

Name: \_\_\_\_\_ # \_\_\_\_\_

### **Quarter 1 Cultural Project:**

Choose one of the projects listed in this packet and prepare it outside of class with the possibility of some class time given too. You must choose your topic by Tuesday, September 22. Return the contract signed by you and your parent by September 22. Projects may be presented on a Thursday before the quarter is over. Similar cultural projects will be completed each quarter and you will be required to choose a different project each quarter. Follow all of the directions carefully and do **your best work**, as each project is worth 60 points.

### **Project Choices:**

#### **1. Travel Brochure (Or PowerPoint in google docs)**

Individual project

Research a Hispanic country other than Spain or Mexico. Type a bibliography with at least 2 sources to turn in. Use your research to create a detailed travel guide/brochure. Include information about the weather/climate, historical sites, government, population, leisure activities, monetary system, food, holidays, etc. Try to convince your readers to visit this country. Be sure that your brochure has pictures. You may draw them yourself or find them on line, from magazines, or in travel agency brochures. Create a colorful brochure promoting travel to this country. You may create a powerpoint (in google slides) in lieu of a brochure that includes all the same elements.

#### **2. Skit or Puppet Show**

Group project (max 4) \*Individual if you do a monologue

Prepare a skit or puppet show to perform for the class en español. Your teacher must approve your topic in advance. It should be approx. 2-4 minutes in length. You will be graded on cultural content, good pronunciation/use of Spanish, creativity, props/costumes, and effort. Prepare a written script for your performance. Use the grammar and vocabulary that you know. You are encouraged to see your teacher to go over the accuracy of your script before memorizing your lines. Turn in a participation log, in which you document the contributions of each group member. Arrange a date for your performance with your teacher, and turn in the typewritten script at that time.

#### **3. Video**

Group project (max 3)

Prepare a video en español. It could be a travelogue, a restaurant scene, a skit, a Spanish music video, a commercial, etc. Your teacher must approve your topic in advance. It should be approximately 1-4 minutes in length. You will be graded on cultural content, good pronunciation/use of Spanish, creativity, and effort. Prepare a written script as well as a storyboard for your video (storyboard boxes are in the file). You are encouraged to see your teacher to go over the accuracy of your script before memorizing your lines and filming. Turn in the video along with the typewritten script. Your teacher will show it in class after she has previewed it. Turn in a participation log, in which you document the contributions of each group member.

#### **4. Instrumental Presentation**

Individual

Prepare a musical piece to perform for the class. The composer must be from a Spanish speaking country. If your musical instrument cannot easily be moved into our classroom (i.e.

piano) please see your teacher about the possibility of making a tape. Prepare a one page type-written report (double spaced, 1 inch margins, 12 pt. Font) about the composer to turn in to your teacher and to present orally to the class. Include a bibliography with 2 sources. Your performance should be of a suitable length and well rehearsed.

### **5. Vocal Presentation**

Individual

Prepare a traditional song to perform for the class. See your teacher or the Internet for some ideas and recording. The song must be approved before you begin. Type the words to the song, along with a translation, which you will prepare yourself. Give this to your teacher in advance so that he or she can make copies for the class. Your performance should be well rehearsed with correct pronunciation. It must be memorized. After you perform, you will teach the song to the class.

### **6. Interview**

Individual

Interview someone you know (other than your teacher) who has lived in a Spanish-speaking country. Turn in a typed list of at least 15 questions and a recording (MP3, podcast) of the interview. Put a lot of thought into the questions so that you can learn something about the other culture. Type a narrative report summarizing what you learned from the person you interviewed. Briefly present it to the class. Depending on your level the questions and interview may be in Spanish or English - see Sra. Griek for more info.

### **7. Current Events Study**

Individual

Collect current event articles over the course of the month that have to do with the Spanish speaking world. You may use newspapers, magazines, or the Internet. (See your teacher for good sites!) Collect all of the articles in a folder, and type a summary/reaction to each article. Group them by country of continent and organize them by date. You should collect at least 5 different articles. Present your project to the class. Discuss the highlights/trends/major events of the quarter. Prepare a map of the world and mark the places where "news is happening" in the Spanish-speaking world (on power point or actual map)

### **8. Food Preparation and Presentation**

Individual

Prepare a food dish from a Spanish speaking country (other than Mexico). See your teacher for recipes if you can't find any on the Internet. Please note that you must prepare the food yourself you may not buy it. Prepare a brief written report to go along with the food. Include information about where this food is from, when it is eaten, how you prepared it, key ingredients EN ESPAÑOL/English, and the recipe itself. Give this to your teacher in advance so that she can make copies for the class. Please type! Orally present your report to the class. Serve the food. We have some plates/napkins/utensils in class. Bringing serving utensils if needed.

### **9. Read a Novel**

Individual

Choose a novel in Spanish that is appropriate to your level or choose a chapter book in English that relates to Spanish culture. See Sra. Griek if you need help selecting one. Keep a reading journal to include vocabulary and a brief 1-3 sentences summary of each chapter in. Create a

summary written in Spanish (1/2 page) to share orally with the class. If you choose an cultural novel in English be sure to include what you learned about the culture and how it relates to this class. Be sure to edit the summary. See Sra. Griek for assistance if needed.

## CONTRACT FOR CULTURAL PROJECTS

Name: \_\_\_\_\_ # \_\_\_\_\_

I have chosen project number \_\_\_\_\_ and I have read all of the directions carefully. I understand that all of the work for this project will be completed outside of class and I should turn in quality work.

The due date is: **Wednesday, October 14** , but I may turn my project in on any Thursday this quarter. If a presentation to the class is involved, I will ask my teacher for a presentation day at least one-week in advance or will present on Wednesday October 14 or Thursday October 15. I have spoken to my parents and they support my project choice. (i.e. use of kitchen, video equipment, etc.)

Certain projects require you to work with a group. If so, please write the name of the other group members below:

Your signature: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Teacher signature: \_\_\_\_\_