**“UN VIAJE POR EL MUNDO HISPANO”**

***Project: Traveling through the Spanish-speaking World***

**Sra. Salcedo**

***OBJECTIVE:***

Students will conduct [in class] research relating to planning a trip to a Spanish-speaking country. The aim of this project is to assist students to think about the process of planning a trip to a country where Spanish is spoken, as well as to raise awareness of the culture, the history, and the richness that theses countries have to offer to visitors.

***TASK****:*

You are an adventurous student who has wanted to backpack around any Spanish-speaking country to sharpen your Spanish skills, as well as explore historic sights, find out the significance of these sites, find out the history of the country and if there are any indigenous groups that live/lived there, and find out cultural specification such as foods, music, languages spoken, appropriate behavior, etc.

***BEFORE THE TRIP:***

You will select a country randomly and will research travel plans for that country. The preplanning for this trip will include:

-Getting visas if necessary

-Exchange rate and type of currency

-What the weather is like and appropriate clothing. Explain what clothing you will be bringing (remember: you cannot carry too much as you are having a backpacking trip for a cultural experience).

-Find out cultural nuances and appropriate behavior (ex: times for eating each meal, etc.).

-Research accommodations and make reservations for each place visited if necessary.

***DURING THE TRIP:***

-Make a plan of action (itinerary) as to where you will start and where you will end up. This will need to be mapped.

-Each student will have to visit at least three (3) cities/towns including the capital of the country. Explain why you chose each city/place visited and provide pictures of the places.

-For each city/place you visit, you will explain what you learned there.

-Explain how this country differs from the United States based on what you experience there.

-For the countries where indigenous groups are found, provide photos of the group and explain what language(s) they speak.

***FINAL PRODUCT FORMAT:***

The final product of this project will include three components: a presentation, a “souvenir/gift” from the country for the class, and an essay.

**PRESENTATION**: The information will be presented using a digital presentation method of choice (Power Point, Google Slides, Prezi, etc.). The presentation will demonstrate what you saw, the pictures you took, places you visited, the sights, the food, music, etc. As you present, the rest of the class will “relive” your experiences, therefore it needs to be as believable as possible.

**SOUVENIR/GIFT:** For this part of your project you may get as creative as possible. You may choose from creating an ornament/keepsake from your country to give to the class, or allowing us to experience a “taste” of your country, or bringing in a scrapbook full of evidence of your trip (receipts, boarding passes, pictures, ticket subs, etc.) to share your memories. *This part of the project you must complete at home.*

**ESSAY:** Write an essay explaining the most memorable thing that you saw and did in your country. Explain how your experiences in the country you visited have affected you now that you have returned to the United States.

**THE RUBRICS FOR THIS PROJECT WILL BE POSTED ON MY WEBSITE UNDER “TAREA/HOMEWORK”.**

Dear Parents,

Your child will be working on a Project called “**UN VIAJE POR EL MUNDO HISPANO*: Traveling through the Spanish-speaking World”.*** The goal of this project is to introduce the students to the history and culture of the countries where Spanish is spoken.

The supplies that students will need for this project as well as the format and the information to be included, were discussed in class and may be found in the Project Outline that was handed out to the student. This is mostly a in-class project, but some components need to be completed at home.

Please read the outline through with your student, sign the bottom of this page, and return it to me as soon as possible.

Thank you so much,

Juana Salcedo

Spanish Teacher

Thomas Edison EnergySmart Charter School

Please Detach

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I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have read the outline for the project above, and I will ensure that my student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will complete all assignments of the project and will submit them on time.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(signature) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(date)