

Going into the French trip I was nervous. I had never traveled to another country w/out my family. I was apprehensive of the challenges to come. In the airport in Boston, before we left, I remember looking back on the year in French class. We spent almost the entire time preparing our selves for the journey. I was about to partake in. I reflected on my journey in French.



# eighth grade

The week anticipation was feeling my stomach. After the variable in the trip.



2019年三月十五天

二天

今天我们去 Hangzhou. 然后我们去吃午饭。 Art 课以后, 我们教英文课, 很乖。 Host family 的家, 吃晚饭睡觉。



ON TUESDAY, MARCH 12, SEVEN MEMBERS OF THE CLASS OF 2019 VENTURED WAY OFF CAMPUS—7,286 MILES FROM GODDARD AVENUE TO **SHANGHAI**. LATER THAT WEEK, THEIR CLASSMATES TOOK OFF ON THEIR OWN TRIPS TO **ROME** (4,089 MILES), **MÁLAGA** (3,478 MILES), AND **MARSEILLE** (3,726 MILES). THESE STUDENTS WERE PARTICIPATING IN THE FIRST OVERSEAS CURRICULAR TRAVEL DESIGNED FOR PARK'S EIGHTH GRADERS.

# journneys



Since Park's first eighth and ninth grade trip to France in 1978, overseas travel has been an important feature of the language curriculum that directly reinforces the School's mission. Head of School Scott Young clarifies, "A central component of Park's mission is to educate students to be positive, contributing members of our diverse local and global community. Travel is the ultimate hands-on learning experience, providing sensory and cultural exposure that results in a deeper understanding of the world and one's role in it. Experiential or 'applied' learning, like curricular travel, engages students in a deep and meaningful way by putting their knowledge and critical thinking skills to work in the real world."

"These trips are tremendous!" Liga Aldins, World Language Department Head, says with a broad smile. Liga has led more than 25 trips since the 90s, when language-based trips for ninth graders became the capstone of Park's language program. By 2013, students were traveling to France, Spain, Italy, and China, and students and parents both recall these trips as "the most important learning

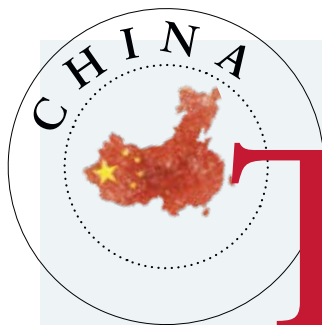
opportunity of the ninth grade year." In 2016, as the Grade IX program drew to a close, the School began to examine and reimagine the role of travel within the educational arc of all Upper Division students. "We set out to create developmentally-appropriate challenges with regional, national, and international travel opportunities that would enhance the learning experience for all students in Grades VI, VII, and VIII, respectively," Scott explains. The newly-envisioned travel program became a reality this fall when the sixth grade participated in a three-day camping trip to practice independence, build connections with one another, and experience outdoor learning. In March, seventh graders traveled to Washington D.C. as part of their yearlong study of American history. The trip to the Capitol was designed to deepen their understanding of our country's history and identity, and develop the skills they need to become responsible participants in our democracy. Because these trips have been designed as essential to the curriculum, they are included in the cost of tuition.

International travel for eighth graders is designed to be a capstone

experience for the Upper Division program. For young language scholars, the opportunity to take their knowledge from three years of classroom practice and engage in conversation with native speakers is incredibly rewarding. On their trips to China, France, Italy, and Spain, students not only practice their language skills in an authentic setting, they experience a unique culture first-hand. "While we've been introducing cultural elements in our language classes since sixth grade," Liga explains, "nothing compares to participating in activities and enjoying the cuisine to connect them with the people, history, and culture of each country." Almost every student traveler connected with the local fare. Their journals and blogs are filled with detailed descriptions of dumplings, pain au chocolate, paella, and gelato.

By all accounts, the four trips were a huge success! This summer, the language faculty will review the itineraries and begin planning similar capstone experiences for spring 2020—all thanks to the eighth grade trail blazers of the Class of 2019!





**T**hanks to the careful planning of Park's Mandarin teacher Mulian Chen, in collaboration with Smithsonian Student Adventures/Walking Tree Travel, Park students experienced ten wonderful, varied days in China. Mulian and the seven Mandarin students were joined by Alice Perera Lucey '77 and Teaching Apprentice Katy Lee for their trip halfway around the globe. Upon arriving in Shanghai, the group visited the peaceful Confucius Temple, as well as the Urban Planning Museum in the growing city of skyscrapers and 26.3 million inhabitants. Then, they traveled on the bullet train (200+ km/h) to the smaller city of Hangzhou, home to Park's partner school, Greentown Yuhua Qinqin School. Park students met their host families and settled into four nights in Chinese homes and days spent at the school. For a joint service project, Park and Qinqin students designed and painted a mural of the Boston and Hangzhou skylines. The Park delegation flew on to Chengdu, where they visited a rural village practicing organic farming techniques. An unforgettable highlight of the trip was a visit to the Chengdu Panda Sanctuary and having many conversations in Mandarin.



#### ITINERARY

**MARCH 13** Arrive in Shanghai

**MARCH 14** Walking tour and visit Confucius Temple, Shanghai Urban Planning Museum, the Bund

**We rode the Shanghai subway all day and have become experts at buying tickets and figuring out all the transitions from one line to another.**



**MARCH 15** Bullet train to Hangzhou  
Visit Greentown Yuhua Qinqin School (Partner school)  
Tour of school, carve your Chinese names in stone chops, teach English class  
Meet homestay families and dinner at their homes



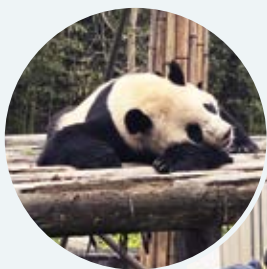
**We held English classes for groups of 4th and 5th graders. Some of us played games... Others read stories and discussed favorite animals as well as animal sounds across different cultures. The students were so attentive and cute! In China, when students speak to the teacher, they always raise their hands and stand up to speak. That took some getting used to!**



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| <b>MARCH 16</b> | Visit Leifeng Pagoda and boat tour of West Lake<br>Dinner and evening with homestay families  |
| <b>MARCH 17</b> | Service project at Qinqin school painting mural<br>Dinner and evening with homestay families  |
| <b>MARCH 18</b> | Flag raising ceremony and presentation to 1000 Qinqin students and 200 faculty<br>Service project visit Hangzhou Senior Center<br>Tour and dinner at Museum of Hangzhou Cuisine |



This morning, we stepped out of our comfort zone. Our group stood in front of over 200 students, with hundreds more watching, and introduced ourselves in Chinese. Afterwards, we asked questions in Mandarin and answered a few in English. Despite being a little intimidating, it was a great opportunity to test ourselves. After this, we challenged ourselves by joining in a first grade mandarin class. We listened in and were taught by our friends in first grade. Next we did Taekwondo. We learned 4 different moves that we were able to combine to one move. This required a lot of flexibility. Later, we went to music where we learned how to play "Twinkle Twinkle Little Star" on the Chinese piano (*Yangqin*, Chinese dulcimer).



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| <b>MARCH 19</b> | Coach students in English classes<br>Farewell party at Qinqin School<br>Flight to Chengdu<br>Dinner and evening at youth hostel |
| <b>MARCH 20</b> | Visit Anlong Village and meet local farming families  |
| <b>MARCH 21</b> | Volunteer at Giant Panda Center at Dujiangyan   |

This morning, we all awoke around 6, and headed to the convenience store for our on-the-go breakfast. After eating everything from pork buns to egg tarts, we got on the bus and drove towards the Panda Sanctuary. We were given coverall suits and gloves and immediately were put to work cleaning the panda cages. We cleaned everything in the cages ...and we mean everything! Then we each got to feed one of the pandas a carrot and a chunk of panda bread. To feed the panda, we knelt down in front of the panda and put the food towards his mouth. He took the food and ate it happily. The panda was adorable!

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| <b>MARCH 22</b> | Explore Chengdu<br>Dinner at Sichuan hotpot restaurant and performance of Sichuan Opera |
| <b>MARCH 23</b> | Return to Boston  |





Latin students traveled to Rome, where they soaked up history, art, and architecture with visits to the Roman Forum, the Colosseum, the Vatican, and a truly memorable day trip to Pompeii! Thanks to her meticulous attention to detail, Latin teacher Janice So created a trip that proves that Latin is very much alive. To compliment their language study, the three students began an in depth investigation of Roman culture as part of their language classes. Each student was required to deliver two archaeological site presentations while in Italy (one in Rome and one in Pompeii). After choosing their topics, their research included building materials and methods, cultural and/or political significance, usage, and changes in the structures over time. They wrote their presentations back in Boston, and then spoke about them at the ancient sites of the Arch of Titus, the Pantheon, and the Stadium of Domitian in Rome, and the Stabian Baths, the Large Theater, and the Odeon Theater in Pompeii. In addition to the archaeological sites, the students also read excerpts from Vergil's *Aeneid* and Juvenal's *Satires* in Latin while visiting places mentioned in the texts. Art teacher Nancy Popper introduced the group to Caravaggio and Michelangelo in her daily art history lessons when they visited the Vatican and other churches. On their last day in Rome, having enjoyed delicious Italian food (including daily stops for gelato!) for the week, they made their own pasta in a cooking class.



#### I T I N E R A R Y

<b>MARCH 16</b>	Arrive in Rome Orientation walk around neighborhood
<b>MARCH 17</b>	Morning tour of Imperial Rome (the Palatine, Roman Forum and the Colosseum) Latin class on site: Vergil Dinner and evening visit to the Trevi Fountain

#### Translation of Vergil's *Aeneid* 5.363-367 from Latin to English

*"Nunc, si cui virtūs animoque in pectore praesēns,  
adsit et evinctis attollat brachia palmīs."  
Sic ait, et geminum pugnae prōpōnit honōrem,  
victōri vclātum aurō vittisque juvencum,  
ēnsem atque īnsignem galeam sōlācia victō.*



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- MARCH 18** Walking class on Roman topography, history, art, and architecture (Trastevere, Piazza Navona and Pantheon)
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- MARCH 19** Full day at Pompeii
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- MARCH 20** Guided tour of Catacombs, Jewish Ghetto and Portico Di Ottavia  
 Latin class on site: Vergil
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After reading these lines of the *Aeneid* in which the Tiber River speaks to Aeneas, we visited the river. The students were saddened to find so much litter around a river that had seemed so majestic and protective of refugees in the *Aeneid*. Their take away from this particular reading was the importance of stewarding the environment as well as historical sites.



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- MARCH 21** Walking tour of Vatican (Museum, Sistine Chapel, St. Peter's Basilica)
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- MARCH 22** Cooking class
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- MARCH 23** Return to Boston
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Working with the experienced student travel organization, Global Works, Spanish teachers Kathy Come and Grace Cinquegrana planned a unique trip to Southern Spain for their 17 students. The Park contingent traveled to Spain by way of Dublin with chaperones Señoritas Come and Cinquegrana, as well as science teacher Heather Offen. From Málaga, they set off for their home base: the guest house at la Fundación Escuela de Solidaridad (FES), a unique nonprofit providing housing and services to migrants and poor families in Granada. FES residents hail from North Africa and Latin America, giving Park students first-hand experience with an international geopolitical crisis. In addition to meaningful service work in support of FES's residents, students took a flamenco dance class and visited many Spanish landmarks, including the Alhambra. They learned more about Spain's beautiful Moorish architecture in Córdoba and prepared delicious paella and gazpacho in Sevilla.



Our group worked on the mosaic, specifically the word "Fundación." We mixed cement and broke colored tiles. . . .smashing tiles with hammers is very fun. In the late morning we had a refreshing snack of iced tea and fruit. We finished the letters F U N, and we were very productive on other letters, setting up tomorrow's group to finish. Working on letters was a relaxing experience that enhanced our community and gave us time to chat.



#### ITINERARY

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| <b>MARCH 16</b> | Arrive in Málaga<br>Meet Global Works leaders; bus to Granada<br>Arrive at Fundación Escuela de Solidaridad (FES)<br>guest house                                    |
| <b>MARCH 17</b> | Begin five community service projects: gardening, making bread, preparing marmalade, sanding and repainting furniture, creating mosaic<br>Dinner with FES community |
| <b>MARCH 18</b> | Community service projects continue<br>Bus to Granada for flamenco dancing class, dinner, and flamenco show   |

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- MARCH 19** Community service projects continue  
Dinner with FES community
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- MARCH 20** Bus to Alhambra for tour  
Explore Granada in small groups  
Fiesta de Despedida (goodbye party) with FES community
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Our time at FES concluded with a community-wide goodbye party that included music, dancing, good food, and lots of laughs. Each of us had a chance to thank the residents for this experience (in Spanish!) and to receive a small memento from FES. The big hand-made sign that said "Park School this is your home" in Spanish was really touching. We are so grateful to have been welcomed so warmly into this unique community this week.



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- MARCH 21** Bus to Córdoba for tour of Mezquita  
Bus to Sevilla, Hotel Simón  
Tapas dinner and evening stroll in Sevilla
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- MARCH 22** Group reflections by the Guadalquivir River  
(¡Qué río más grande!), tour of Triana Market  
Spanish cooking class: gazpacho and paella  
Tour of the Alcázar and Metropol Parasol
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After a snack of traditional "churros con chocolate," ... we went to the Metropol Parasol, a modern piece of art which is an enormous wood structure that looks like mushrooms (and is also known as "Las Setas de Sevilla.")

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- MARCH 23** Group activities and reflections in Parque María Luisa and tour of Catedral de Sevilla  
Bus to Málaga, Hotel Ibis Málaga Centro Ciudad  
Final stroll through city and dinner
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At the Catedral, we saw the tomb of Christopher Columbus and climbed up 34 ramps to get to the top of the Giralda, the old bell tower of the Catedral...For our final dinner in Málaga, we ate delicious food and watched a flamenco performance—some of us even got to dance in it! After dinner, we took one last stroll through the streets of Málaga before heading back to our hotel, as we have to leave early in the morning for our flight to Dublin. Goodnight and ¡hasta mañana!



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- MARCH 24** Return to Boston
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anting to create a unique, authentic experience for their 22 students, French teachers Liga Aldins and Awa Diop worked with Global Works, a student travel organization, to design a trip centered around homestays. Liga and Awa, along with Assistant Athletic Director Dana Welshman-Studley '85, served as chaperones for the visit to Southern France. Upon arriving in Marseille, the eighth graders traveled to Avignon, followed by Aix-en-Provence, where they visited Paul Cezanne's art studio. Then, they traveled to the medieval walled city of Carcassonne to spend four nights with local families. Students had many opportunities to practice their language skills both with their hosts and with middle school students they met and connected with at a local French "collège." One day, the Park contingent also performed community service clearing ancient paths which join the "Camino de Compostela," the pilgrimage route to the cathedral of Santiago de Compostela in northwestern Spain, so that future pilgrims and hikers can use them again.



#### ITINERARY

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| <b>MARCH 16</b> | Arrive in Marseilles<br>Meet Global Works leaders; bus to Avignon<br>Orientation activities in local park  |
| <b>MARCH 17</b> | Walking tour of Avignon including city walls and Pont d'Avignon<br>Food shopping at the famous marché "Les Halles,"<br>a guided tour of Palais des Papes<br>Bus to Aix-en-Provence |

When we went to Les Halles, my group was in charge of getting cheese. There was an incredible selection of many different colorful cheeses. We picked up some Comte, Emmental, Camembert, Crotins de chèvre and some Brie. The experience of the market reminded me of the Quincy market.



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| <b>MARCH 18</b> | Tour of Paul Cezanne's studio<br>Explore city center and Pont du Gard (Roman aqueduct) |
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We woke up early and walked 30 minutes to Paul Cezanne's painting studio where we received a lecture (in French) on the history of the place itself, Cezanne, and his paintings....Since we had learned about Cezanne previously, it was a lot easier to understand the presentation. It was awesome to see something that we learned about come to life. I had studied the painting named "Les joueurs de cartes" (or The Card Players). I had presented on this topic in class, and seeing the women explaining the painting in French was satisfying for me to know that my research applied to the real world. Looking forward to more adventures. Stay tuned! À bientôt!

**MARCH 19** Coq avec des pommes de terre cooking class  
Tour of goat farm and cheese making

**MARCH 20** Bus to Carcassonne, lunch and tour of medieval city  
Reception with homestay families



Everyone was kind of nervous....We all milled around awkwardly, talking about how nervous we were. Eventually, all of the families arrived and everyone started to leave. Avery and I went to the car with our host family. On our way to their house, we stopped at the market. It was similar to a grocery store in the US, except it had different brands. We drove to our house and we pulled into the gate. There was a dog waiting in the yard to greet us. There were also two cats and a turtle that we met later. After attempting to discuss music in French, we had a dinner of pasta with eggs along with some sausage and *pâté*. We showered and journaled before finally settling down to read and sleep.



**MARCH 21** Service project in the countryside, clearing paths on the "Camino de Compostela"

Dinner and evening with homestay families

**MARCH 22** Morning at French middle school "collège"

Tour of ancient paper mill and papermaking workshop  
Dinner and evening with homestay families



In the morning, we traveled to a local French middle school named Antoine Couriere. The students welcomed us wholeheartedly. First we...asked them...what music they listened to and what sports we all played. [This] helped strengthen our French by forcing us to utilize our conversation abilities....and we learned a lot about the students we talked to.... After that, we went outside for recess and talked to many students. There was also an exchange of phone numbers between us and the French students. After recess, we went to lunch. Lunch was very interesting for us....[because] it is much longer! The cafeteria worked very much like one in the U.S., where students get their food in a line, then sit down and eat....Sadly, after 45 minutes, we had to leave, but the experience gave us a good look at what school was like for French kids.



**MARCH 23** Bus to seaside town of Collioure  
Day on the Mediterranean beach  
Dinner and evening with homestay families

**MARCH 24** Return to Boston