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# #10674

## EVITA: THE LIFE OF EVA PERON

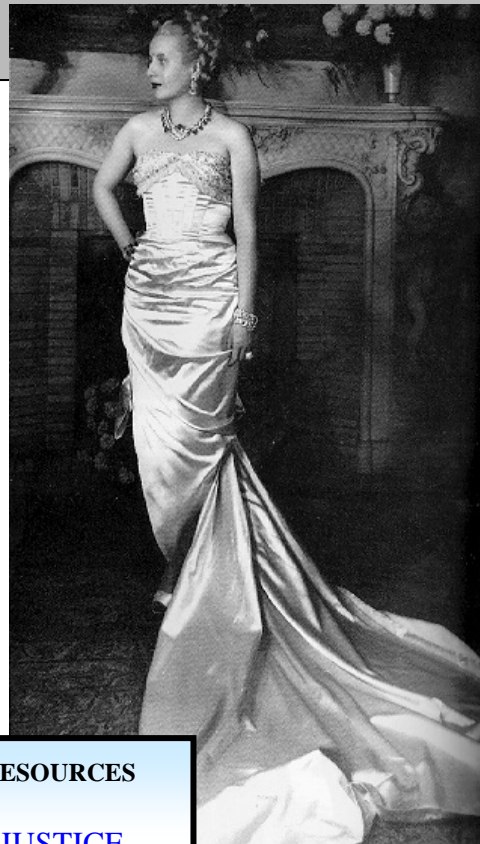
AIMS MULTIMEDIA, 2003

Grade Level: 8-12

32 Minutes

8 Instructional

Graphics Included



### CAPTIONED MEDIA PROGRAM RELATED RESOURCES

[#8054 A CENTURY OF WOMEN: SOCIAL JUSTICE](#)

[#8472 ELEANOR ROOSEVELT: A RESTLESS SPIRIT](#)

[#8976 SKIN DEEP](#)



# Evita: The Life of Eva Peron

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## *Congratulations!*

You have chosen a learning program that will actively motivate your students AND provide you with easily accessible and easily manageable instructional guidelines designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module provides you with a video program keyed to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.

## **RATIONALE**

In today's classrooms, educational pedagogy is often founded on Benjamin S. Bloom's "Six Levels of Cognitive Complexity." The practical application of Bloom's Taxonomy is to evaluate students' thinking skills on these levels, from the simple to the complex: Knowledge (rote memory skills), Comprehension (the ability to relate or retell), Application (the ability to apply knowledge outside its origin), Analysis (relating and differentiating parts of a whole), Synthesis (relating parts to a whole), and Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, AND to integrate classroom experiences and assimilation of learning with the students' life experiences, realities, and expectations. AIMS' learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today's classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.

# **ORGANIZATION AND MANAGEMENT**

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in four sections. You are reading Section 1, Introduction to the Aims Teaching Module (ATM).

## *SECTION 2,*

### **INTRODUCING THIS ATM**

will give you the specific information you need to integrate the program into your classroom curriculum.

## *SECTION 3,*

### **PREPARATION FOR VIEWING**

provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

## *SECTION 4,*

### **AFTER VIEWING THE PROGRAM**

provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.

# FEATURES

## INTRODUCING EACH ATM

### *SECTION 2*

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world's most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom, your AIMS Teaching Module features these components:

#### **Themes**

The Major Theme tells how this AIMS Teaching Module is keyed into the curriculum. Related Themes offer suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

#### **Overview**

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

#### **Objectives**

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.

## **PREPARATION FOR VIEWING**

### **SECTION 3**

In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

#### **Introduction To The Program**

Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

#### **Introduction To Vocabulary**

Introduction to Vocabulary is a review of language used in the program: words, phrases, usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

## **Discussion Ideas**

Discussion Ideas are designed to help you assess students' prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students' ideas and opinions.

#### **Focus**

Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

#### **Jump Right In**

Jump Right In provides abbreviated instructions for quick management of the program.

## **AFTER VIEWING THE PROGRAM**

### **SECTION 4**

After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.



## SUGGESTED ACTIVITIES

The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:



### Meeting Individual Needs

These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.



### Curriculum Connections

Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.



### Critical Thinking

Critical Thinking activities are designed to stimulate learners' own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.



### Cultural Diversity

Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.



### Hands On

These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.



### Writing

Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.



### In The Newsroom

Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.



### Extended Activities

These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.



### Link to the World

These activities offer ideas for connecting learners' classroom activities to their community and the rest of the world.



### Culminating Activity

To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their world view.

## **VOCABULARY**

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will either read or find the definition of each vocabulary word, then use the word in a written sentence.

## **CHECKING COMPREHENSION**

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students' needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

## **CONSUMABLE ACTIVITIES**

The AIMS Teaching Module provides a selection of consumable activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

## **CHECKING VOCABULARY**

The Checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

## **TEST**

The AIMS Teaching Module Test permits you to assess students' understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.

## **ADDITIONAL AIMS MULTIMEDIA PROGRAMS**

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

## **ADDITIONAL READING SUGGESTIONS**

AIMS offers a carefully researched list of other resources that you and your students may find rewarding.

## **ANSWER KEY**

Reproduces tests and work pages with answers marked.

# Evita: The Life of Eva Peron

## THEMES

*Evita: The Life of Eva Peron* explores the career of Argentina's most loved (and reviled) citizen. From her **humble birth**, to her rise as a famous **radio actress**, the program describes the events that made her such a **powerful figure**. As **First Lady**, she accumulated **great wealth**, but she also helped the **workers** and the **needy** in many ways. Her **uncompromising support** for her husband consumed her life and made her a legend in death.

## OVERVIEW

Maria Eva Duarte was born in Los Toldos, the illegitimate daughter of a rancher. At age 15, she moved to Buenos Aires, where she became a radio celebrity. Eva married Juan Peron after his triumphant return from exile in 1945. The next year, Juan Peron became president of Argentina and Eva became the celebrated First Lady. Known as "Evita," Eva traveled through Europe on her "Rainbow Tour," spreading the name of Peron around the world. Later, she established the Eva Peron Foundation and made great changes in the lives of her country's people. Evita died of cancer at age 33 on July 26, 1952.

## OBJECTIVES

- ▶ To learn more about the life and influence of Eva Peron.
- ▶ To discuss the experiences that made Eva Peron such an effective leader.
- ▶ To examine the political events surrounding the rise of Peronism in Argentina.
- ▶ To explore the contributions Eva made to the working class in Argentina, primarily through her Eva Peron Foundation.

Use this page for your individual notes about planning and/or effective ways to manage this  
AIMS Teaching Module in your classroom.

Our AIMS Multimedia Educational Department welcomes your observations and comments.  
Please feel free to address your correspondence to:

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## INTRODUCTION TO THE PROGRAM

Evita has become a legend of the 20th century. No other man or woman in South American history has caused such violent disagreement. To some, she was a champion for the workers—selflessly helping the needy and bringing about social reform. To others, she was a showy self-promoter, censoring all who spoke out against her husband, President Juan Peron. Which side of the story is true? Who was this woman who had so much power over those around her? *Evita: The Life of Eva Peron* takes viewers inside the amazing career of this enigmatic world figure.

## INTRODUCTION TO VOCABULARY

Before starting the program, write the following words on the board. Ask the class to discuss the meaning of each word, and review the terms that are unfamiliar to students.

**suffrage** - the right to vote

**scapegoat** - one who is chosen to take the blame for many others

**oligarchy** - government in which a few exercise control for selfish purposes

## DISCUSSION IDEAS

In order to understand the powerful hold that Evita had over her people, ask students to think about what makes a person interesting to the public. What do modern-day celebrities have in common with Evita? What qualities do people revere in their leaders?

## FOCUS

How does history record the lives of people who are admired? What can be learned from these historic personalities? Why is it valuable to study their lives? Ask students to keep these questions in mind as they begin the program.

# JUMP RIGHT IN

## HOW TO USE THE *EVITA: THE LIFE OF EVA PERON* AIMS TEACHING MODULE

### Preparation

- ▶ Read *Evita: The Life of Eva Peron* **Themes**, **Overview**, and **Objectives** to become familiar with program content and expectations.
- ▶ Use **Preparation for Viewing** suggestions to introduce the topic to students.

### Viewing *EVITA: THE LIFE OF EVA PERON*

- ▶ Set up viewing monitor so that all students have a clear view.
  - ▶ Depending on your classroom size and learning range, you may choose to have students view *Evita: The Life of Eva Peron* together or in small groups.
- Some students may benefit from
- ▶ viewing the video more than one time.

### After Viewing *EVITA: THE LIFE OF EVA PERON*

- ▶ Select **Suggested Activities** that integrate into your classroom curriculum. If applicable, gather materials or resources.
- Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.
- ▶ Duplicate the appropriate number of **Vocabulary**, **Checking Comprehension**, and consumable activity pages for your students.
- You may choose to have students
- ▶ take consumable activities home, or complete them in the classroom, independently, or in groups.
- Administer the Test to assess students' comprehension of what they have learned, and to provide them with practice in test-taking procedures.
- ▶ Use the **Culminating Activity** as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.

## SUGGESTED ACTIVITIES

### Writing

Although it was short, Evita's life was filled with important events. Ask each student to choose a stage in her life from the list below. Students should use biographies, encyclopedia articles, the Internet, and other resources to learn more about the years they choose.



60 Minutes

Have each student write a summary about their chosen stage in Evita's life, including details about her accomplishments and challenges.

Birth to 15 years: Childhood

15 to 23 years: Rising Fame as a Radio Star

24 to 27 years: Affair with and Marriage to Juan Peron

28 to 29 years: Early Years as the First Lady, including the Rainbow Tour

30 to 33 years: Founding of the Eva Peron Foundation and Peronist Women's Party

### Meeting Individual Needs

Each of the following words has been used to describe Eva Peron. Ask students define the words and make a sentence with each one. Make sure that their sentences display an understanding of the words as they relate to Peron's character.



20 Minutes

- aggressive — someone with forceful energy who takes direct action
- dynamic — a person who has a strong personality and is very active
- enterprising — one who uses creative methods to solve problems
- steadfast — one who does not tire easily
- staunch — a strong defender of a cause; not easily shaken
- raucous — one who has a harsh or obscene humor
- vibrant — a colorful person with a very attractive personality
- forthcoming — a person who expresses his or her thoughts directly



## Hands On

Divide students into cooperative groups of three or four. Provide each group with a large piece of butcher or craft paper. Encourage each group to create a timeline of Eva Peron's life. Events they might want to mark include:

- Her humble birth and rural childhood
- Her first acting experiences
- Her move to Buenos Aires
- Her first jobs as a radio actress
- Her rise to celebrity status
- Her first meeting with Juan Peron
- Juan Peron's first exile from office and his triumphant return
- Evita's early days as First Lady
- The Rainbow Tour
- Founding of the Eva Peron Foundation and Peronist Women's Party
- Evita's illness, death and grand funeral

Students can add other facts, figures and illustrations on the timeline. They may want to create a portrait of an important figure, or attach a short essay explaining an event related to Evita's life. Encourage each group to be creative and unique, allowing each member to contribute in a meaningful way.



## Critical Thinking

Even today, Eva Peron is a controversial figure in Argentina and around the world. While she helped the nation make great social reforms, she also engaged in censorship and padding of the Presidential bank account.

Do Eva Peron's accomplishments outweigh her contributions? Do the ends justify the means? Use these questions and thoughts to stimulate a class debate. Encourage all students to think about the questions and contribute original ideas.



## Link to the World

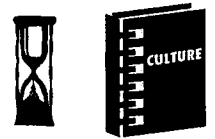
Before watching the program, ask students to write a short essay about what they think life is like in Argentina. Then, after showing the video, ask them to write down what kinds of things they saw and heard that either confirmed what they already thought or changed their thinking.



## Connection to Culture

Many books, films and plays have been produced about the short but amazing life of Eva Peron. One of the most famous versions is the musical *Evita*, by Andrew Lloyd Webber. A huge hit on Broadway, the musical was also made into a film starring Madonna.

Ask students to read or view a dramatic telling of Eva Peron's life. Based on what they learned in the program, how does the work compare to her real life? What events were chosen as the focus of the story? Which events were left out? How does the dramatized *Evita* compare to the real person? Allow students to share their ideas in an open discussion.



*Extended Time*

## In the Newsroom

Recently, a collapse of the Argentine economy has caused great problems for its citizens. Ask students to read recent news articles about the economic problems. What are the causes? What is being done to remedy the situation? What might the Perons have done in the face of such great economic turmoil? Discuss ideas with the class.

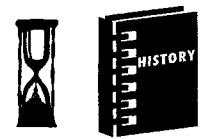


*30 Minutes*

## Connection to History

After *Evita's* death, what happened to Juan Peron and his Peronista government? What was Peron's ultimate fate? Ask students to do some detective work to find the answers. Have them present their findings in a Case Report on the post-*Evita* life of Juan Peron.

(Peron's dictatorship government purchased railroads, the nation's telephone system and one of its largest newspapers. He suppressed freedom of speech, especially when citizens spoke out against him. In 1954, he spoke out against the Catholic Church in an effort to separate church and state. Church and military leaders staged a revolt and had Peron exiled. In 1973, he returned from exile and was elected president by a large margin. His third wife, Isabel became vice-president. When Peron died in 1974, his wife succeeded him. She was the first woman to become president of a nation in the Western Hemisphere.)



*60 Minutes*

## Culminating Activity

Using what they have learned in the unit, ask each student to write a question related to the program. Collect the questions and use them to write a review quiz.

After giving the quiz, ask students if they enjoyed designing the test. How would they feel about designing more tests in the future?



*60 Minutes*

### VOCABULARY

The following terms are from *Evita: The Life of Eva Peron*. Fill in the number of each term next to its closest definition.

- |                        |                                      |
|------------------------|--------------------------------------|
| 1. Eva Duarte          | 6. Peronism                          |
| 2. Juan Duarte         | 7. Rainbow Tour                      |
| 3. Buenos Aires        | 8. Eva Peron Foundation              |
| 4. <i>descamisados</i> | 9. Peronist Women's Party            |
| 5. Juan Peron          | 10. "Spiritual Leader of the Nation" |

- \_\_\_ private organization that became the first public welfare agency in South America
- \_\_\_ powerful labor leader in Argentina who became President; husband of Evita
- \_\_\_ capital city of Argentina, where Evita rose to become wealthy and famous
- \_\_\_ political ideology focused on social justice for the working class and economic independence for Argentina
- \_\_\_ the illegitimate, poorly educated girl who became the powerful leader Evita
- \_\_\_ political organization founded by Evita which recruited female voters
- \_\_\_ Evita's trip to Spain and other parts of Europe; designed to bring the name of Peron to the rest of the world
- \_\_\_ wealthy rancher who fathered Evita, but would not recognize her as his daughter
- \_\_\_ title bestowed upon Evita by the Argentine Congress just weeks before her death
- \_\_\_ "shirtless ones"; nickname given to the workers who supported Peron

**Evita: The Life of Eva Peron**  
**Review Questions**

1. Why did Evita demand that very little be written about her early life?
2. What mythical creature representing "rebirth" did Evita want to be associated with?
3. What did Evita do for a living in Buenos Aires that helped her gain fame, fortune, and the ability to influence millions?
4. Who were the *descamisados* who supported Peron? Why were they so loyal to him?
5. In 1945, the Argentine government prevented a possible coup by making Juan Peron a scapegoat. What did they do to him?
6. On her famous "Rainbow Tour," how was Evita greeted by the people of Spain?
7. What kind of things did the Eva Peron Foundation do for the people of Argentina?
8. How did the people of Argentina react when Eva Peron died at the age of 33?

### EVITA'S LIFE

Place the events below in order by labeling them with the numbers 1 through 10. Start with the earliest event and finish with the last.

- \_\_\_ Evita was diagnosed with cancer, but kept the illness hidden from the public.
- \_\_\_ Eva became a celebrated radio actress.
- \_\_\_ Eva Duarte married Juan Peron after his triumphant return from exile.
- \_\_\_ Maria Eva Duarte was born in Los Toldos, the illegitimate daughter of a rancher.
- \_\_\_ In 1946, Juan Peron was elected president of Argentina and Eva became the celebrated First Lady.
- \_\_\_ Evita was not offered the vice-presidential nomination when her husband ran for reelection.
- \_\_\_ Eva traveled to Buenos Aires with a singer, determined to become a star.
- \_\_\_ Evita traveled through Europe on her "Rainbow Tour," spreading the name of Peron around the world.
- \_\_\_ Eva met Juan Peron, a military and labor leader twice her age.
- \_\_\_ Maria Eva Duarte Peron died on July 26, 1952.

**TRUE OR FALSE**

Place a T next to statements that are true and an F next to statements that are false.

1. \_\_\_ Eva Duarte came from a wealthy family and had a privileged upbringing.
2. \_\_\_ Eva left home at the age of 15 to seek fame and fortune in Hollywood.
3. \_\_\_ Heard by millions on the radio, Eva became a household name in Argentina.
4. \_\_\_ Eva and Juan Peron met at a relief fund rally for victims of an earthquake.
5. \_\_\_ After Juan's exile from office, Eva rallied tremendous support from the workers.
6. \_\_\_ As First Lady, Evita represented the poor by dressing in humble clothes and never wearing jewelry.
7. \_\_\_ On her Rainbow Tour, Evita was given a cold reception in France and Switzerland.
8. \_\_\_ The Eva Peron Foundation was a powerful organization devoted to helping the needy.
9. \_\_\_ As a traditionalist, Eva fought against a woman's right to vote.
10. \_\_\_ Thousands of mourners wept openly as they passed the coffin of their beloved Evita.

**EVITA'S WORDS**

Read each quote below. Place a checkmark next to the quotes that were spoken by Evita, reflecting her true beliefs. Place an X beside quotes that were not spoken by Evita.

1. \_\_\_\_\_ "As far as I can remember ... injustice has hurt my soul as if a nail was being driven into it."
2. \_\_\_\_\_ "I will not hide the details of my past. Anyone who questions my upbringing will have those questions answered quickly and directly."
3. \_\_\_\_\_ (To her husband) "If the cause of the people is your own cause ... I will never leave your side until I die."
4. \_\_\_\_\_ "I imagined that large cities were places where only wealth existed."
5. \_\_\_\_\_ "The Society of the Ladies of Benevolence have welcomed me generously and with great warmth."
6. \_\_\_\_\_ "I feel as though I am the real mother of my nation."
7. \_\_\_\_\_ "The poor only want to know me as Evita. That's how I introduced myself to them."
8. \_\_\_\_\_ (On her Rainbow Tour) "I feel drunk with love and happiness because my simple woman's heart has begun to vibrate with the eternal chords of immortal France."

**ARGENTINA:  
A Closer Look**

Use library and Internet resources to write a three-page essay on one of the following topics:

- Agriculture's role in the Argentine economy
- Argentina's battle for independence from Spain
- Buenos Aires, capital city of Argentina
- Climate and land regions of Argentina
- Argentina's current form of government
- Conflict in the Falkland Islands in the 1980s
- History of the tango and its origin in Buenos Aires
- Current economic crisis in Argentina

These hints will make your paper more successful:

1. **Write a brief outline of your paper.** Begin with an introduction to grab interest, followed by a purpose statement, facts to back up your purpose, and a conclusion.
2. **Get good information.** Search for books and encyclopedia articles on your topic. Use search engines to locate informative, up-to-date websites. Try to use recent statistics and facts to support your main point.
3. **Add interest.** Personal stories, interesting facts, and quotes will make your paper more memorable.
4. **Include your own thoughts.** Make the paper personal by reflecting on your own feelings about the subject matter. What did you learn during your research? How has it expanded your knowledge of life in Argentina?



## FACTS ABOUT ARGENTINA

For the following activity, use library texts, encyclopedia and the Internet to learn more about Argentina. When you have gathered enough information, complete the questions below.

1. What is the capital city?
2. Where is it located?
3. Who first settled the region?
4. What is the climate like?
5. Who is the head of state?
6. What form of government does the country have?
7. What is the official language?
8. What are the chief occupations or industries?
9. What are the chief agricultural or mining products?
10. What is the basic unit of money?

**TEST**

Circle the phrase which best answers each question.

1. Eva Peron was best known as:

- the powerful First Lady of Argentina.
- a movie star.
- the daughter of a wealthy rancher.
- Vice-President of Argentina.

2. Eva left her home for Buenos Aires with:

- a tango singer.
- her mother.
- her father.
- her older brothers.

3. In the capital city, Eva became wealthy as:

- a labor organizer.
- founder of a political party.
- a radio actress.
- a film star.

4. Eva became First Lady of Argentina when her husband \_\_\_\_\_ was elected President.

- Pedro
- Francisco
- Juan
- Antonio

5. As First Lady, Eva became Evita, a charismatic leader who:

- spent money and cared little for the poor.
- fought for social justice and workers' rights.
- was despised by most Argentines.
- traveled constantly and spent little time in her own country.

**TEST (CONTINUED)**

6. Juan and Eva Peron's marriage was:

- built on equality, loyalty and friendship.
- a publicity stunt to please the masses.
- filled with violent arguments and many separations.
- cold and reserved.

7. When Evita arrived in Spain, she was greeted by:

- cold cynicism.
- people throwing stones and tomatoes.
- a small crowd and light applause.
- a crowd of 150,000 cheering fans.

8. The Eva Peron Foundation:

- helped the needy with gifts and donations.
- established the first welfare program in South America.
- helped Evita become wealthier and more powerful than ever.
- all of the above

9. When doctors suggested surgery to treat Evita's cancer, she:

- took their advice, saying that her health was of great importance to the people.
- refused, saying that her enemies were trying to rob her of power.
- refused because of her religious beliefs.
- agreed reluctantly.

10. After her death, Evita's remains were:

- quickly cremated.
- buried in Spain.
- displayed publicly for many days.
- confiscated by loyal admirers.

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#2743-EN-VID:	<i>Countries and Cultures of the Andes: Ecuador</i>

## ANSWER KEY for page 18

### VOCABULARY

The following terms are from *Evita: The Life of Eva Peron*. Fill in the number of each term next to its closest definition.

- |                        |                                      |
|------------------------|--------------------------------------|
| 1. Eva Duarte          | 6. Peronism                          |
| 2. Juan Duarte         | 7. Rainbow Tour                      |
| 3. Buenos Aires        | 8. Eva Peron Foundation              |
| 4. <i>descamisados</i> | 9. Peronist Women's Party            |
| 5. Juan Peron          | 10. "Spiritual Leader of the Nation" |

- 8 private organization that became the first public welfare agency in South America
- 5 powerful labor leader in Argentina who became President; husband of Evita
- 3 capital city of Argentina, where Evita rose to become wealthy and famous
- 6 political ideology focused on social justice for the working class and economic independence for Argentina
- 1 the illegitimate, poorly educated girl who became the powerful leader Evita
- 9 political organization founded by Evita which recruited female voters
- 7 Evita's trip to Spain and other parts of Europe; designed to bring the name of Peron to the rest of the world
- 2 wealthy rancher who fathered Evita, but would not recognize her as his daughter
- 10 title bestowed upon Evita by the Argentine Congress just weeks before her death
- 4 "shirtless ones"; nickname given to the workers who supported Peron

## ANSWER KEY for page 19

### Evita: The Life of Eva Peron Review Questions

1. Why did Evita demand that very little be written about her early life?  
**She grew up poor and illegitimate, with very little education.**
2. What mythical creature representing "rebirth" did Evita want to be associated with?  
**She wanted to be associated with a beautiful phoenix, rising from the ashes of the 1945 revolt.**
3. What did Evita do for a living in Buenos Aires that helped her gain fame, fortune, and the ability to influence millions?  
**Evita became a radio star.**
4. Who were the *descamisados* who supported Peron? Why were they so loyal to him?  
**They were members of the Argentine work force. They were very loyal because their lives had been greatly improved by Peron's "social justice" policies, such as better wages, sick leave, and paid holidays.**
5. In 1945, the Argentine government prevented a possible coup by making Juan Peron a scapegoat. What did they do to him?  
**They forced him to resign. When he and Evita tried to flee, they had him arrested and placed on a prison island.**
6. On her famous "Rainbow Tour," how was Evita greeted by the people of Spain?  
**They treated her like royalty, welcoming her with fighter jets and a huge crowd. They showered her with gifts and hosted many celebrations in her honor.**
7. What kind of things did the Eva Peron Foundation do for the people of Argentina?  
**It reached out to the needy, providing them with donated gifts. It also established a welfare system for the poor. This made Evita a "fairy godmother" of the people.**
8. How did the people of Argentina react when Eva Peron died at the age of 33?  
**They were overwhelmed with grief. Thousands waited in long lines to view her remains.**

## ANSWER KEY for page 20

### EVITA'S LIFE

Place the events below in order by labeling them with the numbers 1 through 10. Start with the earliest event and finish with the last.

- 9 Evita was diagnosed with cancer, but kept the illness hidden from the public.
- 3 Eva became a celebrated radio actress.
- 5 Eva Duarte married Juan Peron after his triumphant return from exile.
- 1 Maria Eva Duarte was born in Los Toldos, the illegitimate daughter of a rancher.
- 6 In 1946, Juan Peron was elected president of Argentina and Eva became the celebrated First Lady.
- 8 Evita was not offered the vice-presidential nomination when her husband ran for reelection.
- 2 Eva traveled to Buenos Aires with a singer, determined to become a star.
- 7 Evita traveled through Europe on her "Rainbow Tour," spreading the name of Peron around the world.
- 4 Eva met Juan Peron, a military and labor leader twice her age.
- 10 Maria Eva Duarte Peron died on July 26, 1952.

## ANSWER KEY for page 21

### TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

1. F Eva Duarte came from a wealthy family and had a privileged upbringing.
2. F Eva left home at the age of 15 to seek fame and fortune in Hollywood.
3. T Heard by millions on the radio, Eva became a household name in Argentina.
4. T Eva and Juan Peron met at a relief fund rally for victims of an earthquake.
5. T After Juan's exile from office, Eva rallied tremendous support from the workers.
6. F As First Lady, Evita represented the poor by dressing in humble clothes and never wearing jewelry.
7. T On her Rainbow Tour, Evita was given a cold reception in France and Switzerland.
8. T The Eva Peron Foundation was a powerful organization devoted to helping the needy.
9. F As a traditionalist, Eva fought against a woman's right to vote.
10. T Thousands of mourners wept openly as they passed the coffin of their beloved Evita.



## ANSWER KEY for page 22

### EVITA'S WORDS

Read each quote below. Place a checkmark next to the quotes that were spoken by Evita, reflecting her true beliefs. Place an X beside quotes that were not spoken by Evita.

1.  "As far as I can remember ... injustice has hurt my soul as if a nail was being driven into it."
2.  "I will not hide the details of my past. Anyone who questions my upbringing will have those questions answered quickly and directly."
3.  (To her husband) "If the cause of the people is your own cause ... I will never leave your side until I die."
4.  "I imagined that large cities were places where only wealth existed."
5.  "The Society of the Ladies of Benevolence have welcomed me generously and with great warmth."
6.  "I feel as though I am the real mother of my nation."
7.  "The poor only want to know me as Evita. That's how I introduced myself to them."
8.  (On her Rainbow Tour) "I feel drunk with love and happiness because my simple woman's heart has begun to vibrate with the eternal chords of immortal France."

## ANSWER KEY for page 24

### FACTS ABOUT ARGENTINA

For the following activity, use library texts, encyclopedia and the Internet to learn more about Argentina. When you have gathered enough information, complete the questions below.

1. What is the capital city? **Buenos Aires**
2. Where is it located? **on the central eastern coast**
3. Who first settled the region? **Spanish explorers and colonists**
4. What is the climate like? **extremely varied, with seasons opposite those of the United States; coldest winter days are in July and August and warmest summer days are in January and February**
5. Who is the head of state? **the President**
6. What form of government does the country have? **a republic**
7. What is the official language? **Spanish**
8. What are the chief occupations or industries? **agriculture, textile manufacturing, mining**
9. What are the chief agricultural or mining products? **cattle, fruit, corn, cotton, mate, sheep, wheat, rye**
10. What is the basic unit of money? **peso**

## ANSWER KEY for page 25

### TEST

Circle the phrase which best answers each question.

1. Eva Peron was best known as:

- the powerful First Lady of Argentina.
- a movie star.
- the daughter of a wealthy rancher.
- Vice-President of Argentina.

2. Eva left her home for Buenos Aires with:

- a tango singer.
- her mother.
- her father.
- her older brothers.

3. In the capital city, Eva became wealthy as:

- a labor organizer.
- founder of a political party.
- a radio actress.
- a film star.

4. Eva became First Lady of Argentina when her husband \_\_\_\_\_ was elected President.

- Pedro
- Francisco
- Juan
- Antonio

5. As First Lady, Eva became Evita, a charismatic leader who:

- spent money and cared little for the poor.
- fought for social justice and workers' rights.
- was despised by most Argentines.
- traveled constantly and spent little time in her own country.

## ANSWER KEY for page 26

### TEST (CONTINUED)

6. Juan and Eva Peron's marriage was:

- built on equality, loyalty and friendship.
- a publicity stunt to please the masses.
- filled with violent arguments and many separations.
- cold and reserved.

7. When Evita arrived in Spain, she was greeted by:

- cold cynicism.
- people throwing stones and tomatoes.
- a small crowd and light applause.
- a crowd of 150,000 cheering fans.

8. The Eva Peron Foundation:

- helped the needy with gifts and donations.
- established the first welfare program in South America.
- helped Evita become wealthier and more powerful than ever.
- all of the above

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