SAVVY



(Cover Image)

**Peru, San Pedro Apóstol de Andahuaylillas Church**

Façade, 2007

Luis Herrera Rodriguez/World Monuments Fund

## WORLD MONUMENTS FUND

WORLD MONUMENTS FUND IS THE LEADING INDEPENDENT ORGANIZATION DEVOTED TO SAVING THE world's treasured places. Since 1965, WMF has worked in more than 90 countries, advancing innovation in the field and ensuring that important architectural and cultural sites remain an integral part of society and of a sustainable environment. WMF and its partners around the world seek to inspire an enduring commitment to heritage stewardship by local communities, international travelers, and others benefitting from the legacy of these sites. WMF's headquarters is in New York City. To learn more, visit [www.wmf.org](http://www.wmf.org), [www.twitter.com/worldmonuments](https://www.twitter.com/worldmonuments), and [www.facebook.com/worldmonuments](https://www.facebook.com/worldmonuments).

## WORLD SAVVY

WITH THE MISSION TO EDUCATE AND ENGAGE YOUTH IN COMMUNITY AND WORLD AFFAIRS, WORLD SAVVY prepares the next generation of leaders to learn, work and thrive as responsible global citizens in the 21<sup>st</sup> century. World Savvy was founded in 2002 in response to the critical need for youth to acquire global knowledge and 21<sup>st</sup> century skills. We create systemic change in K–12 education to provide every student in every classroom with the content knowledge, skills, attitude, and behaviors to be leaders and change-makers in their diverse communities, locally and globally. World Savvy is a leader in global education, providing interdisciplinary academic and arts programs for youth and dynamic professional development for educators to help integrate global issues into the classroom across all disciplines—science, math, history, arts, language, social studies and more. To learn more, visit [www.worldsavvy.org](http://www.worldsavvy.org).

## UNIT SUMMARY

In this project-based unit, students will learn about the role of communities in preserving historic landmarks and promoting sustainable tourism. Students will start by exploring their own communities, historical markers, and important places. They will then learn about the church of San Pedro Apóstol de Andahuaylillas (pronounced “An-duh-hway-lee-us”) in Peru, its history, and the importance of its art and architecture, as well as efforts to restore it with the participation of and stewardship of the local community. Students will analyze the impacts of tourism on local communities and the environment, debate the pros and cons, and learn about sustainable tourism to prepare them for their final project of developing a proposal to encourage sustainable tourism in their local community.

Teachers are strongly encouraged to submit student projects to World Monuments Fund. WMF can, in some cases, post student work on their website, connect classrooms to those working at the site, and assess the viability of pursuing some project ideas through WMF’s work in the field. Submissions and related questions should be sent to [education@wmf.org](mailto:education@wmf.org).

## ENDURING IDEAS

- The role of sustainable tourism in meeting the needs of local communities, while also minimizing the impact on the environment;
- The importance and effectiveness of involving the local community in the preservation of cultural heritage sites and empowering the community to become stewards of the sites—to take ownership of the continued preservation and to continue to use the space for traditional purposes;
- The importance of educating the younger generation about their cultural heritage and teaching the values of conservation;
- The importance of balancing respect for traditional building materials with the long-term sustainability of the heritage site, stabilizing buildings for future generations.

## ESSENTIAL/DRIVING QUESTIONS

- What are community participation and local stewardship? Are they important aspects of building and preserving cultural heritage?
- What is sustainability and how does it apply to cultural heritage and local communities? How can we balance preserving the past with meeting the adapting needs of local communities and minimizing the impact on the environment?
- What is sustainable tourism? How can we balance the social, economic, and environmental needs of local communities with the business of tourism?

## SUMMARY OF STUDENT LEARNING SKILLS

- Reading and comprehension skills
- Media literacy
- Web-based research
- Problem solving and analytical thinking
- Expository writing
- Public speaking and presentation skills

Lessons from this unit address the following categories from the Common Core Standards. To see the full listing of subcategories and grade level objectives met by this unit, see APPENDIX X.

## STANDARDS/GLE'S ADDRESSED

### LANGUAGE ARTS

#### Reading Standards for Informational Text Grades 6–12

- Key Ideas and Details
- Integration of Knowledge and Ideas

#### Writing Standards Grades 6–12

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge

#### Speaking and Listening Standards Grades 6–12

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

### LITERACY IN HISTORY/SOCIAL STUDIES

#### Reading Standards Grades 6–12

- Key Ideas and Details
- Integration of Knowledge and Ideas

#### Writing Standards Grades 6–12

- Production and Distribution of Writing
- Research to Build and Present Knowledge

## ASSESSMENT/EVIDENCE OF UNDERSTANDING

### PERFORMANCE TASKS/PROJECTS:

- Students create their own local tourist route;
- Students prepare and present arguments in a town hall meeting to analyze the pros and cons of tourism;
- Students design a community-based project to promote sustainable tourism to Andahuaylillas.

### STUDENT SELF-ASSESSMENT:

- Written reflections on the town hall activity
- Peer and self-assessment of the final project

## INSTRUCTIONAL PROCEDURES

### SEQUENCE OF LESSONS

**Lesson 1:** San Pedro Apóstol de Andahuaylillas (2 days)

**Lesson 2:** What's Your Tourist Footprint? (1–2 days)

**Lesson 3:** Pros and Cons of Tourism (2–3 days)

**Final Project:** Designing a Sustainable Tourism Initiative (8 or more days)

The first three lessons build student background knowledge and critical analysis of the unit's essential questions, preparing them to continue building their skills and apply what they have learned for the final project. If instruction time does not allow for the full three weeks described in this unit, teachers may choose to utilize the first lessons to introduce students to the heritage site and the work of World Monuments Fund. See the appendix (APPENDIX IX) for sample project calendars and timelines lasting one week and three weeks.

1

**LESSON 1:****San Pedro Apóstol de Andahuaylillas**

2

DAYS

**DESCRIPTION:**

Through these activities, students will learn about San Pedro Apóstol de Andahuaylillas and the Baroque Route in Peru, as well as be introduced to the concept of tourism and its role in the local community. They will learn about the history of the church, its art and architecture, and connection to the local community, and efforts by World Monuments Fund to preserve and promote the site. In addition, students will begin their examination of tourism by developing a tour of sites in their local area, using the Baroque Route as a model.

**OBJECTIVES:**

- Students understand how tourism affects local communities
- Students develop a deeper understanding of the work of heritage conservation by studying the case of San Pedro Apóstol de Andahuaylillas
- Students enhance collaboration and critical thinking skills

**MATERIALS:**

- Background information on San Pedro Apóstol de Andahuaylillas.
- Photos.
- Butcher paper.
- Markers.
- Computer and overhead or projector and screen for teacher presentation.
- Local maps.
- Tourist guidebooks.

**Graphic Organizers and Study Guides**

See appendix for handouts, graphic organizers, and study guides to accompany the lessons.

**Integration with other Core Subjects and the Arts**

See the list of standards above for specific connections of the lessons in this unit to the social studies, language arts, and visual arts standards.

1

DAY

1

10

MINUTES

**INTRODUCTION DO NOW**

Have students free write or draw for 2 minutes in response to the following question: “When you think about [insert your hometown], what do you think of? In particular, what neighborhoods, places, and buildings do you think of? Describe or draw all the places you immediately associate with your hometown.”

Have students share some of their responses. Are these sites that only locals in your hometown will know, or are they sites that others outside your town would instantly recognize too? Choose one of the well-known sites that students shared and ask why someone would visit that site. What does it tell about the history, culture or people of your community?

30

MINUTES

**GROUP ACTIVITY**

One of the central concepts in this unit is tourism and its impact on local communities. To get students in the mode of thinking about communities and tourism, ask students to think back to the list just generated. Are there sites or neighborhoods not on that list that would be important for visitors to tour in order to learn more about the people and history of their community? Generate some additional responses for that list. Tell students that the challenge for the day will be to design a new tourist initiative that will promote some of these important, lesser known spaces along with the well-known ones. This is their chance to design their own route of city or regional landmarks and sites—one that tells a story about their community to visitors—to present to the city council for a new tourism initiative.

- Divide students into groups of 3–4.
- To help generate ideas on local landmarks and geography, give students local maps and guidebooks, as well as a sheet of butcher paper per group for them to draw an outline of their route.
- Choose at least 4 local sites to include in your route. Tell them to think outside the box, beyond just the most obvious sites, and mix together lesser-known sites to create a balanced tour. Think about what story these sites together will tell visitors to their city or region.

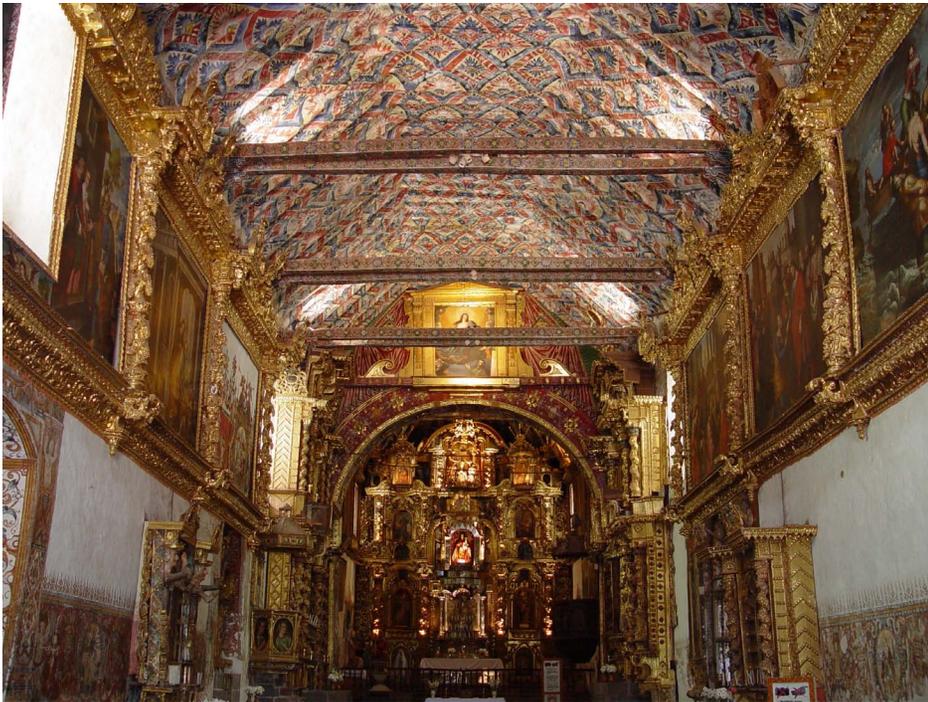
Encourage students to be prepared to explain to the class why their group chose the sites they did.

1

DAY

1

CONTINUED



**Peru, San Pedro Apóstol de Andahuaylillas Church**

View of interior, 2006

INC Peru/World Monuments Fund

15

MINUTES

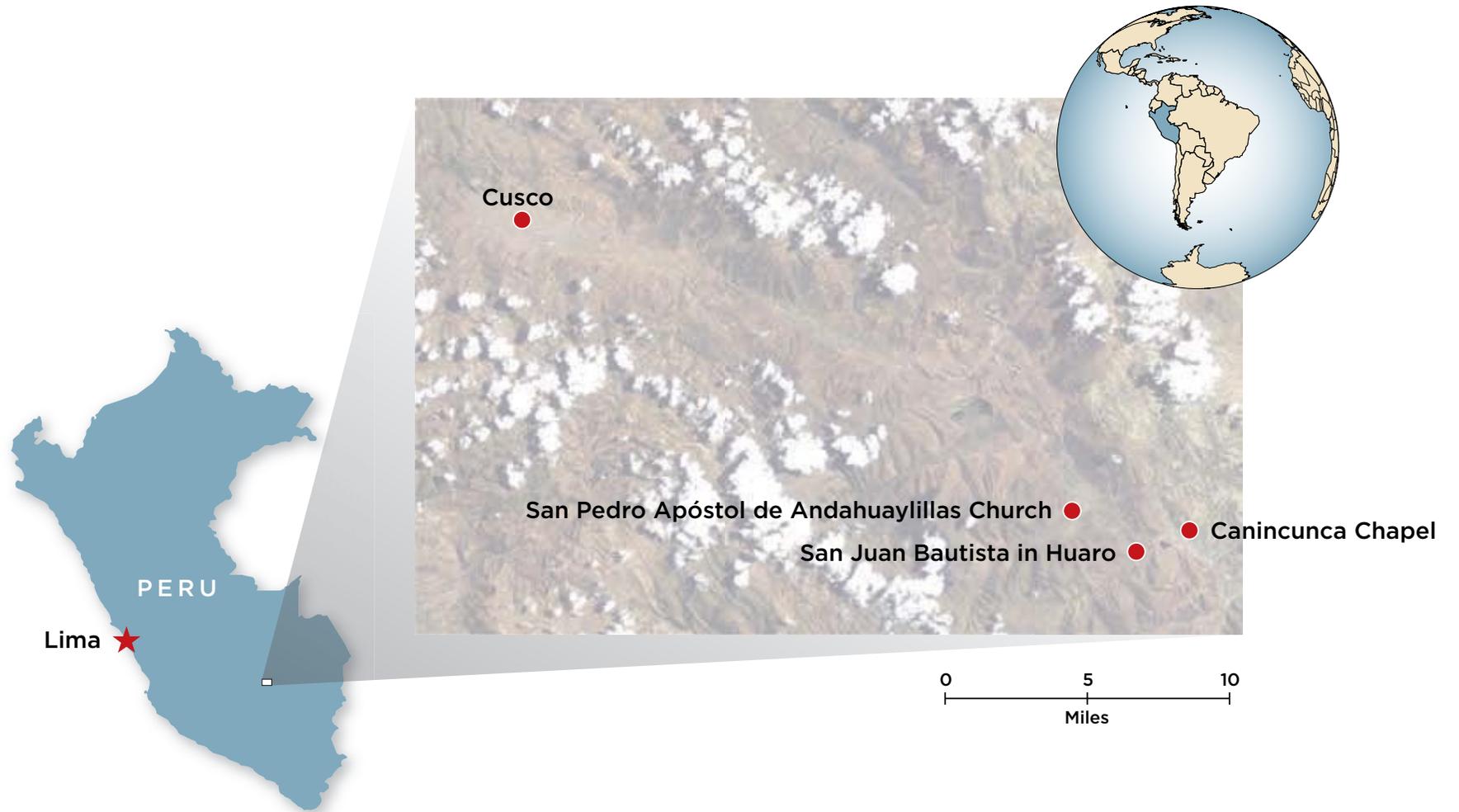
### ASSESSMENT AND CLOSING

Give each group 1–2 minutes to present their route to the class, aka the City Council. You could also have students actually fill out a ballot voting for the most interesting, thoughtful, and persuasive routes.

To conclude the activity, tell students that the process they just undertook is similar to what was done in Peru. Show students the outline map of the Baroque Route (see image of Baroque Route on following page) and point out the churches along the route. To highlight the architectural significance of San Pedro Apóstol and other local churches—which are often overlooked by the much more popular site of Machu Picchu nearby—World Monuments Fund (WMF), in partnership with the local community, developed the Baroque Route.

Tell students that tomorrow they will look more in depth at one of these particular churches, San Pedro Apóstol de Andahuaylillas.

Tell students that what is interesting about San Pedro Apóstol de Andahuaylillas is that it is an architectural gem, a historic site, and a thriving church and community center. People currently living in Andahuaylillas still see the church as a vibrant part of their community, and this is something that WMF has tried to preserve in their work as much as the frescoes painted inside. Have students look back on the sites from their local tourist route—which sites are for tourists only and which sites are still utilized in various ways by members of the local community?



1

10

MINUTES

DAY

2

**INTRODUCTION DO NOW**

Begin the class by having students pull out a sheet of paper, drawing lines to create three columns on their paper with the headings:

- See
- Think
- Wonder

Then show students several photos on the projector or overhead of San Pedro Apóstol de Andahuaylillas. In the first column, have them record some of the things they notice immediately about the church. Scroll through the photos again, a little more slowly this time. Have students fill in the second column with responses to the question, “What do these images make you think about?” Show the pictures one last time, and have students fill in the third column, answering “What do these images make you wonder about?”

Have students turn to a partner and share some of their responses. Then ask for a few volunteers to share responses from each category with the whole class.

40

MINUTES

**CLASS ACTIVITY**

Continue the discussion of what students think and wonder about the church by sharing some of the facts and history of the church, as well as placing it in its larger historical context. If applicable for your own curriculum, this could be a great time to connect with world history classes. (For history and photos, see the list of websites on the following page.\*)

Then share with students the process of restoration of the church (including the use of traditional building materials) and the role of the local community in this process:

*The technical team selection was done by the parish in collaboration with WMF. The team is mainly from Cusco and it includes renowned professionals in the field of conservation. The goal was to preserve as much original material as possible, and use traditional construction techniques. Comprehensive documentation and historic research preceded the conservation/structural stabilization work. This research was then used to create design guidelines for both the church and the historic town center to ensure that the architecture remained true to its historic origins.*

*The community was invited to see the work in progress through the “Open for Restoration” program which persisted in keeping the doors of the church open during restoration, installing information panels, creating a project website, organizing public events with community participation, and developing a “youth heritage” training program, among others. These “Open for Restoration” activities were designed to include the community in the process of the restoration itself, as well as include them in thinking about how the church can be the focal point for community activities in years to come.*

Now invite students to take a particular look at the youth project that was part of WMF’s restoration of the church.

- Pass out the reading and accompanying student handout titled “Youth Heritage Program” (APPENDICES I and II).
- Split students into small groups to read and discuss the article, thinking particularly about the methods used for engaging youth in the preservation and future guardianship of the church (methods which will be important for the final project).

1

DAY

2

5

MINUTES

CONTINUED

**CONCLUSION**

To drive home the importance of community participation in these projects, propose a theoretical scenario to students: have them think about one of the local tourist spots from yesterday's activity that is closely tied with the identity of the neighborhood.

- How would they feel if the site were in disrepair and an organization of rich donors from outside the city offered to fix it, but said that they would make all the decisions and bring in outside artists to fix it?
- Do they understand your community the way you do and why that site is important to the community?
- What if they decided to limit its use for locals and open it only for tourists? How would that feel?

**ADAPTATION:**

*Exploring the art and architectural styles of San Pedro Apóstol Church would make an excellent connection or interdisciplinary project for arts classes. Students could investigate the baroque style and colonial influences of the architecture, as well as explore the many frescoes and mural paintings of the church's interior, earning it the nickname the Sistine Chapel of the Americas.*

✳

**For history and photos, visit these sites:**

- <http://www.wmf.org/project/san-pedro-ap%C3%B3stol-de-andahuaylillas-church>
- <http://www.flickrriver.com/photos/tags/andahuaylillas/interesting/>
- <http://www.delange.org/Andahuaylillas/Andahuaylillas.htm>
- <http://www.andahuaylillas.com/es/>  
(Spanish language)

**General History:**

- <http://www.lonelyplanet.com/peru/history>
- <http://lcweb2.loc.gov/frd/cs/petoc.html>

**2****LESSON 2:****What's Your Tourist Footprint?****1½**

DAYS

**DESCRIPTION:**

This lesson involves a class field trip to a local tourist or educational site, where students can explore the impact their actions as tourists have on the local community and the environment. While on the field trip, they will record their observations about the site, the people, the resources used, and items consumed, and then they will analyze the potential impacts of these actions.

**OBJECTIVES:**

- Students enhance their observation skills.
- Students enhance their knowledge about local actions impacting the environment.
- Students enhance their analytical and application skills.

**MATERIALS:**

- Copies of news article for all students ([Next Page](#)).
- Any materials/prep needed for class field trip.

2

DAY

1

1½

DAYS

Before the trip, have students read and discuss the following article about the impact of tourism on Machu Picchu. Include a discussion/introduction of the word sustainability. “Machu Picchu Under Threat from Pressures of Tourism”, *National Geographic News*, April 2002, by John Roach, [http://news.nationalgeographic.com/news/2002/04/0415\\_020415\\_machu.html](http://news.nationalgeographic.com/news/2002/04/0415_020415_machu.html)

**ACTIVITIES:**

Visit a local museum or tourist attraction and have students document everything that they did that may have had an impact on the site specifically, the local environment and the environment as a whole. Have them use the handout titled “Observation Handout—What’s My Tourist Footprint?” (APPENDIX III) to record their observations during the trip, and then think about and answer the questions on the handout for homework.

The following day in class, discuss what the students observed on the field trip and what impact their visit had on the site, using their observations to begin the conversation.

In addition, guide them to think about the following questions as well:

- What impacts were made by your school group?
- What overall impact do you think tourism will have over time at this site?
- Can these impacts be limited? How?
- What do you think are some of the benefits that tourism brought to this site? Are there benefits to the local area around the site?
- How can we make tourism generally more sustainable for local communities, and for the world overall?

**ADAPTATION:**

*If a field trip to a local tourist site is not possible, classes could brainstorm sites they have visited in the past (Disney World, Washington Monument, etc.) to complete the handout and discuss.*



Ideally, this lesson would directly follow lesson 2 on the Tourist Footprint, so that students may draw connections between the environmental impacts discussed in lesson 2, along with the economic, social, and other impacts that this lesson will encourage students to identify.

**3****LESSON 3:****Pros and Cons of Tourism****2** – **3****DAYS****DESCRIPTION:**

This lesson is a mock town hall meeting where students will take on the role of local townspeople and investors in a city in the Cusco region. They will research and then debate at the town hall meeting the merits of rezoning land currently used for housing and farming for development that would attract tourists, in order to identify and analyze some of the pros and cons of tourism in local communities.

**OBJECTIVES:**

- Students will become familiar with the diversity of views pertaining to the tourism industry in Peru and issues underlying these diverse opinions.
- Students enhance their reading, research, analytical and application skills.
- Students enhance their skills in presentation and debate.

**MATERIALS:**

- Copies of news articles (see APPENDIX VI) for all students.
- Access to computer lab.

3

15

MINUTES

R

REMAINDER  
OF CLASS

DAY

1

**INTRODUCTION:**

Begin the class by discussing the previous day's field trip and having students share their observations and analysis of the environmental impacts of the field trip. Then have students free write for 2–3 minutes about what other impact their field trip might have had. Are there economic, social, or other impacts from their visit?

**CLASS ACTIVITY:**

The next activity will lead students in thinking about some of these impacts—environmental, economic, or social—as well as some of the benefits that tourism provides. To do this, we will turn our attention back to Peru and the community of Andahuaylillas.

Students will be taking on the role of various members of the community for this activity. Divide students into the following groups, and pass out background info about their role (see handout titled “Town Hall Meeting - Group Roles”, APPENDIX IV).

- City council members (6 students)
- Hotel and restaurant employees (pro)
- Hotel and restaurant employees (con)
- Local restaurant owners
- Possible investors
- Local, small business owners
- Local residents in the area to be rezoned
- Representatives from a local tourist agency called Eco-Tours
- Representatives from local and national environmental organizations

Depending on the size of your class, assign 2–4 students to each group. If you have a large class, you could have some students

also act as general citizens, and allow them to comment in the open Q&A portion of the meeting.

Most of these roles are clearly pro or anti-tourism, but several of these groups are somewhere in the middle—there are both pros and cons to tourism impacting their daily lives. The purpose of this activity will be for students to see the many different sides at play here.

Tell students that they will be considering a proposal to the city council from their group's point of view and presenting arguments to city council for or against this proposal. The proposal states that a section of the town's land (which currently houses a dozen families and has some agricultural fields on it) will be rezoned for use in commercial or tourist development projects.

Allow the remainder of class (and if time allows, the following day as well) for students to read through the provided articles (see APPENDIX VI) and to prepare their arguments for the council meeting. Assign them the “Town Hall Meeting Student Worksheet” (see APPENDIX V) to complete as they work in their groups.



**Peru, San Pedro Apóstol de Andahuaylillas Church**

Conservation team, 2009

Norma Barbacci/World Monuments Fund

3

DAY

2

OR

3

10

MINUTES

40

MINUTES

**INTRODUCTION:**

Prepare the town hall meeting by setting up the format for the activity. City council members should sit at a table facing the audience, with a podium (or a prop that would represent a podium) from where groups will speak. You will act as mayor and moderator of the town hall. Explain the following format and rules to the students:

**Round One:** Each group will have 2 minutes to state their opinion and reasons. City council members should be taking notes on the arguments and thinking about potential solutions to the problem.

**Round Two:** After each group presents their opening statements, each city council member has a chance to ask for clarification or ask a follow-up question to one of the groups. City council members may pass if they have no follow-up questions.

**Round Three:** Now the discussion will be opened up so that groups and citizens attending the meeting can make additional comments or ask questions of their own in rebuttal. The teacher should moderate and call on groups one at a time during this open period, limiting follow-up comments to one minute. Groups are not to argue or direct comments to each other, but should step to the podium and direct their rebuttals to the city council directly.

After setting up the rules, allow each group approximately five minutes to review their arguments, and decide who will speak for each group at the podium to start Round One.

**GROUP ACTIVITY:**

Begin the town hall meeting, following the structure described above. It might help to write the format and post it in the classroom. Allow students about 35–40 minutes for their arguments and discussion, then have the council members vote. All council members will vote verbally and will have three options: to vote yes for rezoning of the area, to vote no to the rezoning, or to defer the decision until some of the suggested solutions can be implemented.

3

DAY

2

OR

3

CONTINUED

10

MINUTES



**Peru, San Pedro Apóstol de Andahuaylillas Church**

View of the altar, 2006

INC Peru/World Monuments Fund

#### ASSESSMENT:

Conclude the class by debriefing the activity and discussing what they have learned. Potential questions could include:

- Who is benefiting from tourism money?
- Who is suffering from the tourism boom in Peru?
- Do the pros outweigh the cons to tourism?
- How has the work of World Monuments Fund supported the community?
- How do we ensure that tourism is promoted in a way that benefits the community and tourists?

For homework, assign students to write a one page reflection on the activity, sharing their own opinions and feelings on the topic. They should include their opinion as to whether additional land should be rezoned and why or why not, and potential solutions to ensure that tourism benefits the whole community.

#### OPTIONAL EXTENSION:

*Extend the council meeting to include solutions and compromise among the different groups. Instead of voting straight yes or no, have council members present some possible solutions they see to the issues raised. The next day in class, have groups pair up, staying in the point of view of their assigned group, and work together to find solutions on the issues that were raised. They will then present those solutions in the form of amendments to the original rezoning proposal to the city council, who will then vote yes or no on the proposal with the amendments.*

4

8 – 10

DAYS

**LESSON 4:****Final Project: Designing a Sustainable Tourism Initiative****DESCRIPTION:**

This lesson builds upon what students have already learned about the benefits and drawbacks of tourism, and challenges them to design their own proposal for sustainable tourism. Students will work together to develop a sustainable tourism initiative for their own community based on what they have learned about Andahuaylillas. Their proposal must be sustainable as well as developed and implemented in participation with the local community.

**OBJECTIVES:**

- Students will apply their knowledge of the impacts of tourism (both the good and the bad) to propose solutions addressing these impacts.
- Students will enhance their skills in research and collaboration.
- Students will strengthen their writing skills, particularly their skills in expository and persuasive writing.

**MATERIALS:**

- Access to computer lab and/or library for student research and typing up proposal reports.
- Student handouts (project guidelines, peer assessment, APPENDICES VII and VIII).
- Any materials needed to create the visual materials component of the project (paper, markers, etc. all the way up to A/V and software for videos, websites, etc.).

4

DAY

1

10

MINUTES

R

REMAINDER  
OF CLASS
**RECOMMENDED ARTICLES FOR  
JIGSAW READING AND DISCUSSION:**

- “Sustainability and Tourism”,  
by Russell H. Chapman,  
Geo Date, vol. 20, number 2, May 2007:  
<http://ecoli.endeavour.sa.edu.au/file.php/1/teacher/GE0date/Vol%2020%20No%202%20May%202007.pdf>
- “What is Sustainable Tourism?”,  
by Tim Forsyth,  
London School of Economics,  
<http://www.fathom.com/course/21701788/session1.html>
- “About Geotourism”, *National Geographic*,  
[http://travel.nationalgeographic.com/travel/sustainable/about\\_geotourism.html](http://travel.nationalgeographic.com/travel/sustainable/about_geotourism.html)
- “Eco-tourism: A Sustainable Trade?”,  
*BBC News*, December 14, 2006,  
<http://news.bbc.co.uk/2/hi/science/nature/6179901.stm>
- Multimedia: “What is Sustainable Travel?”  
from *Sustainable Travel International*,  
[http://www.sustainabletravelinternational.org/documents/au\\_mission.html](http://www.sustainabletravelinternational.org/documents/au_mission.html)

**INTRODUCTION:**

Refer back to the town hall meeting held the previous day—what were some of the main issues raised? Ask for student volunteers to share some of the solutions to these issues they wrote about in their reflection papers.

**CLASS ACTIVITY:**

Introduce the final project by telling students they will get a chance to develop a project that will utilize some of these potential solutions, not in Andahuaylillas, but in their local community. They will design a community-based project to help preserve at least one local heritage site and develop sustainable tourism practices that will draw more tourists to their area. The goal of the project should be that the increased tourism will draw people to their chosen heritage site and benefit the social and economic needs of their community, while minimizing the impact of tourism on the environment. The project should be designed with and implemented by local community members and should also include a component that connects to youth, so that the skills and importance of preserving and maintaining the heritage site students choose will be passed on to the next generation.

Before breaking into groups and starting to brainstorm projects, discuss the idea of sustainable tourism with students. Begin by dividing students into groups of 3–4 and giving each student in the group a different reading on sustainable tourism. Each student should read their article silently, then share 3 main points from the reading with members of their group.

Allow about 15–20 minutes for this activity, then discuss some key points with the whole class. Come to consensus on a class definition for sustainable tourism. Many definitions of sustainable tourism focus on tourism that addresses the economic, social, and environmental needs of communities and travelers. Draw the diagram with 3 conjoining circles to represent these 3 areas on the board (see page one of the first article below for a sample). Then have students go back to their small groups, and brainstorm as many actions, ideas, or behaviors related to tourism for each of these 3 areas.

4

DAY

2

**CLASS ACTIVITY:**

Divide students into their groups to begin working on the final project, keeping in mind the definition and principles of sustainable tourism discussed in class yesterday. Have students begin to brainstorm ideas for their project, and decide by the end of the day which local heritage site will be part of their sustainable tourism project.

DAY

3

**CLASS ACTIVITY:**

At this point, provide students with project guidelines (see APPENDIX VII). It will be important to provide them with detailed instructions and examples for how to design their project.

The general format for the project design will be the same for all students, and reflects the basic steps that should be undertaken when designing a community-based project. Students will use the guidelines to work together in groups to sketch out all the pieces of their proposal, then as a group, students will write a paper presenting their project design. In addition, groups should submit at least two visual materials with their written proposal to provide even more details and a fuller picture of the project to possible investors, which can include:

- Brochure to attract tourists
- Map of the area for tourists
- Poster, video, or website to attract tourists

- Sustainability pledge or code of conduct for businesses that join your project
- Marketing campaign to promote recycling and conservation with tourists

Students should already have a list of ideas from the work of the last two class days. In fact, many of the components of the project guidelines might already be answered, but the guidelines give students a tool to organize their ideas and then ask some new questions to fill in any gaps with their design.

**ADAPTATIONS:**

*For English/language arts classes, combine this project with the specific writing elements or styles you will be teaching students. Have students use the same basic guidelines to design their project, but revise the structure of the written paper to reflect the skills you are teaching.*

4

DAY

4

**CLASS ACTIVITY:**

For today's mini-lesson students will focus on the community engagement aspect of their project—how students will get the input from the local community to identify the activities and goals that should be the focus of the students' projects. The idea of community engagement has been touched on several times in this unit already—remind students about the earlier conversations on the youth program at Andahuaylillas and the discussions about the local tourist route they designed in the first lesson of this unit. You might even want to have them re-read the handout about the youth program in Andahuaylillas.

If possible, this could be a great opportunity to bring in a local activist or community organizer to talk about how they engage the community in their work. If that's not possible, here are some possible questions to discuss with students:

- What are the assets, strengths, and skills in the community?
- What are your hopes and dreams for your community?

- What are the needs of the community—social, economic, political, environmental, etc.?
- Establish goals with the community—what types of projects, programs and businesses do they most want to see? How do they prioritize those—i.e. which is the most important and why?

Some possible methods for working with the community to find this information:

- Surveys
- Public, community meetings
- In-person visits to homes, businesses, social centers, etc.
- Interviews
- Providing venues for the community to submit their own ideas/proposals in writing

Another important question to ask students as they select methods for engaging the community in their projects is the difference between a need-based and a strength-based approach to community development. In a need-based approach, the community is asked what their needs are, what's missing from their community? In a strength-based approach, the community maps out all the resources and assets the community has, then thinks about their hopes and dreams for the community and how they can use their strengths and resources to achieve this. Do students see a difference between these two approaches, and if so, is one approach better than the other, and why?

Students should choose at least two methods for gathering community input for their project and describe them in their final proposal. If time allows, require student groups to actually carry out one of those methods and describe the results in their final proposal—perhaps an interview with a community organization or surveys in the community.

4



**Peru, San Pedro Apóstol de Andahuaylillas Church**

Youth workshop, 2009

Norma Barbacci/World Monuments Fund

4

DAY

4

DAYS

4

- 8

DAYS

9

- 10

**CLASS ACTIVITY:**

Continue to provide class time for students to do research and design their project proposals. Provide them with frequent check-ins and insert mini-lessons as needed to help them think through portions of their project. You might even want to have them turn in a draft outline with their ideas for each of the ten components of the project design guidelines. A couple days before the final presentations, pass out the handout titled "Peer Assessment" (APPENDIX VIII). Pair two student groups together to share progress so far on their project and to provide feedback on the project contents. Students should then have a couple more days to revise and put final touches on their project.

**CLASS ACTIVITY:**

Allow the last two days of class for student groups to present their projects to the class (and perhaps guests from the school or local community). Allow students up to ten minutes to present their projects, sharing the major goals and activities, along with the additional materials created for the project to provide a fuller, more visual picture.

**ASSESSMENT:**

Throughout the process, continue to check in with student groups to ensure they have the support they need and are on the right track. Three to four days before the end of the project time period, have students discuss and complete the "Peer Assessment" handout (APPENDIX VIII). In addition, as part of the final presentations, invite members of the school community (principal, staff, other teachers and classes) or members of the local non-profit community to observe the presentations and offer feedback for their projects.

4



**Peru, San Pedro Apóstol de Andahuaylillas Church**  
Día del Patrimonio Heritage Day celebration in front of church, 2011  
Grupo Patrimonio/World Monuments Fund

## MATERIALS AND RESOURCES

### TECHNOLOGY/MULTIMEDIA (TAPE RECORDER, VCR, OVERHEAD, ETC):

- Computers and internet access
- Overhead projector and screen
- Software for visual materials  
(PowerPoint, movie making software, etc.)

### INTERNET SITES:

#### Overview and history of

#### San Pedro Apóstol de Andahuaylillas:

- <http://www.wmf.org/project/san-pedro-ap%C3%B3stol-de-andahuaylillas-church>
- <http://www.flickriver.com/photos/tags/andahuaylillas/interesting/>
- <http://www.delange.org/Andahuaylillas/Andahuaylillas.htm>
- <http://www.andahuaylillas.com/es/> (Spanish language)

#### General History of the region:

- <http://www.lonelyplanet.com/peru/history>
- <http://lcweb2.loc.gov/frd/cs/petoc.html>

#### Machu Picchu:

- [http://news.nationalgeographic.com/news/2002/04/0415\\_020415\\_machu.html](http://news.nationalgeographic.com/news/2002/04/0415_020415_machu.html)

### Sustainable Tourism websites:

- “Sustainability and Tourism”, by Russell H. Chapman, *Geo Date*, vol. 20, number 2, May 2007:  
<http://ecoli.endeavour.sa.edu.au/file.php/1/teacher/GE0date/Vol%2020%20No%202%20May%202007.pdf>
- “What is Sustainable Tourism?”, by Tim Forsyth, London School of Economics,  
<http://www.fathom.com/course/21701788/session1.html>
- “About Geotourism”, *National Geographic*,  
[http://travel.nationalgeographic.com/travel/sustainable/about\\_geotourism.html](http://travel.nationalgeographic.com/travel/sustainable/about_geotourism.html)
- “Eco-tourism: A Sustainable Trade?”, *BBC News*, December 14, 2006,  
<http://news.bbc.co.uk/2/hi/science/nature/6179901.stm>
- Multimedia: “What is Sustainable Travel?” from *Sustainable Travel International*,  
[http://www.sustainabletravelinternational.org/documents/au\\_mission.html](http://www.sustainabletravelinternational.org/documents/au_mission.html)

### SPEAKERS, GUESTS:

Optional, but consider inviting local activists or professionals who can speak about how they engage the community in their work or how they develop community-based projects.

## DIFFERENTIATED INSTRUCTION/ ACCOMMODATIONS AND MODIFICATIONS GIFTED RESOURCE STUDENTS:

For Lesson One, make the focus of the activity more specific. Instead of designing a tourist route of any landmarks or buildings in the area, require students to design a route with a thematic focus (just as San Pedro and the other churches exhibit characteristics of baroque architecture). Examples of a thematic focus could be a certain style of architecture (modernist, colonial, etc.), or arts-focused sites, or sites related to American history, etc.

### SPANISH CLASSES:

Learn about San Pedro Apóstol de Andahuaylillas in Spanish classes. In preserving the church, World Monuments Fund strives to engage and collaborate with the local community, and as part of this effort a website detailing background on the church and its cultural and social significance in the community has been developed in Spanish, the main language of the community.

View the website here:

- <http://www.andahuaylillas.com/es/index.php>

**APPENDIX****UNIT HANDOUTS**

- I. READING**  
YOUTH HERITAGE PROGRAM – ANDAHUAYLILLAS, PERU
- II. STUDENT HANDOUT**  
YOUTH HERITAGE PROGRAM – ANDAHUAYLILLAS, PERU
- III. OBSERVATION HANDOUT**  
WHAT’S MY TOURIST FOOTPRINT?
- IV. TOWN HALL MEETING**  
GROUP ROLES
- V. TOWN HALL MEETING**  
STUDENT WORKSHEET
- VI. TOWN HALL MEETING**  
RESEARCH AND WEB RESOURCES
- VII. GUIDELINES FOR SUSTAINABLE TOURISM PROJECTS**
- VIII. PEER ASSESSMENT**  
SUSTAINABLE TOURISM PROJECTS
- IX. SAMPLE PROJECT CALENDARS**
- X. FULL LISTING OF COMMON CORE STANDARDS**

## READING

**YOUTH HERITAGE PROGRAM  
ANDAHUAYLILLAS, PERU**

A three year pilot program was launched in the Andean town of Andahuaylillas as a social counterpart to the technical conservation work being carried out there on the historic 16<sup>th</sup> century San Pedro Apóstol Church. This new initiative strives to promote interest among the local youth, encouraging them to explore the works of their ancestors and providing them with the skills and opportunities that will enable them to become actively involved in the protection, interpretation, and promotion of their cultural heritage.

For this purpose a series of six workshops engaging youth were held. Twenty young men and women between the ages of 17 and 23, from diverse backgrounds and fields of interests, came together for several weeks of intensive work during this pilot program. They studied and debated their history; documented local traditions; probed into the memories of the town's elders; visited archaeological sites and historic monuments—then interpreted this heritage in new and interesting ways and developed strategies to protect it.

The first workshop was initiated by discussing the process of heritage conservation and its meaning in their own lives. They agreed that to protect their heritage was not just a nostalgic choice, but it was clearly a vital necessity. They realized that the architectural and artistic works of the past embody traditional knowledge and values and can serve as anchors of cultural identity in these turbulent and confusing times of rapid change. They also concluded that their generation's challenge will be to find ways to use the dynamic forces of globalization to their advantage in their quest to strengthen and develop their own culture.

Two excursions were organized to nearby ancestral places and archaeological sites where the participants heard from experts how the region had played a fundamental role in the development of the Andean culture. They became aware that they inhabit an exceptionally rich cultural landscape that impacted Andean culture, from the pre-ceramic period through the Inca Empire to colonial times. With this realization there emerged a sense of pride

and respect for the achievements of their forbears and a surge of confidence in their own potential as heirs to this legacy.

The young participants also had the opportunity to document the local festivity of the Holy Cross, in which the crosses from throughout the region are carried in pilgrimage to Andahuaylillas so they can attend mass at San Pedro Apóstol. The group divided into small teams to follow the various crosses along their path, accompanying them as they left their permanent locations on mountaintops and rural chapels, participating in the night vigils, then proceeding the next morning as all delegations streamed into town from all directions, all crosses converging at their final destination on the church's main altar. They filmed and photographed the entire event, made sketches, and interviewed the custodians of the different crosses.



## READING

**YOUTH HERITAGE PROGRAM**  
*ANDAHUAYLILLAS, PERU*

## CONTINUED

For the next exercise, the workshop participants were divided in two groups and were given two days to produce a comic and a short film. Each project was to have the San Pedro Apóstol Church at the center of the narrative. In a 48-hour marathon, scripts were written, information was gathered, characters created, drawings made, props constructed, scenes filmed.

The workshop's final exercise was the design for an interpretation center for the town of Andahuaylillas. The working groups developed architectural drawings that reflected their vision of a cultural and social space. The projected buildings typically included: an archive to keep historical records, a museum and artistic gallery, a library, workshops for traditional arts and crafts, a meeting point for different generations, and a space for the young to meet and work on the protection of their heritage.

Following this first workshop, the youth undertook an ambitious plan to realize some of the ideas generated in this first workshop, including collecting historical photographs, written records and oral accounts relevant to the development of the town and its important buildings; documenting the townscape as it is today, identifying structures and spaces worthy of attention; creating a calendar of local and regional festivities, systematically documenting each of them; and finding ways to share their work and vision with other young people, organizing workshops and exhibits in schools and surrounding rural villages.

This program has been an integral part of WMF's purpose in not only preserving the interior, architecture and traditional building materials of the San Pedro Apóstol Church, but also in preserving the Church's significance as a social and cultural center of the community and in engaging the local community in taking ownership of the continued use and preservation of San Pedro Apóstol Church.



**Peru, San Pedro Apóstol de Andahuaylillas Church**

Conservation work, 2009

Norma Barbacci/World Monuments Fund



**Peru, San Pedro Apóstol de Andahuaylillas Church**  
Conservation team in front of the building, 2009  
Norma Barbacci/World Monuments Fund

## STUDENT HANDOUT:

## YOUTH HERITAGE PROGRAM–ANDAHUAYLILLAS, PERU

After reading “Youth Heritage Program – Andahuaylillas, Peru,” complete the following handout.

1. What is the purpose of the youth heritage program at the San Pedro Apóstol Church in Andahuaylillas?
2. Did the youth feel it was important to preserve the culture and heritage of San Pedro Apóstol Church? Why or why not?
3. Describe at least two of the strategies that World Monuments Fund used to engage the youth in the conservation of the church. Do you think these methods were successful? Why or why not?
4. In what ways will the youth be involved in the future in the conservation and use of the church?
5. Do you think youth are involved in similar ways with organizations in your local community? If so, give examples.  
If not, how do you think that this could be changed?



OBSERVATION HANDOUT:

WHAT'S MY TOURIST FOOTPRINT?

STUDENT NAME: \_\_\_\_\_

TOURIST DESTINATION: \_\_\_\_\_

**DIRECTIONS:**

During the field trip, fill in the table below with your observations of the site itself, and the people, buildings, and systems around you in the second column. Be as detailed and as observant as you can. Leave the third column blank for now.

	OBSERVATIONS	IMPACT
<b>TRANSPORTATION</b> How are people (including you) coming and going from this site?		
<b>CONSUMPTION</b> What items (brochures, food, souvenirs, etc.) are being used at this site?		
<b>RESOURCES</b> What resources are being used at this site (electricity, water, etc.)?		
<b>TOURIST SITE</b> What do you notice about the site itself, the buildings, the people, etc.?		
<b>Any other observations?</b>		

After the field trip, think about what environmental impact all these activities might have, and describe them in the third column.

## IV

## TOWN HALL MEETING

## GROUP ROLES

Each group (except for the council members) should contain 2–4 members, depending on the size of your class. (Additional students can also be part of the general audience of the town hall meeting and can ask questions or make statements during the open Q&A period.) Students should work together from the point of view of their assigned characters to prepare their position and arguments either for or against the rezoning proposal.

**CHARACTER SET #1**  
COUNCIL MEMBERS (6)

You were elected by the townspeople to represent the town, and it will be your responsibility to hear the arguments from the people at the meeting and to vote on the issue at the end. It will be your responsibility to record the pros/cons of tourism as citizens speak and to formulate some possible solutions for the issues that arise in the meeting.

**CHARACTER SET # 2**  
HOTEL AND RESTAURANT EMPLOYEES (PRO)

Your position is pro-tourism. You have been working at a hotel for 3 years and it has allowed you to earn a decent living in a newly created urban area. You believe that the more tourism money that comes into town the better off everyone will be.

**CHARACTER SET # 3**  
HOTEL AND RESTAURANT EMPLOYEES (CON)

Your position is anti-tourism. Many of you have been working at a hotel or restaurant long-term (5 years or more), you have not received a raise, and you feel that all of the money coming in is going straight to those at the top. Another member of your group is the parent of a hotel employee who is anti-tourism because the family farm is no longer able to function without the labor that she/he once provided.

**CHARACTER SET # 4**  
LOCAL RESTAURANT OWNERS

Your position is pro-tourism. You own restaurants near existing hotels and your business is thriving on tourism dollars. This allowed many of you to move your families into nice homes and you are financially secure from the tourism boom in Cusco, and you feel that increasing tourism will increase your own opportunities.

**CHARACTER SET # 5**  
POSSIBLE INVESTORS

Your position is pro-tourism. You are planning on investing a lot of money into hotels and restaurants. You feel that a modernization of the town is needed and your plans are to completely redesign the area that is going to be rezoned if the council approves the measure.

## IV

## TOWN HALL MEETING

## GROUP ROLES

## CONTINUED

**CHARACTER SET # 6**

## LOCAL, SMALL BUSINESS OWNERS

Your position is anti-tourism. Members of this group run small businesses in town that serve local residents. Hotels and restaurants built in previous years have encouraged large business owners from other cities to open businesses in your area, forcing some local businesses to close. In addition, you are worried about the kind of buildings that will be created—huge, modern buildings that don't match the historic nature of the town could actually drive business away.

**CHARACTER SET # 7**

## REPRESENTATIVES FROM AN ORGANIZATION CALLED ECO-TOURS

Your position is pro-tourism; however you have a different type of tourism in mind. Your organization works directly with residents of the town and sets up lodging with the locals. This type of tourism allows for little construction of lodging and restaurants. The tourists stay and eat with local residents for a very small fee and some manual labor to assist with agricultural sustainability in the area.

**CHARACTER SET # 8**

## RESIDENTS LIVING IN THE AREA TO BE REZONED

Your position is anti-tourism. You stand to lose your homes if the issue passes the vote. Many families have lived on their land for generations, and livelihoods depend on the food grown on your farm, which supports each family and is also taken to the local market and sold. You are also worried that the town is focusing more on tourism, rather than on education and hospitals in the area.

**CHARACTER SET #9**

## REPRESENTATIVES FROM LOCAL AND NATIONAL ENVIRONMENTAL ORGANIZATIONS

You are anti-tourism. You are worried that if the area is rezoned and new development built, there will be a negative impact on the local environment, not only because of the destruction of local, arable land, but also because of the impact of more tourists arriving in carbon-burning vehicles and planes, consuming resources and creating waste.

## V

## TOWN HALL MEETING

## STUDENT WORKSHEET

STUDENT NAME: \_\_\_\_\_

Questions 1–3 to be completed **BEFORE** the town hall meeting:

1. List at least 3 possible arguments you could use in the town hall meeting.
2. List at least 2 possible responses to your opponents' arguments. (Know your opponents).
3. List at least 2 possible solutions to the issues you see facing your side of the argument. (To be given when you give your arguments).

## V

## TOWN HALL MEETING

## STUDENT WORKSHEET

STUDENT NAME: \_\_\_\_\_

Complete **AFTER** the town hall meeting (and use to write your 1 page response). These responses should be general, not from the point of view of your character.

4. What do you feel the most pressing issues are in the Cusco region?
5. Who is benefitting from the tourism boom in Cusco? Who is suffering?
6. Do the positive aspects of tourism outweigh the negative aspects? Who decides what's positive and what's negative?
7. How do we ensure that tourism is promoted in a way that benefits the community and tourists?



TOWN HALL MEETING

STUDENT WORKSHEET

STUDENT NAME: \_\_\_\_\_

Notes from the town hall meeting to aid in the reflection paper:

## VI

## TOWN HALL MEETING

## RESEARCH &amp; WEB RESOURCES

If time allows, you can have students conduct research to identify arguments on the pros and cons of tourism, generally and in Peru. If time does not allow, use the articles and websites referenced below to provide students with background and facts to prepare their arguments for or against the tourism rezoning proposal.

Articles can be printed for students ahead of time, or could be viewed directly in the computer lab instead of printing.

## READINGS GOOD FOR ALL GROUPS:

- <http://geographyfieldwork.com/MachuTourismImpact.htm>  
This site highlights the pros/cons of tourism near Cusco.
- <http://www.uwlax.edu/urc/JUR-online/PDF/2008/anderson.pdf>  
This is a short paper that highlights tourism in Cusco.
- <http://onlinelibrary.wiley.com/doi/10.1111/j.1949.8535.2010.00021.x/full>  
This site highlights both positive and negative effects of tourism in Peru, and also gives some general knowledge about the area.
- [http://www.transitionsabroad.com/publications/magazine/0511/saving\\_machu\\_picchu.shtml](http://www.transitionsabroad.com/publications/magazine/0511/saving_machu_picchu.shtml)  
This site highlights some sustainable tourism ideas and some alternative forms of tourism, along with some possible solutions.
- <http://www.livinginperu.com/blogs/business/1501>  
This site reveals the investment opportunities and some potential negative effects of the tourism industry in Peru.

## ADDITIONAL READINGS GOOD FOR THE PRO-TOURISM GROUPS:

- <http://traveltips.usatoday.com/cuzco-peru-tourism-11313.html>  
This site highlights the different tourism attractions already in Cusco and gives some general information regarding Peru's tourism.
- [http://www.myperu.org/responsible\\_tourism\\_travel\\_peru.html](http://www.myperu.org/responsible_tourism_travel_peru.html)  
This site highlights some responsible tourist ideas.

## ADDITIONAL READINGS GOOD FOR THE ANTI-TOURISM GROUPS:

- [http://www.usatoday.com/travel/destinations/2008-04-16-peru-tourism\\_N.htm](http://www.usatoday.com/travel/destinations/2008-04-16-peru-tourism_N.htm)  
Source that highlights the conflict between the tourism industry and the local population.
- <http://www.perusupportgroup.org.uk/key-issues.php>  
This link features articles and statistics that highlight some of the human rights, economic, and political problems in Peru today.

## RECOMMENDED SITES FOR ADDITIONAL, GENERAL INFORMATION ABOUT PERU:

CIA World Factbook

- <https://www.cia.gov/library/publications/the-world-factbook/geos/pe.html>

BBC Peru Country Profile

- [http://news.bbc.co.uk/2/hi/americas/country\\_profiles/1224656.stm](http://news.bbc.co.uk/2/hi/americas/country_profiles/1224656.stm)

Lonely Planet - Peru

- <http://www.lonelyplanet.com/peru>

## VII

## GUIDELINES FOR SUSTAINABLE TOURISM PROJECTS\*

Develop a community-based project to preserve at least one cultural heritage site in your community and develop sustainable tourism practices that will draw more tourists to the area. The goal of the project should be that the increased tourism will benefit the chosen heritage site and the social and economic needs of the local community, while minimizing the impact of tourism on the environment. The project should be designed with and implemented by local community members. Your group should write a paper that outlines the project you have designed. Follow the steps below in designing your project, and then follow the same steps in writing the paper that describes your project.

\* This project outline is adapted from the Knowledge to Action component of the World Savvy Challenge, one of World Savvy's youth programs.

To learn more, visit [www.worldsavvy.org](http://www.worldsavvy.org)

### 1. PROJECT SUMMARY

Begin with a 2–3 sentence summary of the project you are proposing.

### 2. RESEARCH & RATIONALE

In one paragraph, summarize the research you conducted and how it led you to the plan you chose.

How did you choose this project?

Did you consider other ideas?

Why did you settle on this project?

### 3. GOALS

Outline the goals of your project.

Examples could include:

- number of community members involved
- total number of tourists visiting the area
- amount of money raised in revenue and/or amount of revenue that is reinvested in the community
- a percentage decrease in waste and increase in recycling and composting in tourist areas
- a piece of legislation that you want to be passed, etc.

Be as specific as possible and think about how you will be able to tell if you have accomplished each goal.

### 4. TIMELINE

Map out a timeline for the project.

When will each step be completed?

### 5. WHO'S WHO?

The Who's Who section should be a paragraph that outlines the different stakeholders (anyone who will be affected or affect an activity) that are involved in your project activity. This can include people who will be served, members of your team, volunteers, partner organizations, etc. Remember, one of the groups that must be involved in your proposal is the youth of the community.

### 6. RESOURCES

What resources do you need to implement your project? In this paragraph, describe what is necessary to take your plan into action. There may be a few different kinds of support—whether it is financial, human, material, or other.

### 7. CHALLENGES

What are potential obstacles to your success?

In a paragraph, outline any challenges that you may come across as you put your plan into action.

### 8. EVIDENCE OF SUCCESS/EVALUATION

In a paragraph, describe how you will know that your project has been successful.

How will you know that you are making an impact on the problem you seek to address?

How will you collect the information needed to tell whether you have been successful?

### 9. PUBLICITY

How do you plan to share your project and its impact with the broader community and draw attention to your work?

### 10. VISUAL MATERIALS

Please provide at least two visual materials that will give more description about your project or will be used to market your initiative and attract tourists.

Suggestions for additional materials might include:

- Brochure to attract tourists
- Map of the area for tourists
- Poster, video, or website to attract tourists
- Sustainability pledge or code of conduct for businesses that join your project
- Marketing campaign to promote recycling and conservation with tourists
- Any other creative ideas you can think of!

**VIII**

PEER ASSESSMENT

SUSTAINABLE TOURISM PROJECT PROPOSAL

STUDENT NAME: \_\_\_\_\_

**DIRECTIONS:**

Pair up with another group of students to listen to their project proposal and offer feedback. They, in turn, will listen to your proposal and offer feedback. As you listen, use the following handout to take notes and list your feedback. Remember, be positive and constructive and offer them detailed, useful tips for how to improve their proposal.

1. What are the best aspects of this group's proposal (provide 2–3 examples)?
  
2. Did the group provide details about each of the ten steps of the project proposal? List one detail from each step in the chart below.

<b>PROJECT SUMMARY</b>	
<b>RESEARCH AND RATIONALE</b>	
<b>GOALS</b>	
<b>TIMELINE</b>	
<b>WHO'S WHO</b>	
<b>RESOURCES</b>	
<b>CHALLENGES</b>	
<b>EVIDENCE OF SUCCESS/EVALUATION</b>	
<b>PUBLICITY</b>	
<b>VISUAL MATERIALS</b>	



IX

**SAN PEDRO APÓSTOL DE ANDAHUAYLILLAS, PERU**  
**SAMPLE PROJECT CALENDAR**

One Week Timeline

**Project:** Sustainable Tourism

Project Week 1

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p><b>Lesson 1, Day 1</b>  <i>The Baroque Route and San Pedro Apóstol de Andahuaylillas</i></p> <p>Introduction to San Pedro Apóstol de Andahuaylillas and the Baroque Route. Students design a route of sites for their own local tourist initiative.</p>	<p><b>1.2</b>                      More in-depth learning about the church, its history, art, and connection to the local community, as well as efforts to preserve it.</p>	<p><b>Lesson 2</b>  <i>What's Your Tourist Footprint?</i>                      Students will analyze the impact tourism has on the environment, by either taking a field trip to a local site or thinking back on previous trips.</p>	<p><b>Lesson 3, day 1</b>  <i>Pros and Cons of Tourism.</i>                      Debrief the previous day's field trip to lead into this discussion. Students will prepare for a town hall meeting the following day on the pros and cons of tourism.</p>	<p><b>3.2</b>                      Students participate in a town hall debate on the pros and cons of tourism.</p>

IX

**SAN PEDRO APÓSTOL DE ANDAHUAYLILLAS, PERU  
SAMPLE PROJECT CALENDAR**

Three Week Timeline

**Project:** Sustainable Tourism

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Project Week 1</b>	<p><b>Lesson 1, Day 1</b> <i>The Baroque Route &amp; San Pedro Apóstol de Andahuaylillas</i> Introduction to San Pedro Apóstol de Andahuaylillas and the Baroque Route. Students design a route of sites for their own local tourist initiative.</p>	<p><b>1.2</b> More in-depth learning about the church, its history, art, and connection to the local community, as well as efforts to preserve it.</p>	<p><b>Lesson 2</b> <i>What's Your Tourist Footprint?</i> Students will analyze the impact tourism has on the environment, by either taking a field trip to a local site or thinking back on the previous trips.</p>	<p><b>Lesson 3, day 1</b> <i>Pros and Cons of Tourism.</i> Debrief the previous day's field trip to lead into this discussion. Students will prepare for a debate the following day on the pros and cons of tourism.</p>	<p><b>3.2</b> Students will continue to research and prepare arguments for the debate on the pros and cons of tourism.</p>
<b>Project Week 2</b>	<p><b>3.3</b> <i>Pros and Cons of Tourism.</i> Hold the student debate.</p>	<p><b>Lesson 4, day 1</b> <i>Designing a Sustainable Tourism Initiative.</i> Introduction to final project: What is sustainable tourism?</p>	<p><b>4.2</b> Begin final project: Students develop a project proposal to increase tourism but keep it eco-friendly and sustainable for the community.</p>	<p><b>4.3</b> Class work and research.</p>	<p><b>4.4</b> Mini-lesson: Community Engagement</p>
<b>Project Week 3</b>	<p><b>4.5</b> Class work and research</p>	<p><b>4.6</b> Peer Assessment—draft of project proposal. Continue with class work and research</p>	<p><b>4.7</b> Class work and research</p>	<p><b>4.8</b> Group presentations</p>	<p><b>4.9</b> Group presentations</p>

## FULL LISTING OF COMMON CORE STANDARDS

The following list outlines the complete standard descriptions for each standard that is addressed as part of this unit.

To read more about the Common Core Standards or download the complete list of standards, visit [www.corestandards.org](http://www.corestandards.org).

## LANGUAGE ARTS

### READING STANDARDS FOR INFORMATIONAL TEXT GRADES 6–12 (RI 6–12)

#### Key Ideas and Details

1. (grades 9–10) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### Integration of Knowledge and Ideas

7. (grades 11–12) Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.

### WRITING STANDARDS GRADES 6–12 (W 6–12)

#### Production and Distribution of Writing

4. (grades 9–12) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Research to Build and Present Knowledge

7. (grades 9–12) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. (grades 9–10) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
8. (grades 11–12) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**FULL LISTING OF  
COMMON CORE STANDARDS****SPEAKING AND LISTENING STANDARDS  
GRADES 6–12 (SL 6–12)****Comprehension and Collaboration**

1. (grade 9–10) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
  - b. Work with peers to set rules for collegial discussion and decision-making (e.g. informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
  - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
1. (grade 11–12) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
  - b. Work with peers to promote civil, democratic discussion and decision-making, set clear goals and deadlines, and establish individual roles as needed.

- d. Respond thoughtfully to diverse perspectives, synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**Presentation of Knowledge and Ideas**

4. (grades 9–10) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
5. (grades 9–12) Make strategic use of digital media (e.g. textual graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**FULL LISTING OF  
COMMON CORE STANDARDS****LITERACY IN HISTORY/SOCIAL STUDIES****READING STANDARDS GRADES 6–12 (RH 6–12)****Key Ideas and Details**

- (grades 9–10) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- (grades 11–12) Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**Integration of Knowledge and Ideas**

- (grades 9–10) Integrate quantitative or technical analysis (e.g. charts, research data) with qualitative analysis in print or digital text.
- (grades 11–12) Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**WRITING STANDARDS GRADES 6–12 (WHST 6–12)****Production and Distribution of Writing**

- (grades 9–12) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Research to Build and Present Knowledge**

- (grades 9–12) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- (grades 9–10) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- (grades 11–12) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- (grades 9–12) Draw evidence from informational texts to support analysis, reflection, and research.