

Afro-Hispanic Culture Project

All Spanish Students

Objective: Learn about the history Afro-Hispanic people groups and what influence the indigenous cultures still have on the that culture today. Your main goal when choosing a topic is to find a culture in the Spanish-speaking world that has an African influence.

Assignment: Choose *one aspect* of Afro-Hispanic culture to focus on in one region/area or cultural society (whether it be ancient or modern day). Aspects include food, dance, music, religion, etc. Make sure to focus on the African influence of the Hispanic culture/country.

You may also choose to do an artist (performing, musical, muralist, etc.) who has both African-Hispanic heritage, as well as influence within their art.

Afro-Hispanic countries/cultures include Peru, the Caribbean Islands, Dominican Republic, Colombia, Venezuela, etc. Use these as a guide to find your topic.

Students will get into groups of 2-7 students and research the indigenous culture they choose. There will be three parts to this project's presentation: Visual Aid (trifold poster board), Digital Aid (PowerPoint, music, etc.), and Artistic Display (clothing, artifacts, instruments, etc.). You will also be expected to do research and

Sources: Research is an important tool that students will need for the rest of their studies. Students are to find at least 5 credible sources (academic journals, websites with .edu, .gov, .org- -make sure to research also what you read in sites from .gov and .org to confirm their findings) in order to use to put together their project. The information from these sources will be used to include the following information:

1. Time frame of the culture
2. Region (Where did they live, and where did they migrate from/to?)
3. Language
4. Customs/traditions/celebrations
5. Religion
6. How have the cultures evolved to present day?
7. How does this culture still influence the present-day country or how has the country changed the people group?

Presentation: The PowerPoint Presentation must include pictures and the information above (numbers 1-7).

Script: The script must include who is responsible for delivering what information during the presentation.

Grading Scale:

The grade calculated for this project will be as follows:

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| 1. Research/Sources | 10 pts |
| 2. Content | 10 pts |
| 3. Visual Aid | 20 pts |

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| 4. Digital Aid | 20 pts |
| 5. Artistic Display | 20 pts |
| 6. Presentation/Performance | 20 pts |

Please note that a student survey of how much your group members feel you participated in the research will be evaluated. This is to encourage each student to pull his or her own weight in group projects. If you did not do your part in any category, you will receive a total of 10% off of your entire project grade per category lacking effort.

****If everything is not turned in on time, it will be a total of 10% off of your final grade per late assignment**

Visual Aid

The visual aid should be at least 1-2 tri-fold poster boards that includes the following:

- Information required (see above)
- 3-5 pictures printed in color
- A works cited page in MLA format

Make sure that the visual aid looks neat and professional.

Digital Aid

This would be something used on an electronic device, such as a PowerPoint, video or music, that is relevant and enhances your project presentation and display.

Artistic Display

The artistic display should be something you create (or something you found that is relevant to your project) that is a physical, material manifestation of the idea you are trying to convey to your audience. For example, if you are looking at artifacts then you could go to a pottery class and create a few items that look like the artifacts you found in your research. If you are doing a musical performance, your display should include the instruments you will be using. If you need more ideas, please come and talk to Ms. Swords or Mrs. Kephart. Also note that the display will include your brochures which should include the same information as your poster board in more detail.

Brochures

The brochures will be graded based on content. Your brochure should include more details of the information on your posters, giving your audience the opportunity to take home information from your project and learn more about your topic and the Latin American/Afro-Hispanic world.

Please include all information in your brochures that is required to be on your poster boards, but include more details.

Guidelines for brochure:

1. The brochure is to be a summary of the highlights of your research project and should be available to pass out at your table to those to whom you are presenting
2. The summary of your research project should be highlighted through at least five pictures and 10 sentences in Spanish and English that explain your research topic

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3. A minimum of 10 should be prepared in order to hand out during your presentations

If you choose to do food...

Please make sure that your recipe and ingredients are listed in both English AND Spanish on your poster board. Because bringing in samples is a requirement for this type of project, you must have all ingredients visible and make sure your audience knows not to eat anything that contains an ingredient they may be allergic to.

Music

If you choose to do music, please make sure to include authentic instruments used in the culture you chose for your table display, as well as in your performance.

Presentation

Your presentation will include either a speech or performance depending on which aspect of the culture you chose you are focusing on. Everyone needs to participate in this portion of your project, so make sure everyone has a part and that there is an equal amount of contribution. Please refer to the following guidelines to see what we will look for:

1. Professionalism
 - a) Students should be dressed in Peachtree attire, preferably what you would wear on Chapel days.
 - b) Students should also behave in a professional manner that is representative of Peachtree students.
2. Confidence
 - a) It is highly recommended that you practice your speech/performance in order to iron out all of the wrinkles before presenting/performing in front of an audience.
 - b) This will keep down filler words such as “um” and help you to pace yourself.
3. Fluidity
 - a) If you make a mistake, that is okay. Just remember to keep going.
4. Posture and Body Language
 - a) Stand up straight.
 - b) Make eye contact with your audience.
 - c) Use gestures in order to help guide your audience through your presentation if you are giving a speech.
 - d) Try not to fidget.

Rules:

1. Students may form groups with other Spanish students outside of his/her own class, including which level of Spanish, depending on the topic. This is so that those who wish to do a performance will have an opportunity to put something together with those who are of similar talents, so please do not abuse this. Ultimately all groups need to be approved by both Ms. Swords and Mrs. Kephart.
2. Topics must be approved by both Ms. Swords and Mrs. Kephart.
3. Sources must be approved by either Ms. Swords or Mrs. Kephart.
4. While Spanish writing is not included in the presentation (due to parents needing to be able to understand your presentation), it should not be discluded completely. You must

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have something in Spanish--whether it be a recipe, piece of literature, song lyrics etc.-- and it must be translated in order to help your audience understand it. If you choose to do a piece of literature or song, please include a textual/musical analysis in your presentation.

5. Once you have chosen a group and a topic, you are committed.
6. Students who are part of the Spanish National Honor Society are in charge of this event, so they will be checking in periodically to see your progress. Please be respectful of their position and understand that they are doing so because I have asked for their help. Please use the following list as a contact reference if you need one of them:

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|---------------------|--|
| 1. Seka Dembure | sdembure@peachtreeacademy.com |
| 2. Ariana Azahar | aazahar@peachtreeacademy.com |
| 3. Kayla Hargrove | khargrove@peachtreeacademy.com |
| 4. Zoe Burns | zburns@peachtreeacademy.com |
| 5. Jaeda Milner | jmilner@peachtreeacademy.com |
| 6. Jo Kearns | jkearns@peachtreeacademy.com |
| 7. Charlotte Parker | cparker@peachtreeacademy.com |
| 8. Samantha Johnson | sjohnson@peachtreeacademy.com |
| 9. Kelly Gibson | kgibson@peachtreeacademy.com |

7. If there are any students who do not show up to present with their group, they will be given a grade only for what they contributed to producing the project, but will not be given credit for the presentation. This means that if you do not show up, you will not pass this assignment. In cases of emergency, Ms. Swords and Mrs. Kephart will speak to the Administrative Team in order to look into an alternate assignment to help make up lost points.
8. Students who chose music and dance will be required to perform at the event. Students who chose other topics will be required to talk in depth to guests about their research.

Due Dates:

Group Trial:	Jan. 31
Topic Proposal:	Jan. 31
Groups formed:	Feb. 28
Topic due:	Feb. 28
Sources due:	Mar. 17
Brochure due:	Mar. 30
Presentation board/Digital Aid:	Apr. 21
Mock Presentations:	Apr. 25-28
Class Presentation:	May 1
Peer Evaluations:	May 5