**Language Arts 6**

**Travelogue Project**

After all that you’ve studied this year in grade six, you have become inspired to travel the world and to experience the everyday ways of life in other societies. You are curious about the similarities and differences between our Canadian decision making processes and level of participation allowed by governments elsewhere in the world. You wonder about their cultures, beliefs and values and the educational experiences:

* What are the economic and environmental challenges and strengths of other countries?
* How does my life compare to that of other children in the world? Is it easier or more difficult to live here? Why?
* How can I, as one person, help make our world a more peaceful and equitable place to live?
* How do countries influence or impact each other?
* Why should we worry about the future of other countries if we don’t live there?

 Of course, you deserve a holiday too! Planning a trip to experience another culture’s food, music and recreation is enticing to you. This is going to be so fun! You can’t wait to come to home with new stories and experiences to share with others.

 This project will have you and a partner **choose a country** that you’ve always dreamed of visiting, **research** sights and activities of your chosen destination and the **find out the cost** to take such a trip. You will then **write a travelogue as if you actually went** on your dream adventure!

**A travelogue is a description of a journey or a trip**. This may be to convince others to take a similar trip or in order to share one’s experiences while traveling with those around them. This can take many forms: journals or scrapbooks, blogs or websites, or any other creative form that you might think of.

 Of course, to make this challenging and to make your learning a little more authentic, **you may NOT choose Canada or the United States.**



Your timeline for this project will be as follows:

Day 1  You and your partner will choose a destination

 and a travelogue presentation idea—be creative!

Day 2-4  We will learn to assess the credibility of

 research sources and create a bibliography to

 properly site sources of our research.

Day 5-11 You and your partner will be collecting

 Information about the beliefs, values and

 lifestyles of those from your chosen land as well

 as photos about the sights you will see,

 things to do, costs of your trip, and recipe ideas.

Day 12-15 You and your partner will begin assembling

the information into descriptions of your

 “adventure” in the travelogue format that you

 chose, which will include photos and a

 bibliography.

Day 16 **TRAVELOGUE DUE DATE**

Day 13-15 Now for the best part! You and your partner will

create a “market booth” to show the class all that

 you’ve learned about your chosen destination

 and will bake or cook an authentic dish that you

 tried on your travels! (cooking will be completed at home with

 your parents)

Day 15  **MARKET DAY!** You and your partner will be

 ready to show off your travelogue and any

 treasures that you created, as well, you will

 contribute to a class potluck meal where we will

 sample all kinds of wild dishes from peoples’

 travels.

**There will be ample class time given for research, writing, and booth preparation. Students are expected to using this class time wisely.**

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**You will be assessed in the following ways:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **5** | **3** | **1** |
| **Authenticity** | Through the research process, students were able to impressively utilize information to describe their sightseeing and adventures in a realistic, detailed and believable way. | Students were able to utilize some information to describe their sightseeing and adventures. Parts of the product may not be believable due to lack of detail or description. | Student’s product was not realistic due to lack of detail and description. Their ability to gather and use relevant information in the research process requires more development.  |
| **Organization/Planning****x2** | Organizational strategy in writing is a great fit for this piece. Transitions are smooth connecting ideas. The leads are strong and conclusions are satisfying. | Organizational pattern works well in most places. Transitions are present but reader must make some connections. The lead and conclusion are functional and sometimes original | No organizational pattern leaves reader lost. Leads and conclusions are missing or need much work. |
| **Analyzing/ Citing Sources**  | Students were able to consistently choose reputable websites for research and utilize unbiased information in project. All sources used are cited properly in bibliography. | Students were able to choose reputable websites most of the time for research and utilize generally unbiased information in project. All sources used are cited in bibliography, may contain some mistakes. | Students struggled to choose reputable websites for research and had trouble differentiating unbiased from biased information. Bibliography contains many mistakes or was not submitted. |
| **Conventions/****Formatting** | Product of exceptional quality. No punctuation, grammar, or spelling mistakes present. Sentence structure/paragraph organization makes product fluent and enjoyable. | Some punctuation, grammar, or spelling mistakes made reading difficult to understand or follow. Sentence structure/paragraph organization makes product lack fluency or organization. | Too many mistakes in punctuation, grammar, or spelling to read fluently. To truly understand the product much work needs to be done in sentence and paragraph structure. |