



DRIVING QUESTION

Can I sell a Spanish-speaking city as a tourist destination?

PROJECT SUMMARY

Students will work with a partner to choose a city in a Spanish-speaking country. They will make a presentation to “sell” their city as a vacation spot. They can make a slideshow, a website, or a brochure about their city. They need to tell me more about various activities and accommodations in their city.”

REAL-WORLD CONTEXT

Students will learn about the real cost of travel to a Spanish-speaking country. They will also learn about the real activities and cultural celebrations of their chosen city.

PRODUCTS & AUDIENCE

Students get to choose what type of presentation they make and have live presentations to an outside audience.

STUDENT REFLECTIONS

- “Us being able to see everyone’s project and the details they implemented were very helpful in deciding what we should do next with our project..”

NC PORTRAIT OF A GRADUATE SKILLS GAINED

 **COLLABORATION**  **COMMUNICATION**  **PERSONAL RESPONSIBILITY**  **CRITICAL THINKING**

TEACHER REFLECTION

“I think overall the project went fairly well. After looking at the student feedback survey and my own short survey, I think the students really enjoyed learning about a foreign city. They did not enjoy presenting but that I think is one of the most important parts of the project. I'm not sure if I like the mural aspect. I did feel like it challenged the students to use some higher thinking skills because they had to find representative symbols and engage their artistic sides, but it did not really help answer the driving question. Also, every group assigned the mural to one student while the other two did all of the research. That meant that the student making the mural did not really know what they were making the mural about. Most groups did not seem to understand the representative elements part of the mural. However, that may have been partially my fault for not having clear instructions. In the future I would possibly leave out the mural or not let students know they are making a mural until the end of the project and give more clear instructions about it. I would, instead, focus on the celebrations, activities, accommodations and food. I would try to make sure that the students understand that they need to find a range in each of those categories. The range may be based on price, proximity, energy level or whatever else the students may think of. I would also try to help the students improve their presentations with simple things like less text in their slides, and pronunciation practice. Finally, While the grading system I used for the project this time makes me feel like I am giving more accurate and equitable grades it has been kind of cumbersome to synthesize all of the feedback that I have. At the end of the day, I want the students to feel like they really know the city they research and I want them to make a presentation where they really try to sell the city as a vacation or relocation site. “