Hora\_\_\_\_\_\_\_ Nombre\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_#\_\_\_\_\_\_\_\_

**Life-long Learning / Aprendizaje sin fin**

**Festival of Nations**

**Saturday, August 23 10:00 AM – 7:00 PM – Sunday, August 24 10:00 – 6:00 PM  
Tower Grove Park**  
<http://www.festivalofnationsstl.org/>

|  |  |
| --- | --- |
| *Communities: Participate in Multilingual Communities at Home & Around the World*  **Task:** Students will show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment and will reflect on and share their experiences with classmates.  **Process:** Students will learn about areas of personal interest by consulting various Spanish sources and/or attending events and then share their reflections on their learning experiences with classmates.  http://www.festivalofnationsstl.org/images/Sample3.gif**Things to keep in mind if you choose the “Festival of Nations” for your project:**   * Parking can be difficult and you may need to walk some distance. Try to carpool. * You’ll need to bring some cash with you to purchase food, drink and optional souvenirs. * Read though all the questions in this packet BEFORE you go.   **INSTRUCTIONS:** Plan to spend **at least three hours** at this event (not including drive time, parking, and the walk to and from the event). While you are there, plan to:   1. See at least one performance from a **Spanish-speaking country** on the **World Stage** (See schedule at link above). Note that the schedule often runs late. 2. Eat something from a Spanish-speaking country. See this list of Spanish-speaking countries at the top of Section B. 3. Walk around the World Bazaar. 4. Have someone take **photos of YOU at the festival** that proves you were there.  |  | | --- | | Your completed project is due **October 10th**, but can be turned in any time before that date. |   **How to get a good grade on this project:**  ***Review the scoring guide for the Life-long Learning Project on page 5.***  ***The following information will help you understand how to get an Advanced score in each of the categories.***   * **Project Topic and Activity**    + Answer the Section A below BEFORE you go to the Festival.   + Make sure you plan to go at a time when you can see at least one performance on the World Stage representing a Spanish-speaking country.ke this worksheet and a pencil with you to the Festival and complete Section B while you are there.   + Answer the optional questions and complete optional activities. * **Accuracy of information provided** – Be sure to answer all the questions in the packet correctly. * **Evidence**    + Turn in a photo of YOU at the Festival of Nations taken this year.   + Carefully answer all the questions in the packet in your own words. * **Personal Reflection / Life-Long Learning**   + Note that this section counts double.   + Type your answers to the 2 questions in Section C.   + Show evidence in your answers of in-depth personal reflection. Describe how this experience enriched or changed your life and/or way of thinking. |

**Section A: Before you go, answer these questions:**

1. The Festival of Nations is an annual event in St. Louis put on by the International Institute. What does the International Institute do? Find the answer at this website… <http://www.iistl.org/> \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Where do the people who run the booths at the Festival of Nations live?
3. In their countries of origin. They come here to St. Louis for this festival.
4. In the St. Louis metropolitan area.
5. In other communities in the United States.
6. Look up the schedule online and print it. Circle the words representing performances, lessons, and demonstrations from Spanish-speaking countries. **HINT:** Words are not always country specific, for example, *Hispanic.* Others are specific to a sub-culture within a country, for example *Afro-Cuban.*
7. Now use your schedule to plan when to visit, paying the most attention to the performances on the World Stage. Note that the schedule often runs late.

**Section B: While you are at the Festival, complete the activities below:**

**INTERNATIONAL FOOD COURT**Check off the Spanish-speaking countries that are represented in the International Food Court.

|  |  |  |  |
| --- | --- | --- | --- |
| * Argentina * Bolivia * Chile * Colombia * Costa Rica * Cuba | * Ecuador * El Salvador * Guatemala * Guinea Ecuatorial * Honduras | * Mexico * Nicaragua * Panamá * Paraguay * Perú * Puerto Rico | * República Dominicana * Spain / España * Uruguay * Venezuela |

1. Empanadas are a food item represented in many different Hispanic cultures. What are they?

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What are some of the different combinations of ingredients in empanadas?

|  |  |
| --- | --- |
| COUNTRY | INGREDIENTS |
|  |  |
|  |  |
|  |  |

Did you try an empanada? \_\_\_\_\_\_\_\_ How was it? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Name some other food or drinks that were **new to you** that you found at different Hispanic booths.

|  |  |
| --- | --- |
| COUNTRY | FOOD OR DRINK ITEM WITH SHORT DESCRIPTION |
|  |  |
|  |  |
|  |  |
|  |  |

**WORLD BAZAAR**

1. Check off the Spanish-speaking countries that are represented in the World Bazaar.

|  |  |  |  |
| --- | --- | --- | --- |
| * Argentina * Bolivia * Chile * Colombia * Costa Rica * Cuba | * Ecuador * El Salvador * Guatemala * Guinea Ecuatorial * Honduras | * Mexico * Nicaragua * Panamá * Paraguay * Perú * Puerto Rico | * República Dominicana * Spain / España * Uruguay * Venezuela |

1. List some items that you found at different Hispanic booths.

|  |  |
| --- | --- |
| COUNTRY | SOME OF THE ITEMS FOR SALE WITH A SHORT DESCRIPTION |
|  |  |
|  |  |
|  |  |

**PERFORMANCES**

1. Which performance(s) did you see? Describe the costumes, dances, and mood of the music.

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1. Participate in a demonstration, craft, storytelling, lesson, etc. Describe your experiences.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Speak Spanish with someone. How did it go? Describe.

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**Section C: REFLECTION – PLEASE TYPE YOUR ANSWERS.**

*1. What did you think about the Festival of Nations? What surprised you? What did you like? Was it similar to other festivals you’ve attended in the past? Is there anything you wish had been different? Do you hope to go to the Festival of Nations again next year? Why or why not?*

2. *If you had to summarize your experience in one sentence, what would you say?*

**Lifelong Learning Project – Scoring Guide**

**CCO V: Communities – Lifelong Learning**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Below Basic** | | | | | **Basic** | | | | | **Proficient** | | | | | **Advanced** | | | |
|  | **50** | **53.4** | **56.7** | **60** | **63.4** | | **66.7** | **70** | **73.4** | **76.7** | | **80** | **83.4** | **86.7** | **90** | | **93.3** | **96.7** | **100** |
|  | **5** | **6** | **7** | **8** | **9** | | **10** | **11** | **12** | **13** | | **14** | **15** | **16** | **17** | | **18** | **19** | **20** |
| **Project Topic and Activity** | Topic and activity are inappropriate and/or insubstantial. Provides very limited opportunities for Spanish language and/or cultural learning.  1 | | | | | Topic and activity are somewhat inappropriate and/or insubstantial. Provides limited opportunities for Spanish language and/or cultural learning. 2 | | | | | Topic and activity are appropriate and substantial. Provides adequate opportunities for Spanish language and/or cultural learning.  3 | | | | | Topic and activity are clearly appropriate and substantial. Provides rich opportunities for Spanish language and/or cultural learning.  4 | | | |
| **Accuracy of information provided** | Information provided may be inaccurate, irrelevant, and/or vague.  1 | | | | | Some information provided may be inaccurate, irrelevant, and/or vague.  2 | | | | | Most information provided is accurate, relevant, and specific.  3 | | | | | All information provided is accurate, relevant, and specific. Research and written summary reflect an accurate understanding of the topic. 4 | | | |
| **Evidence** | Evidence weak or not provided. Details in written summary do not provide convincing evidence that project was completed as stated. 1 | | | | | | Evidence may be somewhat unclear or vague. May have been provided late or after teacher reminder. Details in written summary suggest project was completed as stated. 2 | | | | | | | Clear and appropriate evidence provided with initial submission of project. Details in written summary are substantial and make it clear that project was completed as stated. 4 | | | | | |
| **Personal Reflection / Life-Long Learning** | No personal reflection about learning demonstrated; limited summary of the experience.  2 | | | | | No or little personal reflection about learning demonstrated. Provides a statement of facts or a basic summary of the experience.  4 | | | | | Personal reflection demonstrates what was learned through the experience.  6 | | | | | In-depth personal reflection demonstrates what was learned through the experience AND describes how the experience has enriched your life, changed your life, or changed your way of thinking. 8 | | | |