

## **You Deserve a Break:** Travel To Another Country Writing Project

A. Note Cards, Rough Draft, Peer Edit Sheet, and Final Draft due on \_\_\_\_\_

B. Each section of your Rough Draft must have a DIFFERENT student's peer editing. Be sure that the peer editor signs the peer edit sheet for the section she/he proofread. Also be sure that the proofreader uses a different color of ink when marking the Rough Draft.

C. In this project, you will plan and take an imaginary trip to another country. You will have \$2500 to spend during your three-week visit. Although that budget does not include round trip costs from school, you will need to locate an economical means of getting there and back.

**Step 1** Take notes on your chosen country from *at least five sources*. You may use encyclopedias, atlases, textbooks, periodicals, books, and/or websites. First, prepare a bibliography card for each source. Then, take relevant notes, coding them so that it is clear where your information comes from. Some of the things you might want to know about your country are:

1. What are the best-known towns or cities and what makes them notable?
2. What are the country's major and minor industries? What products is it best known for? What might make a good souvenir for loved ones?
3. Will you need a passport or a visa? Are there any special political concerns? What about medical issues? Will you need health insurance information? How about money?
4. What are the "must-sees" for your country? What are the best-known historical sites? What are the most popular recreational sites? What are the names and locations of well-known museums, cathedrals, cultural sites, etc.?
5. What are the best times to travel in your chosen country? Are there special holidays you should try to be there for? What will the weather be like when you are there?
6. How will you get around while you are in the country? Can you drive with an American driver's license? Will you need some kind of insurance verification?
7. Exactly where will you stay? Name names, state rates.
8. What foods is your country famous for? What constitutes a typical meal? What will your meals cost while you are there?
9. Are there any famous artists, musicians, writers, athletes, or other celebrities whose homes might be of interest? Who are some famous political leaders who have come from this country?
10. What will you need to be sure that you get pictures of?

**Step 2** Write an introduction of about 100 words in length, in which you explain your reasons for wanting to visit this country and what you plan to do on your trip. Include both educational and recreational plans. This page will be the first page of your travel folder.

**Step 3** Write a detailed travel itinerary for your proposed trip, specifying dates, times, places, and activities.

**Step 4** Decide how you will get to and from your destination. Also determine how long it will take to reach your destination. Figure your costs.

**Step 5** Make a list of what you plan to pack, keeping in mind the expected weather and the kind of activities you have planned. You may only take one suitcase and one backpack; together they can weigh no more than 50 pounds.

**Step 6** Write a daily personal diary for the duration of your trip. Include anecdotes about your adventures, description of what you enjoyed the most, and notes on what you would do differently next time.

**Step 7** Write a letter or email to a friend at home about an exciting event from your trip.

**Step 8** Write a letter or postcard to your parents, a relative, or a teacher describing a historical or cultural point of interest from your trip.

**Step 9** Prepare a picture scrapbook of your trip, using at least 10 pictures cut out of travel brochures and magazines, photocopied from books, or downloaded from the internet. Write a caption for each picture. Do not cut pictures from magazines from the library. (The actual pictures only need to be contained in the Final Draft)

**Step 10** Write a descriptive paragraph about someone you met on your trip. Describe the person in detail and write about one or more memorable incidents involving this person. It should be at least 150 words long.

**Step 11** Write a poem about your trip, focusing on sights and sounds particular to the country you visited.

**Step 12** Draw, trace, photocopy, or download a map of the country, indicating the capital and the points of interest that you visited. Plot your route in red.

**Step 13** Using a correct bibliography form, list the resources used to make this travel folder. You should have five sources or more.

**Step 14** Collect your completed assignments together in a file folder and prepare a table of contents.

**Step 15** Illustrate the cover of your file folder. Entice us.

Be prepared to present your information to the class in some way to be announced later.

Writer \_\_\_\_\_ Block \_\_\_\_\_ Date \_\_\_\_\_

## **You Deserve a Break: Travel to Another Country Writing Project Peer Editing Checklist**

### **Step 1: Notes**

The student has answered all ten questions in note form. Y    N

The student has indicated on the note cards what sources were used. Y    N

There are at least 5 bibliography cards. Y    N

One suggestion that would improve the research for this Travel Folder would be:

Peer Editor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **Step 2: Introduction**

The student has written at least a 100-word introduction. Y    N

The student has explained the reasons for wanting to visit the country. Y    N

The student has written what she/he plans to do on his/her trip. Y    N

Both educational and recreational plans have been indicated. Y    N

There are sentence fragments in the introduction. Y    N

There are spelling errors in the introduction. Y    N

There are mechanics & usage problems in the introduction. Y    N

One way to improve the introduction would be to:

Peer Editor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **Step 3: In-country Itinerary**

The student has listed the order of places to be journeyed to. Y    N

The itinerary includes the specific dates of the trip. Y    N

The itinerary includes the specific places you will be visiting. Y    N

The itinerary includes the specific activities that will occur in each place. Y    N

One way to improve the essay on geography would be to:

Peer Editor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### **Step 4: Travel Data and Budget**

The student has indicated how she/he will travel to the country. Y N

The student states in-country transportation costs and times Y N

The student estimated hotel and food costs Y N

One way to improve this section would be to:

Peer Editor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### **Step 5: Packing List**

The student has indicated what should be packed and why. Y N

The student has stayed within the limit of 1 suitcases & 1 backpack (50 lbs.) Y N

The packing choices match weather for the particular season. Y N

One way to improve this section would be to:

Peer Editor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### **Step 6: Daily Personal Diary**

The student has set up the writing piece in the form of a diary. Y N

The student's diary follows the itinerary that has already been written. Y N

The student has written about her/his traveling adventures at places visited Y N

The student has included notes on how the trip would be changed the next time. Y N

One way to improve this section would be to:

Peer Editor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### **Step 7: Letter/Email to a Friend**

The student has written this in the form of a letter/email to a friend. Y N

The student has written about an exciting event that happened on the trip. Y N

There are sentence fragments in the letter/email Y N

There are spelling errors in the letter/email. Y N

There are mechanics & usage problems in the letter/email. Y N

One way to improve the letter/email to a friend would be to:

Peer Editor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Step 8: Letter/Postcard to an Adult

The student has written in the form of a letter or postcard.	Y	N
The letter/postcard is written to parents, a relative or a teacher.	Y	N
The student has described a historical point of interest in the country.	Y	N
There are sentence fragments in the letter/postcard.	Y	N
There are spelling errors in the letter/postcard.	Y	N
There are mechanics & usage problems in the letter/postcard.	Y	N
One way to improve the letter/postcard to an adult would be to:		

Peer Editor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Step 9: Scrapbook

The student has at least 10 pictures for her/his scrapbook.	Y	N
There is one caption for each picture.	Y	N
The caption and picture is appropriate for the country being visited.	Y	N
One way to improve the scrapbook would be to:		

Peer Editor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Step 10: Descriptive Paragraph

The student has written 150 words about a person met on the trip.	Y	N
The essay describes this person in detail.	Y	N
The essay includes one or more memorable incidents involving this person.	Y	N
There are sentence fragments in the descriptive essay.	Y	N
There are spelling errors in the descriptive essay.	Y	N
There are mechanics & usage problems in the descriptive essay.	Y	N
One way to improve the descriptive essay about a person would be to:		

Peer Editor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Step 11: Poem

The student has written a poem.	Y	N
It focuses on the sights and sounds of the country visited.	Y	N
There are sentence fragments in the poem.	Y	N
There are spelling errors in the writing poem.	Y	N
There are mechanics & usage problems in the writing poem.	Y	N
One way to improve the poem would be to:		

Peer Editor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Step 12: Annotated Map

The student has drawn, traced, or Xeroxed the map of the country.	Y	N
The capital of the country and points of interest in that country have been indicated on the map.	Y	N
The route of the trip is plotted out in red ink.	Y	N
The route drawn in red accurately follows the itinerary already written.	Y	N
One way to improve this map would be to:		

Peer Editor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Step 13: Illustrated Envelope

The student has both names and block on the back..	Y	N
The front is illustrated attractively.	Y	N
The name of the country appears on the front.	Y	N
One way to improve the useful phrases would be to:		

Peer Editor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Writer \_\_\_\_\_ Country \_\_\_\_\_

### Travel to Another Country Writing Project: Teacher Checklist

Points	5	7	10
<b>Step 1: Notes</b>	-	=	+
The student has answered all ten questions in note form and has indicated on at least 5 note cards sources used.			
<b>Step 2: Introduction</b>	-	=	+
The student has written at least a 100-word introduction, explained the reasons for wanting to visit the country, and what she/he plans to do on his/her trip. Both educational and recreational plans have been indicated.			
<b>Step 3: In-country Itinerary</b>	-	=	+
The student has listed the order of places to be journeyed to, the specific dates of the trip, the specific places you will be visiting, and the specific activities that will occur in each place.			
<b>Step 4: Travel Data</b>	-	=	+
The student has indicated how she/he will travel to the country, what and where different kinds of transportation will be used to travel in country, and how long it will take to get to each destination.			
<b>Step 5: Packing</b>	-	=	+
The student has indicated what should be packed and why, has stayed within the limit of 1 suitcase and 1 backpack (50 pounds). The packing choices are appropriate for place and season.			
<b>Step 6: Daily Personal Diary</b>	-	=	+
The student has set up the writing piece in the form of a diary that follows the itinerary, including interesting incidents about her/his traveling adventures, and notes on how the trip would be changed the next time.			
<b>Step 7: Letter/Email to a Friend</b>	-	=	+
The student has written this in the form of a letter/email to a friend about an exciting event that happened.			
<b>Step 8: Letter/Postcard to an Adult</b>	-	=	+
The student has written in the form of a letter or postcard to parents, a relative or a teacher, describing a historical point of interest in the country.			
<b>Step 9: Scrapbook</b>	-	=	+
The student has at least 10 pictures for her/his scrapbook with one caption for each picture.			
<b>Step 10: Descriptive Paragraph</b>	-	=	+
The student has written 150 words about a person met on the trip, describing this person in detail and including one or more memorable incidents involving this person.			
<b>Step 11: Poem</b>	-	=	+
The student has written a poem that focuses on the sights and sounds of the country visited.			
<b>Step 12: Map</b>	-	=	+
The student has drawn, traced, or Xeroxed the map of the country, showing the capital, points of interest, and the route of the trip is plotted out in red ink.			
<b>Step 13: Illustrated Envelope</b>	-	=	+
The student has both names and block on the back and the front is illustrated attractively, including country name.			

A = 135 - 150  
 B = 120 - 134  
 C = 105 - 119  
 D = 90 - 104  
 F = below 90

Peer Editing Sheet = 25 points  
 Learning Log = 25 points  
 TOTAL = \_\_\_\_\_ out of 200