September/October **Optional** Extension Projects: Hispanic Heritage Month

Our Vision at Polton Community Elementary School is to challenge students through “academic rigor” and “foster life-long learners.” Daily, we are working towards these goals in the classroom, and we would like to extend an opportunity for students to explore more deeply into the curriculum. Every two months, we will be offering extension projects to be completed independently inside and outside the classroom and presented in class. Though these projects will not be considered “extra credit”, they will give students an opportunity to research a variety of topics, and complete independent projects based on the multiple intelligences of students:

- Linguistic intelligence (word smart)
- Logical-mathematical (number/reasoning smart)
- Spatial intelligence (picture smart)
- Bodily-kinesthetic intelligence (body smart)
- Musical and linguistic intelligence (music and language smart)
- Interpersonal intelligence (people smart)
- Intrapersonal intelligence (self smart)
- Naturalist intelligence (nature smart)

**National Hispanic Heritage Month** is the period from **September 15 to October 15** in the United States, when people recognize the contributions of Hispanic and Latino Americans and celebrate the group's heritage and culture.

Below are a variety of project ideas. Students may choose as many of the projects to complete as they would like. Students may also choose to complete a project of their choosing, as long as it complies with the theme of the month. Projects may be presented in class or during the Hispanic Heritage Celebration on October 17 at 6:00.

**Art.** Design a postage stamp that could be part of a Hispanic Heritage stamp series. The stamp might show an influential Hispanic American or some aspect of Hispanic-American history or culture.

**Poetry.** Write an acrostic poem/I am from/How to poem about an influential Hispanic person.

**Writing.** Research and write a report about an influential Hispanic person or topic. Create a poster displaying this important information.

**Music.** Research and learn a dance from a Hispanic country.

**Food.** Learn about Hispanic culture through food! Try and make something special and tell us why this food is important in the Hispanic/Latino culture.

**Graphing.** Use the following information from the U.S. Bureau of the Census to create a bar graph showing the country of origin of U.S. Hispanics. What information can you learn from this graph?

<table>
<thead>
<tr>
<th>Country</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexico</td>
<td>63%</td>
</tr>
<tr>
<td>Puerto Rico</td>
<td>9%</td>
</tr>
<tr>
<td>Cuba</td>
<td>4%</td>
</tr>
<tr>
<td>El Salvador</td>
<td>4%</td>
</tr>
<tr>
<td>Other</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Presentation.** Research and prepare an oral presentation about an influential Hispanic person or important event from the culture.