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VIRTUAL CRUISES



A Global Travel Simulation

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Updated 2018
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www.teachinteract.com
1-800-421-4246
ISBN 978-1-57336-313-6

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PURPOSE

In **VIRTUAL CRUISES**, students work cooperatively as members of Advance Teams sent by a Cruise Line to explore possible travel destinations. Each student becomes an Expert in one aspect of their destination: Culture, Foods, Geography, History, Nature or Travel. Advance Teams conduct focused research. While investigating their destinations, students produce individual Scrapbooks and Advance Team Promotional Brochures. At a culminating Captain's Dinner, students invite family and friends to share what they have learned. Specifically, by taking part in VIRTUAL CRUISES, your students will experience the following:

Knowledge

- Culture, geography, history and natural environment of another part of the world

Attitudes

- Realizing the value of cooperation in meeting goals
- Appreciating cultural differences
- Feeling pride in individual and group accomplishments

Skills

- Making decisions and fulfilling responsibilities
- Presenting knowledge in oral and written formats
- Making inferences and summarizing information

OVERVIEW

VIRTUAL CRUISES is an ideal research vehicle for a history, geography or language arts unit, providing a solid curriculum-based purpose. The Teacher Guide outlines 20 one-hour lessons, organized into three phases. Detailed Daily Directions include teaching instructions for individual and group work and classroom activities. The Unit Time Chart indicates teaching objectives for each instructional day.

PHASE 1: PREPARING FOR TRAVEL

VIRTUAL CRUISES begins as students form a new Cruise Line. After determining a name and writing a mission statement, the class divides into Advance Teams comprising six students each. The goal of each Advance Team is to research a possible cruise destination, either assigned by the teacher or chosen by the group. Members of each Advance Team take on particular Expert Roles and each student focuses on one aspect of the team's destination: Culture, Foods, Geography, History, Nature, or Travel. Students then create Passports, Name Tags, and Luggage Tags for their Steamer Trunks, which they will decorate during their journey.

OVERVIEW

PHASE 2: OUT TO SEA

Students begin researching their destinations, visiting websites identified and previewed by the teacher. During their travels, students make Steamer Trunk Stamps that record the websites that they have visited, then glue these stamps to their Steamer Trunks.

In addition, each student compiles a Scrapbook filled with information learned. Scrapbooks include *Travel Journal Entries*, *Internet Souvenirs*, a *Postcard*, *Letterhead Stationery* and an *Expert Report*. Travel Journal Entries describe their discoveries and personal reactions. Internet Souvenirs include photos and information that students collect from websites. Students design a unique Postcard and ship's Letterhead Stationery, then write messages home about their journey. The final item added to student Scrapbooks is an Expert Report—a document written to inform the Cruise Line about their Expert discoveries. The format of each Expert Report may vary according to each student's Expert Role. Encourage students to use creativity in producing their Expert Reports.

PHASE 3: HOMEWARD BOUND

Research completed, each Advance Team meets to compose its Promotional Brochure, which synthesizes information learned by each of the Team members. The format of the final Promotional Brochures can be as elaborate or simple as classroom computer availability and student abilities allow. In celebration of the return to their home ports, students invite parents and guests to attend an end-of-the-cruise Captain's Dinner, featuring foods discovered during the cruise and prepared by Advance Teams. During the festivities, students share their Scrapbooks and Promotional Brochures.

SETUP DIRECTIONS

1. **Before you begin:** Be sure to read through the entire Teacher Guide and Student Guide.
2. **Setting curricular content:** To conduct VIRTUAL CRUISES, you will need to assign each Advance Team to study a particular destination. You can determine the destination in two ways:
 - **Teacher-chosen destinations:** You may designate a certain geographic area for each Advance Team. Such areas may be related to your social studies or language arts curriculum.
 - **Student-chosen destinations:** You may allow your students to make their own decisions about which part(s) of the world to visit.

To allow yourself ample time to preview and collect relevant websites, decide early in your unit preparations which destination selection method you will use.

3. **Using the Teacher Guide:** The Teacher Guide is divided into three sections or phases. Each section includes detailed Daily Directions and any required handouts or master copies to display. In the Daily Directions, you will find the following headings:
 - **Activities:** Summary of daily objectives
 - **Materials:** List of materials needed and their quantities
 - **Procedure:** Step-by-step instructions
 - **Teaching Tip:** Author's suggestions in margin notes
4. **Using the Student Guide:** VIRTUAL CRUISES includes a 16-page Student Guide. Students will need the guides throughout the unit for activity instructions and samples. The Teacher Guide includes the handouts of instructions and samples found in the Student Guide. The step-by-step Daily Directions indicate when the teacher and students should read and review directions and samples together.
5. **Preparing your classroom:** Introduce your students to this simulation by decorating your classroom with maps and vacation posters from all around the world. In addition, make available a supply of cruise books, pamphlets and brochures from travel agencies or cruise lines. Provide time for students to look at and discuss the information they find in these resources. To pique interest in travel, consider inviting someone to share a cruise experience with your class. The presenter might relate travel anecdotes and share photos, slides, or souvenirs.

SETUP DIRECTIONS

6. **Grouping students:** Separate your students into Advance Teams, each comprising six students. Each Advance Team will explore a different destination (see Setting Curricular Content). How student groups work will depend upon the availability of computers with Internet access and the abilities of your students. You may choose to place students of varying ability levels together. Placing one or two more capable students in each group will help if your class is larger; good listeners and good role models will help to keep the group on task. Set aside 10 to 15 minutes every day for Advance Team members to meet and share websites visited and information learned.
7. **Assigning Expert Roles:** Each Advance Team is composed of a Culture Expert, a Foods Expert, a Geography Expert, a History Expert, a Nature Expert, and a Travel Expert. As the Advance Team travels to and around its destination, each student will research in depth one aspect of that destination. During their daily Advance Team debriefings, students will share information they have learned, rounding out each member's knowledge and understanding of the destination. You may assign specific roles to students, or you may allow students within their groups to select their own roles. Make this determination based upon the personalities and capabilities of your students.
8. **Presentation of Scrapbook Assignments and Promotional Brochures:** VIRTUAL CRUISES offers a range of methods for students to make their final presentations. There are advantages to each type of presentation.
 - Students may produce Scrapbooks and Promotional Brochures entirely by hand, using crayons or markers.
 - If you have only limited printer access, print the graphics for the various individual and group assignments and students can assemble their products with scissors and glue.
 - If you have unlimited computer use you might require electronic Scrapbooks and team Promotional Brochure presentations. These electronic presentations can be projected on a screen or shown on individual computers during the culminating Captain's Dinner.
9. **Planning the Captain's Dinner:** Advance planning will ensure that the share-a-dish Captain's Dinner proceeds smoothly. Consult the Unit Time Chart and evaluate your classroom situation to determine how long you may work on VIRTUAL CRUISES. Within the first two days select a time for this culminating activity and begin to make arrangements. Access to computers and

SETUP DIRECTIONS

projection devices may determine where you host the Captain's Dinner. If your school has an activity room located near your computer lab, you may be able to dine in that room and share student work in the computer lab. As an alternative, the Captain's Dinner and the demonstrations may all take place within your classroom. Estimate the number of guests you expect to attend and reserve the room(s) you may need. Work with your site administrator and staff to ensure a smooth culminating event. The Captain's Dinner will be announced to the students at the beginning of Phase 3.

10. **Enrichment Activities:** VIRTUAL CRUISES includes an enrichment activity, Porthole Views, a craft activity allowing students to present a view of their destination from their Expert Role perspective.
11. **Materials:** VIRTUAL CRUISES requires many types of materials. Following is a summary of these supplies. Each day's instructions include all materials needed for that day.

A. Hardware

- Printer—*one or more*
- Computer hooked up to a display panel or monitor for sharing electronic presentations—*one (optional)*
- Computer with Internet access and browser—*class set*
- Digital camera or scanner—*one*
- Graphics program—*one per computer*
- Word processing program—*one per computer*

Note: Most of these items will be available and ready to use if you have access to a computer lab. If necessary, you can divide the computer sessions into smaller time allotments and teacher presentation of skills can be done outside of the lab. Classes larger than 20 will definitely need more than one printer and more than one method of inputting graphics.

B. Duplication: Make hard copies of the following items as needed. Items are listed in the order used.

- ASSIGNMENT 1: PASSPORT TEMPLATE—*class set (red or gold paper)*
- ASSIGNMENT 2: NAME TAG TEMPLATE—*class set*
- ASSIGNMENT 4 & 4A: TRAVEL JOURNAL ENTRIES
- ASSIGNMENT 3: STEAMER TRUNK
- ASSIGNMENT 3A: LUGGAGE TAG

SETUP DIRECTIONS

- ASSIGNMENT CHECKLIST
- ASSIGNMENT 3B: STEAMER TRUNK STAMPS
- ASSIGNMENT 4B: INTERNET SOUVENIRS
- ASSIGNMENT 4C: POST CARD
- ASSIGNMENT 4D: LETTERHEAD STATIONERY
- ASSIGNMENT 4E: EXPERT REPORT
- ENRICHMENT 2: PORTHOLE VIEW—*one per group*
- ASSIGNMENT 5: PROMOTIONAL BROCHURE

C. Additional Supplies

- Assorted reference materials (cruise books, nature and travel magazines, travel brochures, atlases, print and electronic encyclopedias)—*enough for class*
- Bordered paper and/or colored computer paper—*enough for class*
- Cardboard shirt boxes—*class set*
- Craft glue or glue gun—*one*
- Clear packing tape—*one roll*
- Cord or shoelaces (16" long)—*class set*
- Crayons, markers or colored pencils—*enough for class*
- Disposable plates and flatware—*class set + enough for guests*
- Glue—*enough for class*
- Hole punch (single hole)—*one or two*
- Index cards or construction paper—*class set (optional)*
- Laminating plastic or clear sticky paper—*enough for class*
- Lined penmanship paper—*10 sheets per student*
- Manila envelope (5"x7")—*class set*
- Oak tag or tag board—*enough for class*
- Paper clips—*enough for class*
- Paper fasteners—*three per student*
- Pin backs—*class set*
- Scissors—*class set*
- String or fishing line—*one roll*
- Three-prong pocket folders (color coded by group)—*class set*
- Vacation posters, scenic calendars, maps and/or globe of the world—*enough for class*

SETUP DIRECTIONS

D. Optional for Enrichment Activities

- Blue foam or plastic plates—*class set*
- Logic Blocks—*one set*
- Plastic wrap—*one box*

This is a sample chart. Alter as desired.

UNIT TIME CHART

PHASE 1: PREPARING FOR TRAVEL				
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Student Guide—Introduction Set up Cruise Line	Assemble Advance Teams, name ships Determine home port and destination Receive Expert Roles	PASSPORT	NAME TAG TRAVEL JOURNAL ENTRIES (<i>optional</i>)	STEAMER TRUNK LUGGAGE TAG Travel Journal (<i>optional</i>)
PHASE 1 ENDS	PHASE 2: OUT TO SEA			
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
Explore “Cruise” folder Bon Voyage Party (<i>optional</i>) Travel Journal (<i>optional</i>)	ASSIGNMENT CHECKLIST Scrapbook Overview STEAMER TRUNK STAMPS Advance Team debriefing TRAVEL JOURNAL ENTRIES	Scrapbook SOUVENIRS Collect graphics & text Advance Team debriefing Travel Journal	Scrapbook POSTCARD Advance Team debriefing Travel Journal E-mail messages/pen pals (<i>optional</i>)	Scrapbook LETTERHEAD STATIONERY Advance Team debriefing Travel Journal
PHASE 2 ENDS				PHASE 3 BEGINS
DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
Scrapbook EXPERT REPORT Advance Team debriefing Travel Journal	Scrapbook Advance Team debriefing Travel Journal	Scrapbook Advance Team debriefing Final Travel Journal	Final Scrapbook Final Steamer Trunk Stamps	Plan Captain’s Dinner Invitations Enrichment: Porthole View (<i>optional</i>)
PHASE 3: HOMEWARD BOUND				
DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
PROMOTIONAL BROCHURE	Promotional Brochure	Final Promotional Brochure	Prepare Captain’s Dinner Decorate room	Captain’s Dinner Individual and Advance Team Presentations

DAILY DIRECTIONS

PHASE 1: PREPARING FOR TRAVEL

DAY 1

Materials

- Student Guides—*class set*
- Cruise books, scenic calendars, travel magazines, brochures and posters
- Maps, globes and atlases
- Computer with Internet access and projection capabilities—*one*

Procedure

1. If you were able to provide a speaker to describe a cruise (as suggested in the Setup Directions), begin by discussing the high points of the presentation. Ask how many students would like to go on a cruise and tell them that is just what they will be doing. Discuss types of cruises and areas of the globe that cruise ships can visit. If you want students to plan their cruises to supplement geography or other course content, now is the time to inform students that VIRTUAL CRUISES will help them learn more about geographic areas studied in class. Provide time for students to look at and discuss the information they find in cruise books, posters, magazines and brochures.
2. Distribute the Student Guides and read together the **Introduction** on the first page. Answer any general questions that arise.
3. Tell students they will decide upon a name for the Cruise Line Company for their class. Look at the magazines and brochures to find examples. Perhaps students will want to incorporate the name of their school or the school mascot; other possibilities are town, county or state names. If several suggestions are made, students can vote for their favorite by ballot or by show of hands.
4. Mission statements are written in general terms; they are brief but cover the main purpose of the institution. Most companies or businesses have mission statements; inquire via telephone or e-mail. Schools and school districts also have mission statements. List suggestions from the class on the board and work together to edit until you come up with a mission statement for the class Cruise Line that meets everyone's approval.

Teaching
ip →

A sample mission statement is "The mission of Virtual Cruise Line is to give our travelers an insider's view of the culture and environment of an exotic destination."

DAILY DIRECTIONS

DAY 2

Activities

- Advance Teams and Expert Roles
- Home port and destination

Materials

- Student Guides—*class set*
- Cruise books, scenic calendars, travel magazines, brochures and posters
- Maps, globes and atlases
- Student folders (color coded by group)—*class set*
- Manila envelopes (5"x7")—*class set*
- Glue—*one per group*
- Digital camera—*one*
- Printer—*one or more*

Procedure

1. Divide the class into Advance Teams of six students. Each Advance Team will represent one ship of the class Cruise Line. When setting up the Advance Teams, be sure that each has at least one or two capable students who are good listeners and good role models. Further suggestions for forming groups can be found in the Setup Directions of this Teacher Guide.
2. Have Advance Teams name their ships and determine their home port and destinations. Students can find names of ships in magazines and brochures and discuss the merits of each name. Encourage each student to suggest a name, with the decision made by majority vote by the Advance Team.
3. Distribute student folders, Student Guides, small manila envelopes and glue. Ask students to glue the small manila envelope sideways to the outside of their folders—with the envelope flap facing out. The small envelopes will hold their Passports and Name Tags, to be made on Days 3 and 4. Explain that students should keep their Student Guides and all VIRTUAL CRUISES projects inside their folders.
4. Refer students to the **Cruise Line Employee Information** section on page 5 of their Student Guides. Within their Advance Teams, students should fill out their real names, the Cruise Line name and mission statement, and their ship's name, home port and destination.

Teaching **tip**

Depending on how you choose to use VIRTUAL CRUISES, you may assign each ship's home port and destination or allow students to determine their own points of departure and exploration.

DAILY DIRECTIONS

5. Assign Expert Roles in each Advance Team, or have students choose their own Expert Roles. Refer students to the **Expert Role Information** section on page 5 of their Student Guides. Read the Expert Roles with the class so that everyone is familiar with all of the roles.

Name	Expert Role	Explores ...
	Culture	clothing, music, art, religion, entertainment
	Foods	traditional foods, eating customs, restaurants
	Geography	location, travel routes, land forms
	History	politics and history
	Nature	climate, wildlife, outdoor activities
	Travel	landmarks, items to bring, sightseeing tours, currency

In addition to their specific role responsibilities, all students will:

- Listen carefully to instructions in order to achieve all goals.
- Keep everything they create in their student folders.
- Be able to trace on a map the route their ship will take.
- Assist Advance Team members with technology when help is needed.
- Meet with Advance Team members daily to share information learned and websites visited.
- Work with Advance Team members to create a final Promotional Brochure summarizing information learned by all members of their Advance Team.

Once all roles are determined, instruct students to add their Expert Role identity to the Cruise Line Employee Information section of their Student Guide, and to fill out the Expert Role chart with the names of all members of their Advance Team.

Teaching **ip**

Print two copies of student pictures, one for Passports (Day 3) and one for Name Tags (Day 4).



DAILY DIRECTIONS

6. While students work, take individual photos to be inserted into the Passports and Name Tags that they will be making. The photos can be taken with a regular camera and scanned, or they can be taken with a digital camera. When pictures have been taken, print them out on a color printer (if possible).
7. Ask students to place their Student Guides inside their folders, then collect student folders.

DAILY DIRECTIONS

DAY 3

Activities

- Digital photos
- Passports

Materials

- Student folders (color coded by group)—*class set*
- ASSIGNMENT 1: PASSPORT TEMPLATE—*class set*
- Digital camera—*one*
- Printer—*one or more*
- Projection device—*one*
- Glue—*one per group*
- Scissors—*class set*
- Laminating plastic or clear sticky paper—(*optional for Passports*)

Procedure

1. Distribute student folders.
2. Distribute the ASSIGNMENT 1: PASSPORT TEMPLATES and the first set of individual photographs. Using the PASSPORT TEMPLATE display copy, read the directions with the class and complete one as an example. Have students begin to assemble their Passports by gluing their pictures into the Passport blanks. Next they cut and paste as directed on the handout. After you have signed the Passports, students will store them in the small manila envelopes glued to the folders. Laminating the Passports will help them last until the end of the simulation.

Option: Rather than glue pictures onto a template, students may use a computer drawing program to draw the Passport blank. Then they can load a photo, add text and print a color Passport.


3. Have students place their completed Passports in the manila envelope glued to their folders, then collect the student folders.


ASSIGNMENT 1

1. PASSPORT TEMPLATE

Directions

1. Cut out the outside and the inside pages of your Passport and glue the pieces together.
2. Write or print your personal identity information on the inside of the back cover.
3. Insert your photograph into the photo box on the inside of the front cover.
4. Sign your Passport.
5. Ask your teacher to sign your Passport (and to laminate it, if possible).
6. Fold your Passport and flatten it under a heavy book.

	<p><i>Official</i> PASSPORT</p>  <p><i>United States of America</i></p>
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<p> Photo</p> <p>Name: _____</p>	<p>Age: _____</p> <p>Hair Color: _____</p> <p>Eye Color : _____</p> <p>Approved by: _____</p>
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DAILY DIRECTIONS

DAY 4

Activities

- Name Tags
- Travel Journals

Materials

- Student folders (color coded by group)—*class set*
- ASSIGNMENT 2: NAME TAG TEMPLATE—*class set*
- Photographs of students—*class set*
- Scissors—*class set*
- Laminating plastic or clear sticky paper—*for Name Tags*
- Craft glue or glue gun—*one*
- Oak tag or tag board—*enough for class*
- Pin backs—*class set*
- ASSIGNMENT 4A: TRAVEL JOURNAL ENTRIES (*optional*)
- Lined penmanship paper—*10 sheets per student (for Journals)*

Procedure

1. Distribute student folders, the ASSIGNMENT 2: NAME TAG TEMPLATES and the second set of individual photographs of students.
2. With your class, read the directions on the ASSIGNMENT 2: NAME TAG TEMPLATE. Have students construct their Name Tags. When completed, laminate or cover the Name Tags with clear sticky paper. Use craft glue or a glue gun to attach a small pin back to each. Students will wear their Name Tags each day while they are cruising. At the end of each day students store their Name Tags with their Passports in the small manila envelope attached to their folder.
3. **Optional:** ASSIGNMENT 4A begins Day 7, but you may introduce your students to it now. Refer to page 27 in this guide to find it. Direct students to open their Student Guides to page 8 and introduce them to ASSIGNMENT 4A: **Travel Journal Entries**. Using the TRAVEL JOURNAL ENTRIES handout, read the directions and sample Travel Journal Entry about Greece as students follow in their Student Guides. Remind students to keep their daily Travel Journal Entries in students' folders which they will need to include these entries in their Scrapbooks.

DAILY DIRECTIONS

4. If beginning Travel Journal Entries, distribute 10 sheets of lined penmanship paper to each student and instruct them to place the sheets in their folders. Allow students time to complete a Travel Journal Entry, answering any questions or concerns.

Modification: As an alternative, you may require students to type their Travel Journal Entries using a word processing program. On Day 13, have students print out and include their Travel Journal Entries in their Scrapbooks.

5. Remind students to place all materials, including Student Guides and Name Tags in their folders, then collect the student folders.


ASSIGNMENT 2

2. NAME TAG TEMPLATE

Directions

1. Write your name, your Expert Role and your destination on your Name Tag.
2. Insert your photograph into the box.
3. Cut out your Name Tag and glue it to a piece of tag board or construction paper.
4. Ask your teacher to laminate it, if possible.
5. Attach a pin back to the back of the Name Tag.

Wear your Name Tag every day of your voyage. At the end of each day, store your Name Tag in the envelope on the front of your folder.

Name: _____	
Expert Role: _____	
Destination: _____	

Name Tag **Sample**

Name: _____ <i>Andy</i> _____	
Expert Role: _____ <i>Travel Expert</i> _____	
Destination: _____ <i>Greece</i> _____	

DAILY DIRECTIONS

DAY 5

Activities

- Steamer Trunks
- Luggage Tags

Materials

- Student folders (color coded by group)—*class set*
- ASSIGNMENT 3: STEAMER TRUNK
- Cardboard shirt boxes for Steamer Trunks—*class set*
- Cord or shoelaces (16")—*class set*
- Hole punch—*one or two*
- Clear packing tape—*one roll*
- Sample Steamer Trunk (constructed by teacher)
- ASSIGNMENT 3A: LUGGAGE TAG
- Laminating plastic or clear sticky paper—*for Luggage Tags*
- String or fishing line (6")—*class set*

Procedure

1. Distribute the student folders and have students put on their Name Tags. Have students open their Student Guides to ASSIGNMENT 3: **Steamer Trunk** on page 6.
2. To assemble the Steamer Trunks, give one shirt box to each student. Using the ASSIGNMENT 3: STEAMER TRUNK handout, read the directions carefully with students as they follow in their Student Guides. As students make their Steamer Trunks, circulate to help with construction.
3. When the Steamer Trunks are complete, begin constructing Luggage Tags. Refer students to ASSIGNMENT 3A: **Luggage Tag**, on page 7 of their Student Guides. Using the LUGGAGE TAG handout, read the directions while students follow in their Student Guides. Allow students computer time to make and print their Luggage Tags. Tie the Luggage Tags to the students' Steamer Trunks.
4. If you have started ASSIGNMENT 4A, then have students complete a Travel Journal Entry.
5. Collect tagged Steamer Trunks and place them on a table or shelf that is easily accessible to students. Students will add Steamer Trunk Stamps to their Steamer Trunks as they collect them. Have students place all other completed materials and their Name Tags in their folders, then collect the student folders.

ASSIGNMENT 3

3. STEAMER TRUNK

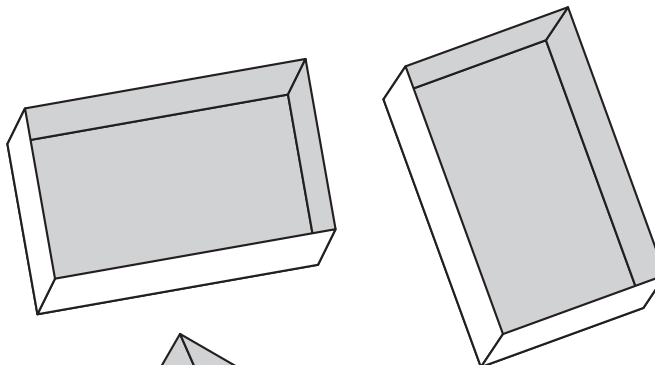
You are about to create a Steamer Trunk for your voyage. You will decorate your Steamer Trunk with stamps from places you visit during your trip.

Materials

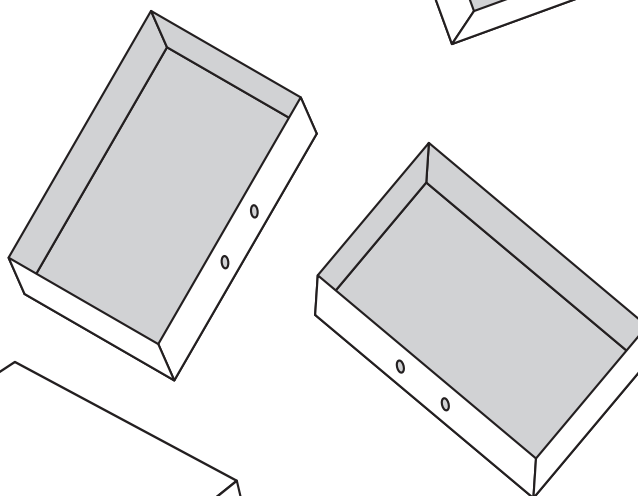
- Cardboard shirt box for Steamer Trunk
- Cord or a shoelace (16" long)
- Hole punch
- Clear packing tape

Directions

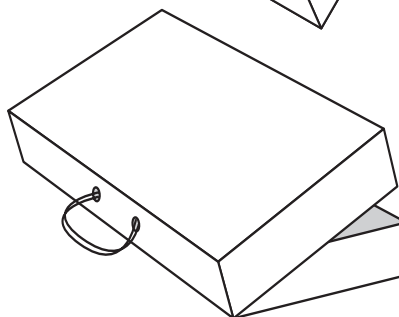
1. Separate the two halves of the box.



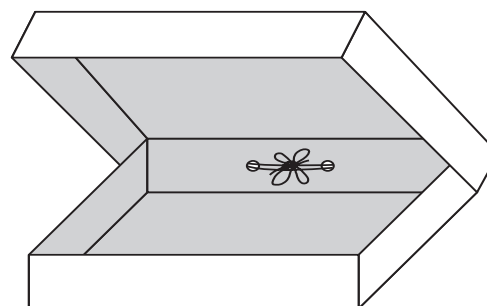
2. Punch two holes in the middle of one long side of each box half. The holes should be about four inches apart and match when the box is put back together. These holes are for your Steamer Trunk handle.



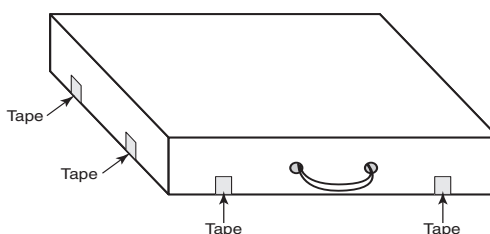
3. Put the halves of the box together so that the holes match. Place one end of the cord into each matched set of holes.



4. Tilt the box open on the side opposite the holes. Slip your hands inside and tie the ends of the cord together on the inside of the box. The knot will hold the two halves of the box together and will keep the cord in place. Leave about two inches of slack cord on the outside of the box to make the handle. Cut off any extra cord inside of the box.



5. Put the two halves of the box together and tape closed using clear packing tape.



ASSIGNMENT 3A

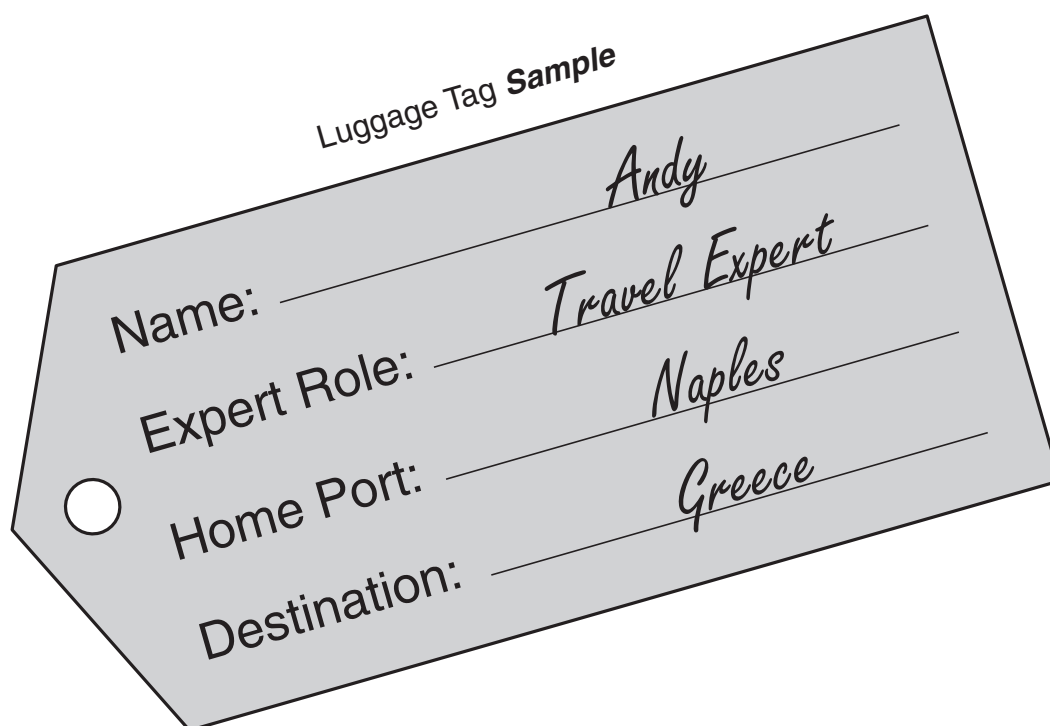
3A. LUGGAGE TAG

Materials

- String (6" long)
- Hole punch
- Heavy stock or construction paper
- Laminating plastic or clear sticky paper

Directions

1. Use the computer drawing program to draw a Luggage Tag as shown.
2. Type: "Name," "Expert Role," "Home Port" and "Destination."
Print the Luggage Tag then write in your name and other requested information.
3. Cut out your Luggage Tag, laminate it (if possible) and punch a hole in one corner.
4. Slip a string through the hole and tie your Luggage Tag to the handle of your Steamer Trunk.



DAILY DIRECTIONS

DAY 6

Activities

- Layout and editing

Materials

- Student folders (color coded by group)—*class set*
- Projection device—*one*
- Computer with Internet access—*class set if possible, minimum one per group*
- Printer—*one or more*
- Lemonade and cups—*enough for class (optional)*

Procedure

1. Distribute student folders and have students put on their Name Tags.
2. Give students the opportunity to explore the websites that you have listed as Bookmarks or Favorites in the “Cruise” folder on each computer’s browser. As students begin copying and pasting graphics, remind them to copy each URL for future reference.
3. Now that all pre-voyage preparations are completed and the ships are ready to sail, the individual Advance Teams meet and members assume their roles for the cruise. Encourage Advance Team members to brainstorm Internet search techniques and key words to use during their Internet cruise. Remind students to record their notes in the space provided on page 4 of their Student Guides.
4. Have students place all materials and their Name Tags in their folders, then collect the student folders.
5. If you have started ASSIGNMENT 4A, then have students complete a Travel Journal Entry.

Teaching **Tip**

You may choose to serve lemonade during the launching party for all the ships in the Cruise Line.

DAILY DIRECTIONS

PHASE 2: OUT TO SEA

DAY 7

Activities

- Scrapbook Overview
- Steamer Trunk Stamps

Materials

- Student folders (color coded by group)—*class set*
- ASSIGNMENT CHECKLIST
- ASSIGNMENT 3B: STEAMER TRUNK STAMPS
- Computer with Internet access—*class set if possible, minimum of one per group*
- Printer—*one or more*
- Glue—*enough for class*
- Scissors—*class set*
- ASSIGNMENT 4 & 4A: TRAVEL JOURNAL ENTRIES
- lined penmanship paper—*seven sheets per student, if starting Journals now*

Procedure

1. Distribute student folders and have students put on their Name Tags.
2. Refer students to the **Assignment Checklist** on page 4 of the Student Guide. Using the ASSIGNMENT CHECKLIST handout, work with students as they check off each item that they have already completed (ASSIGNMENT 1: Passport, ASSIGNMENT 2: Name Tag, ASSIGNMENT 3: Steamer Trunk, and ASSIGNMENT 3A: Luggage Tag). Remind students to check off all other assignments as they are completed.

DAILY DIRECTIONS

3. Refer students to ASSIGNMENT 3B: **Steamer Trunk Stamps** on page 7 of their Student Guides. Explain to students that they will be creating Steamer Trunk Stamps to record the websites that they visit. They will glue these stamps onto their Steamer Trunks. Using the STEAMER TRUNK STAMPS display copy, read the directions with students. Point out the examples given in the Student Guide. Using a computer connected to the Internet and a projection device, demonstrate how to make a Steamer Trunk Stamp.
4. Remind students that each graphic copied off the Internet should have the URL copied and pasted near it. In addition, remind students to save their work every five minutes.
5. Have students search for images for Steamer Trunk Stamps.
6. Have students meet with their Advance Teams to discuss sites visited and to share URLs and information.
7. Allow yourself time to explain that during their voyage students will create a Scrapbook containing Travel Journal Entries, Internet Souvenirs, a Post Card, Letterhead Stationery and an Expert Report. During the next few days, you will demonstrate how to complete the remaining assignments. Refer students to ASSIGNMENTS 4A to 4E beginning on page 8 of their Student Guides. At the end of Phase 2, students will finalize their individual Scrapbooks.
8. Distribute seven sheets of lined penmanship paper to each student and instruct them to place the sheets in their folders (only if you are beginning the travel Journal Entries now). Allow students time to complete a Travel Journal Entry.
9. Have students place all materials and their Name Tags in their folders, then collect the student folders.

Teaching Tip

Student Scrapbooks will contain many of the same items. However, differing Expert Roles will result in scrapbooks with very specific content and focus.

ASSIGNMENT CHECKLIST

Student's Name: _____ Ship's Name: _____

Below is a checklist of assignments you will complete during VIRTUAL CRUISES.
For each item, enter the date due and the date completed.

DATE DUE	DATE COMPLETED	ASSIGNMENTS
		1. Passport
		2. Name Tag
		3. Steamer Trunk
		A. Luggage Tag
		B. Steamer Trunk Stamps
		4. Scrapbook
		A. Travel Journal Entries
		B. Internet Souvenirs
		C. Postcard
		D. Letterhead Stationery
		E. Expert Report
		5. Promotional Brochure

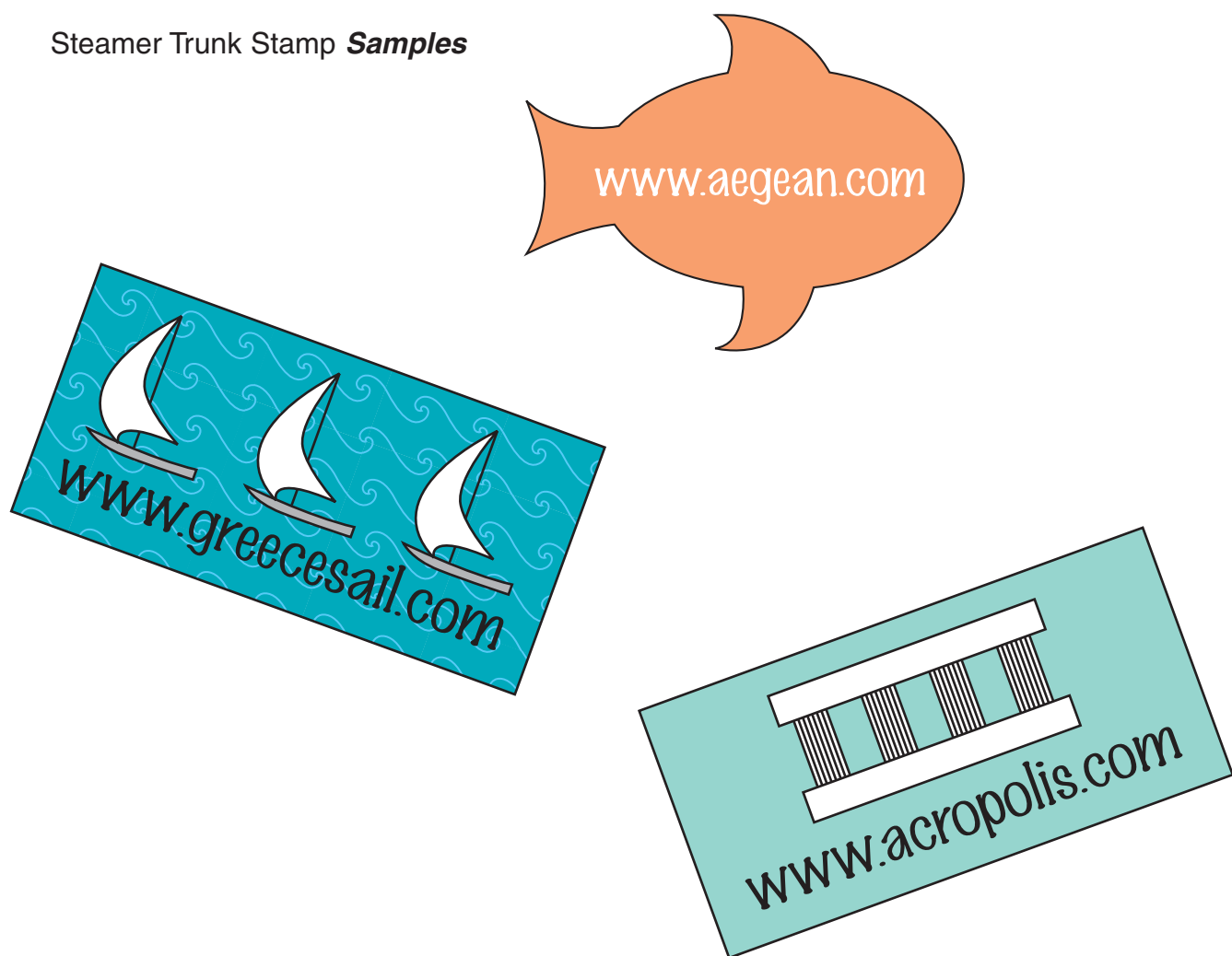
ASSIGNMENT 3B

3B. STEAMER TRUNK STAMPS

As you cruise the Internet, you will record which websites you have visited by creating Steamer Trunk Stamps. Each stamp will include an Internet address and an image.

1. Create a new drawing document titled “Steamer Trunk Stamps.”
2. For each website visited, copy a meaningful image and paste it into your Steamer Trunk Stamp document.
3. For each website visited, highlight, copy and paste the URL into the same document.
4. Put frames around each image and its address.
5. Put several on a page and print your Steamer Trunk Stamps (in color if possible).
6. Cut out and glue these Stamps to the sides of your Steamer Trunk.

Steamer Trunk Stamp **Samples**



ASSIGNMENT 4 & 4A

4. SCRAPBOOK

As you travel, you will compile a Scrapbook containing:

1. Travel Journal Entries
2. Internet Souvenirs
3. Postcard
4. Letterhead Stationery
5. Expert Report

Each assignment in your Scrapbook will be unique. Entries will tell readers about your Advance Team's destination from your Expert perspective. Keep your Scrapbook pages simple and uncluttered. Try text wrapping and rotating graphics. Frames of different width, color and texture add interest.

Following are descriptions and samples of each Scrapbook assignment.

4A. TRAVEL JOURNAL ENTRIES

As you set sail on your expedition, you will begin to write Travel Journal Entries describing your experiences. Write in the first person and include personal reactions to your adventures. If you have time, then you may write entries before and after your expedition.

To get started, ask yourself these questions:

- How do I feel about the journey?
- How do I feel about my Expert Role?
- What have I seen from the deck while at sea?
- What have I learned about the Internet?
- What have I learned about computers?
- What have I learned about my destination?
- Who have I met while on my adventure?

Include your name, your location and the date on each entry. Place it in your folder. On the final day of travel, you will place Travel Journal Entries into your Scrapbook.

Travel Journal Entry **Sample**

Date:	Friday, June 14
Location:	Cruising in the Aegean Sea
Dear Journal:	
Today we've been cruising to Santorini. Earlier today I saw the most amazing thing! I was walking on deck and stopped to look over the railing. I saw something jump out of the water. I looked more closely—a school of dolphins was following our ship! I was tempted to jump in after them, but I settled for taking some pictures to add to my Scrapbook.	
Land ho! We must be pulling up to the island of Santorini. We're coming into a port surrounded by steep cliffs. Up on the cliffs are white-washed houses, and I can see narrow trails. I'll write more later, after I've had a chance to explore.	
Andy	

DAILY DIRECTIONS

DAY 8

Activities

- Internet Souvenirs

Materials

- Student folders (color coded by group)—*class set*
- ASSIGNMENT 4B: INTERNET SOUVENIRS
- Computer with Internet access—*class set if possible, minimum of one per group*
- Printer—*one or more*
- Glue—*enough for class*
- Scissors—*class set*

Procedure

1. Distribute student folders and have students put on their Name Tags.
2. Refer students to ASSIGNMENT 4B: **Internet Souvenirs** on page 9 of their Student Guides. Using the INTERNET SOUVENIRS handout, read the paragraph explaining the assignment while students follow along in their Student Guides. Some suggestions for Souvenirs are maps, recipes, ticket stubs, photos, post cards, menus and theater programs. In addition to gathering souvenirs on the Internet, students may create souvenirs by using a graphics program. With your class, read the steps explaining how to create Internet Souvenirs and study the samples.

Modification: If computer or printer access is a problem, pictures representing Internet experiences can be cut from newspapers and travel magazines or drawn by students.

3. Give students an opportunity to search for Internet Souvenirs and graphics for Steamer Trunk Stamps.
4. Remind students that each graphic copied off the Internet should have the URL copied and pasted near it. In addition, remind students to save their work every five minutes.
5. Have students meet with their Advance Teams to discuss sites visited and to share URLs and information.
6. Allow students time to complete a Travel Journal Entry.
7. Have students place all materials and their Name Tags in their folders, then collect the student folders.

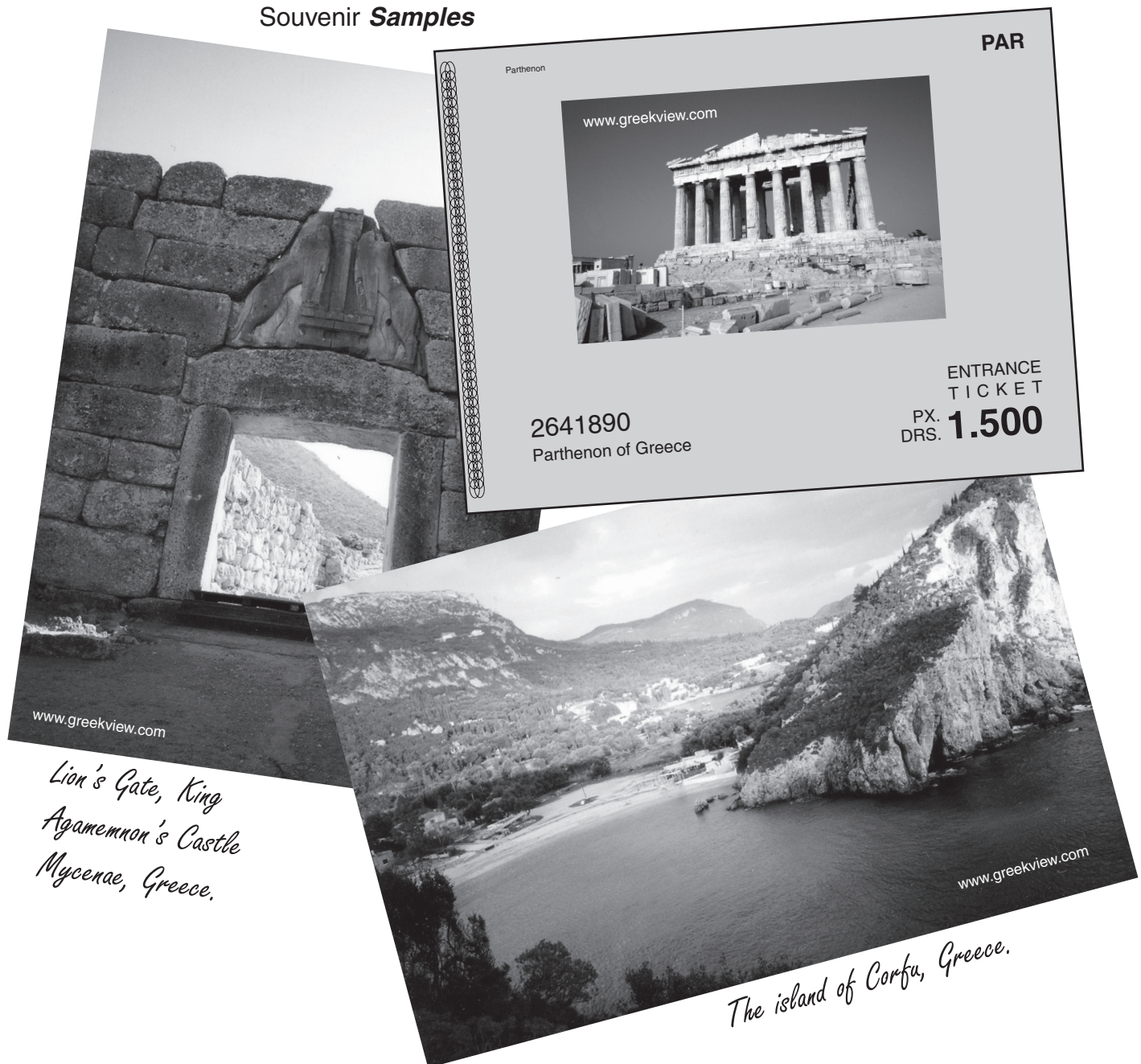
ASSIGNMENT 4B

4B. INTERNET SOUVENIRS

While you cruise the web, you will be collecting Internet Souvenirs (maps, ticket stubs, photos, recipes, postcards, menus, and theater programs). These souvenirs will be useful when you create your Expert Report and your Advance Team's Promotional Brochure.

1. Create a new drawing document titled "Internet Souvenirs."
2. Copy souvenirs and their website addresses and paste into your document. (You may also create original entries with a drawing program.)
3. Frame your souvenirs using the drawing tool.
4. Add comments that explain the significance of your Internet Souvenirs.
5. Print out your entries and place them in your folder.

Souvenir *Samples*



*Lion's Gate, King
Agamemnon's Castle
Mycenae, Greece.*

The island of Corfu, Greece.

DAILY DIRECTIONS

DAY 9

Activities

- Postcards

Materials

- Student folders (color coded by group)—*class set*
- ASSIGNMENT 4C: POSTCARD
- Index cards or construction paper—*class set (optional)*
- Computer with Internet access—*class set if possible, minimum of one per group*
- Printer—*one or more*
- Glue—*enough for class*
- Scissors—*class set*

Procedure

1. Distribute student folders and have students put on their Name Tags.
2. Refer students to the ASSIGNMENT 4C: **Postcard** directions on page 10 of their Student Guides. Using the POSTCARD handout, review the steps explaining how to create a Postcard and examine the sample in the Student Guide. Students will create at least one Postcard with a picture of an important landmark from their destination, a stamp, a message and an address.
3. Allow the class computer time to work on their Postcards.

Teaching
Tip

Sending copies of Postcards or letters home with students is a terrific way to keep parents informed about daily progress in the simulation.

Modification: Depending upon time and students' skill levels, you may want to have students print out text and graphics and glue them directly onto index card or construction paper. If computer or printer access is a problem, pictures representing Internet experiences can be cut from newspapers and travel magazines or drawn by students.

4. Give students an opportunity to search for Internet Souvenirs and graphics for Steamer Trunk Stamps.
5. Remind students that each graphic copied off the Internet should have the URL copied and pasted near it. In addition, remind students to save their work every five minutes.

DAILY DIRECTIONS

6. Have students meet with their Advance Teams to discuss sites visited and to share web addresses and information.
7. Allow students time to complete a Travel Journal Entry.
8. Have students place all completed materials and their Name Tags in their folders, then collect the student folders.

Teaching ip

Your use of these options will depend on time available, your school's Acceptable Use Policy, your parental or staff support and the sophistication of your students.

Option: At this time you may have students e-mail each other, or to meet pen pals from outside your classroom.

- **E-mail within the classroom:** If students have their own e-mail accounts and want to send electronic greetings or post cards to one another, now would be a good time to introduce that option.
- **E-mail pen pals:** You may elect to have your students find e-mail pen pals. Any correspondence begun at this time should continue beyond this simulation and yield some information related to a curricular area in your classroom.

ASSIGNMENT 4C

4c. POSTCARD

You will create at least one Postcard. Your Postcard will have a picture on one side, and your message, a stamp and an address on the other side.

1. Create a new drawing document entitled "Postcard."
2. Select the dimensions and draw a border for your Postcard.
3. Choose an image for the picture side. Copy and paste it (and its URL or address) from the Internet into your "Postcard" document. Size it to fit your post card border.
4. Choose an image for the stamp. Copy and paste it (and its URL or address) from the Internet into your "Postcard" document.
5. Write a message to a real or imaginary person.
6. Write an address.
7. Print, then glue the front and the back of the Postcard on a note card or piece of construction paper.
8. Place your Postcard into your folder.



Postcard **Sample** (Back)

THE PARTHENON
Athens, Greece
Photo by M. & A. Miller © Y.Z. Muoi Co., Inc.
<http://www.greekview.com>

98-VL

98-VL

Copyright © 1998 Interact, Culver City, CA 90232-0802 Phone 800-359-0961

Dear Ron:

I'm enjoying my adventures as a Travel Expert with the Internet Cruise Line. The picture on this post card shows the Parthenon, located in Athens, Greece. When I visited on Tuesday, I learned that it took 15 years to build. It was first opened to the public in 438 BCE! The architect slanted the columns just slightly so that even when the building is seen from an angle, the columns appear aligned. I'll tell you more about the architecture in Greece when I get home next week.

Andy

Post Card
Address

Ron Wilson
1234 Main Street
Anytown, CA 98765
U.S.A.

DAILY DIRECTIONS

DAY 10

Activities

- Letterhead Stationery

Materials

- Student folders (color coded by group)—*class set*
- ASSIGNMENT 4D: LETTERHEAD STATIONERY
- Computer with Internet access—*class set if possible, minimum of one per group*
- Printer—*one or more*
- Glue—*enough for class*
- Scissors—*class set*

Procedure

1. Distribute student folders and have students put on their Name Tags.
2. Refer students to ASSIGNMENT 4D: **Letterhead Stationery** on page 11 of their Student Guides. Students will create Letterhead Stationery and use it to write a letter to a real or imaginary person. This could be a personal letter to family or friends or a business letter to a supervisor or colleague. (For example, the Foods Expert could report some exotic recipe discovered.) With your class, read the steps explaining how to create Letterhead Stationery. Examine the sample in the Student Guide.
3. Give students an opportunity to work on their Letterhead Stationery.

Modification: If computer or printer access is a problem, students can design Letterhead Stationery using markers, crayons or colored pencils. Students can then compose and write the letter off-line. Perhaps one very adept student can design a Letterhead for the entire Advance Team or class to use.

4. Give students an opportunity to search for Internet Souvenirs and graphics for Steamer Trunk Stamps.

DAILY DIRECTIONS

5. Remind students that each graphic copied off the Internet should have the URL copied and pasted near it. In addition, remind students to save their work every five minutes.
6. Have students meet with their Advance Teams to discuss sites visited and to share URLs and information.
7. Allow students time to complete a Travel Journal Entry.
8. Have students place all materials and their Name Tags in their folders, then collect the student folders.



Students should be counseled that a fairly large and easy-to-read font is needed if Scrapbooks are to be shown using a projection device. Suggest a 48-point type size.

Option: If your class has the ability and time permits, at this time you may elect to introduce the possibility of students completing electronic Scrapbooks.

- If you are making an Electronic Scrapbook an option or a requirement, remind students that Electronic Scrapbooks need all the elements that printed scrapbooks need. These may be completed using any appropriate application program.
- If you have a large projection screen available, students may present their Electronic Scrapbooks to classmates and guests during the Captain's Dinner.
- If a projection device is not available, the finished Scrapbooks should be shared at individual computers.

4D. LETTERHEAD STATIONERY

Create your own ship's Letterhead Stationery to send a letter about your travels. Your Letterhead Stationery will be designed to look official, with your Cruise Line name and logo and your Advance Team's ship's name at the top of the page.

1. Create a new document titled "Letterhead Stationery."
2. Insert one or two small graphics from the Internet, computer clip art, or a scanned image.
3. Type the names of the Cruise Line and your Advance Team's ship at the top of the page.
4. Type a letter to a real or imaginary person.
5. Print your Letterhead Stationery and place it in your folder.

Letterhead Stationery Sample



Dear Grandma,

I am writing you from the deck of the great ship Athena. Internet Cruise Line hired me as a member of an Advance Team to check out Greece. I am the Travel Expert, so it's my job to visit sites and recommend them to the cruise line. My favorite places so far have been Delphi, Nafplio and Mycenae.

In Delphi, I saw the place where people used to visit the oracle to speak to the gods. In the ruins are hundreds of gifts that were brought as offerings to the gods. Even though all this occurred hundreds of years ago, writing is still visible on the stones. I touched some objects that were made over a thousand years ago.

Nafplio, located on the Peloponnese Peninsula, is a quiet fishing town. As I relaxed at a cafe with a cup of Greek coffee, I watched fishing boats arrive at the harbor. When I was finished relaxing, I walked up to the fortress on the top of the hill and could see the people below going about their every day lives. I will definitely recommend this town to visitors who want to escape crowds and see the "real" Greece.

When I left Nafplio, I visited the ruins of Agamemnon's castle in Mycenae. While there, I heard a gruesome story. Queen Clytemnestra celebrated her husband's return from the Trojan War by constructing a large stone gate, the "Lion's Gate." According to the story, she murdered him inside the castle the night he returned. Do you think that the story is true?

Someday, maybe you can come back to Greece with me to visit Delphi, Nafplio, Mycenae and all the other sites. By then, I'll know enough to be a tour guide.

Love,
Andy

DAILY DIRECTIONS

DAY 11

Activities

- Expert Reports

Materials

- Student folders (color coded by group)—*class set*
- ASSIGNMENT 4E: EXPERT REPORT
- Computer with Internet access—*class set if possible, minimum of one per group*
- Printer—*one or more*

Procedure

1. Distribute student folders and have students put on their Name Tags.
2. Refer students to the ASSIGNMENT 4E: **Expert Report Directions** on page 12 of their Student Guides. Each student will write an Expert Report describing the Advance Team's destination from the perspective of his or her area of expertise. These reports will become part of their Scrapbooks and will provide material for their Advance Team's final project—the Promotional Brochure. Using the EXPERT REPORT handout, review with students the steps describing what each type of Expert Report should include and how to prepare the Expert Report.
3. Discuss the ASSIGNMENT 4E: EXPERT REPORT SAMPLE handout showing the Expert Report (on pages 13 and 14 in the Student Guide) written by a Travel Expert whose Advance Team visited Greece. (Note that this Expert Report is in the form of a newsletter.) Encourage students to be creative and choose a format that best fits their Expert Role.
4. Give the class an opportunity to work on their Expert Reports. Again, remind students that each graphic copied off the Internet should have the URL copied and pasted near it. In addition, remind students to save their work every five minutes.
5. Have students meet with their Advance Teams to discuss sites visited and to share URLs and information.
6. Allow students time to complete a Travel Journal Entry.
7. Have students place all materials and their Name Tags in their folders, then collect the student folders.

4E. EXPERT REPORT

You have a specific Expert Role within your Advance Team. After conducting research on your destination (Culture, Foods, Geography, History, Nature or Travel), you will prepare an Expert Report about the destination you are studying. Your Expert Report will include words and images formatted in paragraphs (as in a standard report) or columns (as in a newsletter or brochure). Be creative!

Directions:

1. Read the section describing your specific Expert Report:

- | | |
|---|--|
| <p>A. Culture Expert Report describes the society of your destination including:</p> <ul style="list-style-type: none"> • traditional clothing • ceremonies and holidays • art, music and religion • entertainment | <p>D. History Expert Report describes the history of your destination including:</p> <ul style="list-style-type: none"> • important historical events • the national flag • form of government • significant historical buildings or ruins |
| <p>B. Foods Expert Report describes a variety of foods from your destination including:</p> <ul style="list-style-type: none"> • a menu for a typical day including morning, mid-day and evening meals, appetizers, desserts and beverages • suggested restaurants to visit • traditional foods and eating customs • three recipes for traditional dishes | <p>E. Nature Expert Report describes the environment of your destination including:</p> <ul style="list-style-type: none"> • climate and outdoor activities • agriculture and natural resources • wildlife and plants • sightseeing tours, fees and times • clothing to wear and items to bring |
| <p>C. Geography Expert Report describes the location of your destination including:</p> <ul style="list-style-type: none"> • ship's route to your destination (Give one copy of this map or route to each member of your Advance Team.) • major geographic features (bodies of water, mountains, deserts, volcanoes) • cities and suggested points of interest | <p>F. Travel Expert Report describes the activities available for visitors at your destination including:</p> <ul style="list-style-type: none"> • special points of interest • museums and landmarks • information about weather • sightseeing tours, fees and times • clothing to wear and items to bring |

2. Gather ideas by looking at actual cruise line and travel agency brochures.
3. Use the computer to write the text.
4. Choose a format for your Expert Report.
5. Copy and paste graphics, text, and URLs into your document.
6. Spell check, proofread, and print your Expert Report then place it in your folder.

GREECE

A report by **Andy**, Travel Expert for



>>> WHEN TO VISIT <<<

Average Temperatures

Jan.-March 43-61° F April-June 52-84° F
July-Sept. 66-90° F Oct.-Dec. 46-73° F

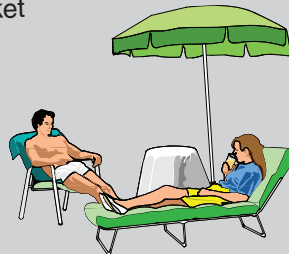


www.smilingun.com

The best time to visit Greece is during the spring and fall. During this time, you will find the temperatures warm and not too many tourists. In July and August, the heat and the number of tourists increase. If you go from November to March, expect rain!

>>> WHAT TO PACK <<<

If you visit Greece in the spring, summer or fall bring casual cotton clothing. Pack a sweater or jacket for cool nights. Bring sandals, sturdy walking shoes, a bathing suit, a hat and sunscreen. If you visit during the winter or early spring, bring a waterproof jacket.



www.sunbath.com



www.clothing.com

www.boatships.com



>>> POINTS OF INTEREST <<< ATHENS

• The Acropolis:

The Acropolis (the highest part of the city) is the centerpiece of Athens. Here you can see the large columns of the Parthenon, a structure dating back to 438 BCE. Nearby, the great Temple of Athena Nike is guarded by a large statue of Athena. This statue, called "Wingless Victory" once had a pair of wings, but they were removed so that Athena wouldn't fly away.

• National Archaeological Museum:

This museum holds many stone friezes that were used for burial. Don't miss the golden death mask of Agamemnon!

- **The Plaka:** Walk north from the Acropolis, and you will see a charming section of town with lights strung between tile-roofed houses. This section of town, the Plaka, is a vision of old Greece and a good place to find authentic restaurants.

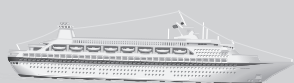
• Syntagma Square:

Syntagma (Constitution) Square is the center of all the city's activities. The House of Parliament, a lemon-colored building, occupies the highest ground. On every side of the square are banks, hotels, and even some fast-food restaurants.



www.greekview.com

www.boatships.com



GREEK MAINLAND AND PENINSULA

Consider renting a car to explore some sites around the Gulf of Corinth.

- **Delphi:** Delphi is the site where, in ancient times, visitors would come to the oracle for guidance. The ruins of this site still exist. Walk past the Temple of Apollo and you will enter the best-preserved stadium in Greece. Even if you sit in the highest stone bleacher, you can hear words spoken (without a microphone) on the stage below.
- **Acrocorinth:** Acrocorinth, the ancient fortress, is located on the Peloponnese Peninsula, on the south side of the Gulf of Corinth. From the top of this site you can see Athens, the Aegean Sea and the Gulf of Corinth. Around you, you will notice ruins, most prominently the seven columns remaining of the Temple of Apollo.
- **Mycenae:** At Mycenae, you can visit the remains of the castle of King Agamemnon. You can see the famous Lion's Gate, where Clytemnestra greeted her husband Agamemnon when he returned from the Trojan War.



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GREEK ISLANDS

Following are just three of more than 160 inhabited islands in Greece.

- **Mykonos:** Mykonos, located in the Cyclades, is the perfect place for good food and relaxation. On a typical day, you wake up late and go for a large breakfast at about 11 a.m. You can swim and sunbathe until sunset, when you dress in your finest clothes and shop or visit a cafe. After a late dinner, you can dance at a variety of clubs.
- **Santoríni:** This Cycladic island is known for its natural beauty and architecture. White-washed houses rest on top of high cliffs. Visit Monólithos Beach; it's beautiful and usually not crowded.
- **Crete:** Crete was the center of the Minoan culture from 2800 to 1450 BCE. You can visit the palace, legendary home of King Minos and the minotaur. You can also take a beautiful 18 km hike through the Samaria Gorge.



www.entertainment.com



www.hiking.com

>>> SIGHTSEEING TOURS <<<

- **Athens:**
Touris Athenis, Tel. 332-1900
One-day tours of Athens
Parthenon tour offered daily, 9 a.m.-4 p.m., \$30 per person
- **Peloponnese Peninsula:**
Argos tours, Tel. 435-2000
Three-day tours of the Peloponnese and Argos Valley. Food and lodging included. \$300 per person

DAILY DIRECTIONS

DAY 12

Activities

- Scrapbook Assignments

Materials

- Student folders (color coded by group)—*class set*
- Computer with Internet access—*class set if possible, minimum of one per group*
- Printer—*one or more*
- Glue— *enough for class*
- Scissors—*class set*

Procedure

1. Distribute the student folders and have students put on their Name Tags.
2. Give students an opportunity to work on their Expert Reports, Steamer Trunk Stamps and any other Scrapbook Assignments.
3. Again, remind students that each graphic copied off the Internet should have the URL copied and pasted near it. Also remind students to save their work every five minutes.
4. Have students meet with their Advance Teams to discuss sites visited and to share URLs and information.
5. Allow students time to complete a Travel Journal Entry.
6. Have students place all materials and their Name Tags in their folders, then collect the student folders.

DAILY DIRECTIONS

DAY 13

Activities

- Scrapbook Assignments

Materials

- Student folders (color coded by group)—*class set*
- Computer with Internet access—*class set if possible, minimum of one per group*
- Printer—*one or more*
- Glue—*enough for class*
- Scissors—*class set*

Procedure

1. Distribute student folders and have students put on their Name Tags.
2. Give students an opportunity to work on their Scrapbook Assignments. The goal is to have all final copies ready to put into their Scrapbooks on Day 14.
3. In addition, students should continue gluing Steamer Trunk Stamps to their Steamer Trunks. Steamer Trunks should be completed on Day 14.
4. Have students meet with their Advance Teams to discuss sites visited and to share URLs and information.
5. Allow students time to complete a Travel Journal Entry.
6. Have students place all materials and their Name Tags in their folders, then collect the student folders.

DAILY DIRECTIONS

DAY 14

Activities

- Final Scrapbooks

Materials

- Student folders (color coded by group)—*class set*
- Computer with Internet access—*class set if possible, minimum of one per group*
- Printer—*one or more*
- Glue—*enough for class*
- Scissors—*class set*
- Paper Fasteners—*three per student, for assembling Scrapbook*
- Colored or bordered computer paper (optional)
- Three-hole punch—*one or more*
- Paper clips—*class set*

Procedure

1. Distribute student folders and have students put on their Name Tags.
2. Tell students that today they will finalize their Scrapbooks. They will then use these Scrapbooks as they work with their Advance Teams to create Promotional Brochures. At the Captain's Dinner they will present their Scrapbooks to the class and guests; thus their Scrapbooks need to be put together neatly.
3. Have students use word processing or drawing software to make covers for their Scrapbooks. Remind students to include their name, ship's name, destination, and Expert Role on the cover. If possible, have students print their covers on colored or bordered paper.

Modification: Students may design a cover with markers.

4. Ask students to put their Scrapbook materials in the order listed on the **Assignment Checklist** on page 4 of the Student Guide (Travel Journal Entries, Internet Souvenirs, Postcard, Letterhead Stationery and Expert Report). Postcards can be attached to a page with a paper clip. If time permits, have students number the pages and create a table of contents in the front of the Scrapbook.

DAILY DIRECTIONS

5. Show students how to assemble their Scrapbooks using a three-hole punch and paper fasteners. Place the cover on top of the neatly stacked Scrapbook. Three-hole punch the Scrapbook, slip the paper fasteners through the holes, and use the prongs to fasten.
6. Have students place their Scrapbooks and Name Tags inside their folders, then collect the folders.
7. Give students time to finish gluing Steamer Trunk Stamps to their Steamer Trunks, then collect their Steamer Trunks.

DAILY DIRECTIONS

PHASE 3: HOMEWARD BOUND

Day 15

Activities

- Captain's Dinner Invitations and Menu
- Porthole View

Materials

- Student folders (color coded by group)—*class set*
- Computer with Internet access—*class set if possible, minimum of one per group*
- Printer—*one or more*

Procedure

1. Distribute student folders and have students put on their Name Tags.
2. Tell students that today they end the exploration of their destination and begin the cruise back to their home ports. On the day they reach port the class will celebrate with a Captain's Dinner and their parents will be invited. The menu for the Captain's Dinner will be decided by members of the class and will be a buffet of foods from areas visited by each Advance Team.
3. Have the class make invitations for the Captain's Dinner. On the board, write "Captain's Dinner," with the date, time and location. Direct students to make invitations for everyone you would like to invite (friends, family and school administrators are possibilities). Choose a standard format for your class, or have students choose their own format. Some suggestions are:
 - Invitation: students can design an invitation by hand.
 - E-mail: students send their invitations electronically.
 - Postcard: students can design a post card invitation to the event.
 - Letterhead: students can use their Letterhead Stationery to send an invitation to the event.
4. Allow Advance Teams to meet and evaluate the dishes discovered by their Foods Experts. Their objective will be to select one or more dishes to contribute to the buffet. Suggest that Advance Teams try to provide a balanced diet of dishes. Each Advance Team will decide which dish or dishes they would like to contribute. One suggestion is for individuals to gather ingredients then cook a dish (or dishes) together at the home of one Advance Team member.

Teaching tips

Refer to Planning the Captain's Dinner in the Setup Directions for some ideas about staging this culminating event.

Manage the division of responsibilities with sensitivity, recognizing that some students may be unable to make a significant contribution to the Captain's Dinner.

DAILY DIRECTIONS

5. Meet as a class to create a master menu for the Captain's Dinner. Record suggested food and who has offered to bring each dish (write the list on the board or on a computer hooked up to a projection device, if possible). Again, suggest that the class attempt to provide a balanced diet of dishes. You will need to provide guidance about the amount of food that students should contribute, keeping in mind the number of anticipated guests.
6. Direct students to carry home or mail their invitations for the Captain's Dinner.
7. Have students place all materials and their Name Tags in their folders, then collect the student folders.

Teaching **Tip**

Your use of this Enrichment Activity will depend on your individual classroom setup, your school's Acceptable Use Policy, your parental or staff support and the sophistication of your students.

Enrichment: Porthole Views

If time and computer access permit, your students may create Porthole Views, illustrations of the destination as seen from each Expert's role perspective. The Porthole Views make great displays for the classroom during the Captain's Dinner. Each Advance Team's Porthole Views, grouped together, will present a multi-faceted view of the destination. Instructions for Porthole Views are found immediately following the Daily Directions in this Teacher Guide.

DAILY DIRECTIONS

DAY 16

Activities

- Promotional Brochures

Materials

- Student folders (color coded by group)—*class set*
- ASSIGNMENT 5: PROMOTIONAL BROCHURE
- Computer with Internet access—*class set if possible, minimum of one per group*
- Printer—*one or more*
- Glue—*enough for class*
- Scissors—*class set*
- Markers, crayons, or colored pencils—*several sets (optional)*


Procedure

1. Distribute student folders and have students put on their Name Tags.
2. Advance Teams should begin to plan their Promotional Brochures. Direct students' attention to ASSIGNMENT 5: Promotional Brochure on pages 15 and 16 of their Student Guides. Read the directions for ASSIGNMENT 5: PROMOTIONAL BROCHURE and discuss the sample. The Advance Team members will decide together the content for their Promotional Brochure which includes:
 - Itinerary: a sample two-week itinerary
 - What to Bring: a list of clothes or items for travelers
 - Maps: include both the destination and cruise route
 - Culture: description of the country's customs
 - Foods: descriptions of dishes and recommended restaurants
 - Background Information: location, capital, population, language, history

The Sample Promotional Brochure was created by an Advance Team traveling to Greece. The brochure, in three columns or panels front and back, includes information from all six Expert members of the Advance Team. Each Expert will review his or her Scrapbook and recommend which information to include in the Promotional Brochure.

DAILY DIRECTIONS

3. Decide which of the following brochure formats your students will use for their Promotional Brochures. Some latitude should be allowed and maximum creativity encouraged as the Advance Teams format their presentation-quality Promotional Brochures.
4. Allow each Advance Team members to consult and compose their Promotional Brochure.
5. Have students place all materials and their Name Tags in their folders, then collect the student folders.



ITINERARY



www.ship.com

June 1: Depart Naples, Italy for Corfu.

June 3-6: Arrive Corfu. Spend four days on the Ionian Island of Corfu. With its fields of wildflowers leading to white-sand beaches, many consider Corfu to be the most beautiful of the Greek Islands.

June 6: Cruise to Athens.

June 8-10: Athens. Learn about Greece past and present at the Acropolis, Syntagma Square and the National Archaeological Museum. Taste the fine cuisine of the Plaka region.

June 11: Delphi. Board vans for the ruins of Delphi, where you'll hear echoes of the oracle.

June 13-14: Argos Valley. Cross the Gulf of Corinth by ferry and tour the Argos Valley on the Peloponnese Peninsula. Visit the fishing village of Nafplio and Agamemnon's Castle at Mycenae.

June 14: Cruise to Santorini.

June 15-18: Santorini. Spend your days relaxing on the pristine Monolithos Beach and your nights dancing under the Aegean sky.

June 18: Cruise to Naples, Italy.

June 21: Arrive in Naples.

ENJOY A PERFECT CLIMATE

The Athena will take you to Greece in June, when temperatures average 75°F. Pack lightweight cotton clothes, sturdy shoes, a bathing suit and sunscreen and get ready to enjoy the scenery.



www.greekview.com

ISLAND-HOP WITH DOLPHINS

Greece lies in the southern Balkan peninsula in southeastern Europe. Mainland Greece is surrounded by 1400 islands, 169 of which are inhabited. There are six groups of islands: the Cyclades, the Ionian, the Dodecanese, the North-Eastern Aegean, the Sporades, and the Saronic Gulf Islands.



As you sail on the Athena, you may notice dolphins following the ship. Sea turtles and the rare monk seal can be seen on the island beaches.

www.dolphins.com

EXPERIENCE GREECE!



www.greekview.com

Explore the birthplace of democracy ...

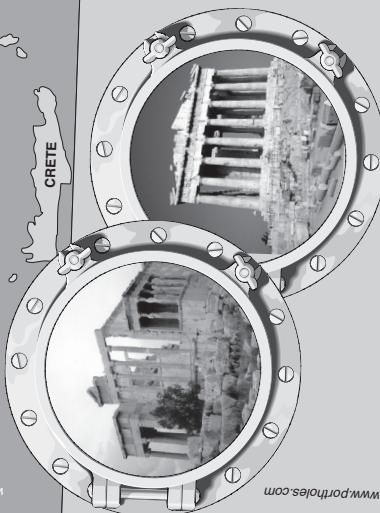
Soak up the sun at the beach ...

VIRTUAL CRUISE LINE

will take you there!

Board the **Athena** for a three-week cruise through Greece. The Athena leaves Naples, Italy on June 1 for the Ionian island of Corfu. The next stop is Athens, where you will tour such sites as the Acropolis, visit ruins at Delphi, and tour the lush Peloponnese Peninsula. Next, get ready for sun and sites on the pristine island of Santorini. Return to Naples on June 21 with a lifetime of Grecian memories. Transportation, lodging and meals are included for \$3,000 per person.

Promotional Brochure **Sample** (Inside panels)



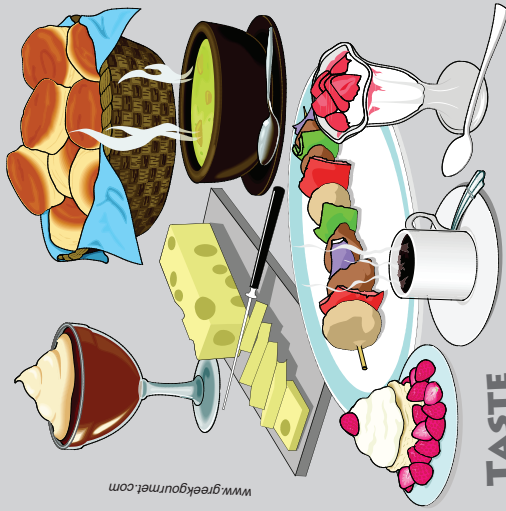
EXPERIENCE HISTORY

The Athena will take you to the birthplace of democracy. By 800 BCE city states had evolved; the most famous were Athens and Sparta and a tradition of democracy (control by the people) had begun. You will walk in the footsteps of Alexander the Great, who ruled the expansive Greek and Macedonian Empire in the third century B.C. You will taste and see the influences of the Romans and the Turks, who ruled Greece from about 146 to 1833 C.E.

CELEBRATE SUMMER



The ship will reach Athens in time for the Athens Festival, a celebration of music and drama. You will visit the magnificent Theater of Epidaurus for the performance of the classic *Oedipus the King*. In the small fishing village of Nafplio, you will hear dramatic readings of Homer's *Iliad*.



TASTE THE FLAVOR OF GREECE

At the Tavérna Apollo in Athens, you will sample Greek cuisine.

- **Appetizers**
 - tzaziki: yogurt flavored with garlic
 - kolokithákia: deep-fried zucchini
- **Salad**
 - horiatíke salta: olive, feta cheese, onion, cucumber and tomato salad
- **Soup**
 - fasolada: bean soup
- **Main Courses**
 - moussaká: eggplant and ground lamb casserole
 - kalamaria tiganitó: fried octopus
- **Desserts**
 - baklavá: strudel pastry with honey and nuts
 - rizogalo: rice pudding
- **Drinks**
 - kafé: Greek coffee
 - neró: mineral water

DAILY DIRECTIONS

DAY 17

Activities

- Promotional Brochures

Materials

- Student folders (color coded by group)—*class set*
- Computer with Internet access—*class set if possible, minimum of one per group*
- Printer—*one or more*
- Glue—*enough for class*
- Scissors—*class set*
- Markers, crayons or colored pencils—*several sets (optional)*

Procedure

1. Distribute the student folders and have students put on their Name Tags.
2. Call Advance Teams together to continue work on their Promotional Brochures. If necessary, review the directions and samples.
3. Check with students that food donations for the Captain's Dinner are proceeding satisfactorily.
4. Have students place all materials and their Name Tags in their folders, then collect the student folders.

DAILY DIRECTIONS

DAY 18

Activities

- Final Promotional Brochures

Materials

- Student folders (color coded by group)—*class set*
- Computer with Internet access—*class set if possible, minimum of one per group*
- Printer—*one or more*
- Glue—*enough for class*
- Scissors—*class set*
- Markers, crayons or colored pencils—*several sets (optional)*

Procedure

1. Distribute student folders and have students put on their Name Tags. Tell students that today they will finalize their Promotional Brochures to present to the Cruise Line at the Captain's Dinner.
2. The cruise to their home ports continues as Advance Team members share information and cooperate to finish their Promotional Brochures.
3. Check with students that recipes pose no problem and food donations for the Captain's Dinner are proceeding satisfactorily.
4. Have students place all materials and their Name Tags in their folders, then collect student folders and the completed Promotional Brochures.

DAILY DIRECTIONS

DAY 19

Activities

- Captain's Dinner Preparation

Materials

- Student folders (color coded by group)—*class set*
- Computer with Internet access—*class set if possible, minimum of one per group*
- Printer—*one or more*
- Glue—*enough for class*
- Scissors—*class set*
- Markers, crayons or colored pencils—*several sets (optional)*
- Travel brochures and magazines—*enough for class*

Procedure

1. Distribute student folders and have students put on their Name Tags. Using the ASSIGNMENT CHECKLIST on page 4 of their Student Guides, students should check to make sure that they have completed all required items.
2. Each Advance Team will prepare a display of all individual Scrapbooks and Advance Team Promotional Brochures, as well as any optional or enrichment activities completed.
3. Tell students that today all students will work together to prepare for tomorrow's Captain's Dinner. You may wish to assign Expert groups to accomplish specific tasks. For example:
 - Culture Experts: provide table decorations
 - Foods Experts: print menus
 - Geography Experts: plan displays
 - History Experts: arrange room displays
 - Nature Experts: make and post signs to direct visitors to the classroom
 - Travel Experts: plan how buffet will be set up
4. Allow students time to rehearse their presentations of their Scrapbooks and Promotional Brochures. Each member of an Advance Team should have some part in the Advance Team's presentation.
5. Have students place their Name Tags in their folders and collect if these folders not part of an Advance Team's display. Remind students to bring food contributions for the Captain's Dinner.

Teaching **tips**

Allow students to work within whichever group configurations best enable them to complete all necessary work.

Students should clearly understand their responsibilities during Day 19 and during the Captain's Dinner on Day 20.

DAILY DIRECTIONS

DAY 20

Activities

- Captain's Dinner
- Advance Team Presentations

Materials

- Student folders (color coded by group)—*class set*
- All VIRTUAL CRUISES student work
- Computers with Internet access (for demonstrating to parents)—*one per group*
- Food items, decorations and disposable table service—*enough for students and guests*

Procedure

1. If appropriate, distribute student folders.
2. Each student wears his or her Name Tag and has a Passport either in a pocket or readily available.
3. As parents arrive, they are greeted by the ship's members who direct them to the various displays. Students who wish to show their parents some of the websites they have visited may access the Internet for brief periods.
4. You may wish to assign groups to take different roles. For example, the Foods Experts invite everyone to begin moving through the buffet line and the Travel Experts seat the guests.
5. When guests are seated, begin Advance Team Presentations. The members of each Advance Team take turns explaining where they went, what they saw, and the food contributed for the Captain's Dinner. Each Expert briefly explains his or her contribution to the Promotional Brochure. After the Advance Team presentations, invite parents to browse through individual Scrapbooks and Promotional Brochures.

Teaching **Tip**

If possible, set up at least one computer for each Advance Team. Be very clear about each student's individual responsibility and opportunity for making demonstrations.

DAILY DIRECTIONS

ENRICHMENT: PORTHOLE VIEWS

Materials

- Enrichment: PORTHOLE VIEWS—*one per group*
- Blue plastic or foam plate (8" or 9")—*class set*
- Plastic wrap—*one box*
- Computer with Internet access—*class set if possible, minimum of one per group*
- Glue—*enough for class*
- Scissors—*class set*
- Markers, crayons, or colored pencils—*class set (optional)*
- Travel brochures and magazines—*enough for class*

Procedure

1. Distribute the PORTHOLE VIEWS. Demonstrate for students how to create a Porthole View.
2. Each Expert's Porthole View will be an illustration of his or her Advance Team's destination as seen from that individual's role perspective. For example, the Culture Expert might create a view of a famous museum or a traditional costumed dancer. The Foods Expert might showcase a banquet table or famous restaurant.
3. Allow students to search for images to insert into their Porthole Views.

Modification: Drawings or pictures cut from brochures and magazines may be used for Porthole Views if computer access is limited.

PORTHOLE VIEWS

A Porthole View is a three-dimensional craft project that shows your favorite landmark, building, natural feature or point of interest discovered during your Internet travels around your Advance Team's destination. Your teacher will hand out materials for you to use when constructing your Porthole View.

Directions

1. Copy and paste graphics into a new document titled "Porthole View," and print the file.
2. If you wish, pictures from magazines may be inserted into the computer using a scanner or digital camera, then printed out.
3. Cut and glue the pictures/graphics to the face of the plastic plate.
4. Cover the scene with plastic wrap and tape the plastic wrap securely to the back of the plate.

Porthole View *Sample*



TEACHER FEEDBACK FORM

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or e-mail it to us at **access@teachinteract.com**

We enjoy receiving photos or videos of our units in action!
Please use the release form on the following page.

Your Name: _____

Address: _____

E-mail: _____

Interact Unit: _____

Comments: _____

RELEASE FORM FOR PHOTOGRAPHIC IMAGES

To Teachers:

To help illustrate to others the experiential activities involved and to promote the use of simulations, we like to get photographs and videos of classes participating in the simulation. Please send photos of students actively engaged so we can publish them in our promotional material. Be aware that we can only use images of students for whom a release form has been submitted.

To Parents:

I give permission for photographs or videos of my child to appear in catalogs of educational materials published by Interact.

Name of Student: _____ (print)

Age of Student: _____ (print)

Parent or Guardian: _____ (print)

Signature: _____ Date: _____

Address:

Phone: _____

Interact

10200 Jefferson Blvd.
Culver City, CA 90232-0802
310-839-2436



STUDENT GUIDE

Student Name: _____

VIRTUAL CRUISES

A global travel simulation

INTRODUCTION

You are a member of an Advance Team sent by a Cruise Line to explore a new cruise destination. As your Advance Team uses the Internet to travel to its destination, you will become an Expert in Culture, Foods, Geography, History, Nature or Travel. Your VIRTUAL CRUISES journey will have three phases:

PHASE 1: PREPARING FOR TRAVEL

Before you set sail, you will learn to search for, retrieve and use information from the Internet. You will create a Passport, a Name Tag and a Steamer Trunk. For each web site visited, you will add another Steamer Trunk Stamp to your trunk.

PHASE 2: OUT TO SEA

During your journey, you will keep a Scrapbook of your Internet travels. This Scrapbook will include daily Travel Journal Entries, Internet Souvenirs, Postcards, Letterhead Stationery and an Expert Report.

PHASE 3: HOMEWARD BOUND

Together, Experts in your Advance Team will prepare a Promotional Brochure for the Cruise Line. The descriptive writing and beautiful images in your Brochure will make people want to travel to your destination. To celebrate your arrival home, you will attend a Captain's Dinner where you will sample foods from around the world and share your VIRTUAL CRUISES projects with family and friends.

Start packing for your VIRTUAL CRUISES travel adventure!

978-1-56004-400-0



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ASSIGNMENT CHECKLIST & ADDRESS LIST

Student's Name: _____ **Ship's Name:** _____

Below is a checklist of assignments you will complete during VIRTUAL CRUISES. For each item, enter the date due and the date completed.

DATE DUE	DATE COMPLETED	ASSIGNMENTS
		1. Passport
		2. Name Tag
		3. Steamer Trunk
		A. Luggage Tag
		B. Steamer Trunk Stamps
		4. Scrapbook
		A. Travel Journal Entries
		B. Internet Souvenirs
		C. Postcard
		D. Letterhead Stationery
		E. Expert Report
		5. Promotional Brochure

Use the space below to record website addresses (URLs), keywords, and search strategies.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

PREPARING FOR TRAVEL

CRUISE LINE EMPLOYEE INFORMATION

Student's Name: _____ Expert Role: _____

Cruise Line's Name: _____ Ship's Name: _____

Mission Statement: _____

Advance Team's Home Port: _____ Destination: _____

EXPERT ROLE INFORMATION

As a member of your Cruise Line's Advance Team, you will study your destination from the perspective of your Expert Role. Read the name of each Expert Role and what each Expert will explore. Fill in Advance Team members' names next to their Expert Roles.

NAME	EXPERT ROLE	EXPLORES ...
	Culture	clothing, music, art, religion, entertainment
	Foods	traditional foods, eating customs, restaurants
	Geography	location, travel routes, land forms
	History	politics and history
	Nature	climate, wildlife, outdoor activities

ASSIGNMENT 3

3. STEAMER TRUNK

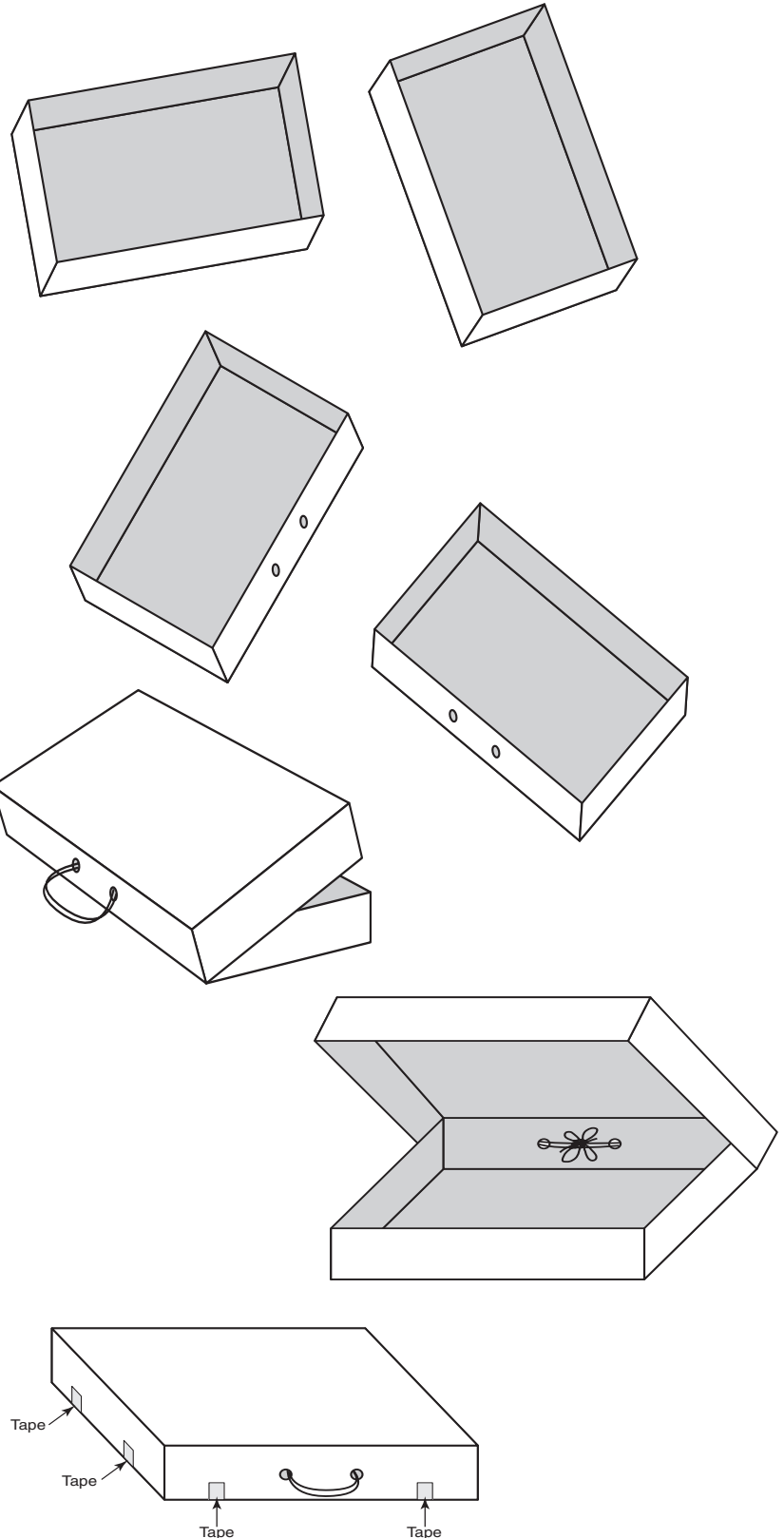
You are about to create a Steamer Trunk for your voyage. You will decorate your Steamer Trunk with stamps from places you visit during your trip.

Materials

- Cardboard shirt box for Steamer Trunk
- Cord or a shoelace (16" long)
- Hole punch
- Clear packing tape

Directions

1. Separate the two halves of the box.
2. Punch two holes in the middle of one long side of each box half. The holes should be about four inches apart and match when the box is put back together. These holes are for your Steamer Trunk handle.
3. Put the halves of the box together so that the holes match. Place one end of the cord into each matched set of holes.
4. Tilt the box open on the side opposite the holes. Slip your hands inside and tie the ends of the cord together on the inside of the box. The knot will hold the two halves of the box together and will keep the cord in place. Leave about two inches of slack cord on the outside of the box to make the handle. Cut off any extra cord inside of the box.
5. Put the two halves of the box together and tape closed using clear packing tape.



ASSIGNMENT 3A & 3B

3A. LUGGAGE TAG

Materials

- String (6" long)
- Hole punch
- Heavy stock or construction paper
- Laminating plastic or clear sticky paper

Directions

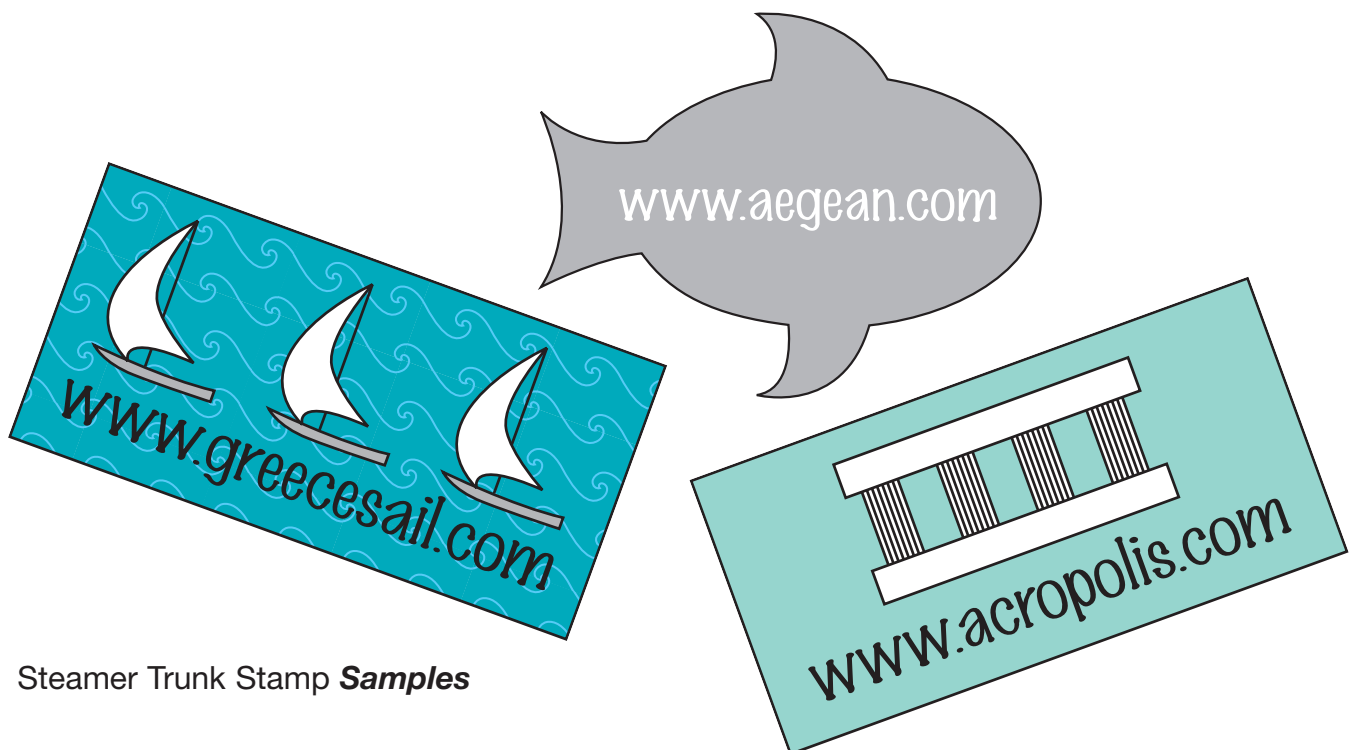
1. Use the computer drawing program to draw a Luggage Tag as shown.
2. Type: "Name," "Expert Role," "Home Port" and "Destination."
Print the luggage tag then write in your name and other requested information.
3. Cut out your Luggage Tag, laminate it (if possible) and punch a hole in one corner.
4. Slip a string through the hole and tie your Luggage Tag to the handle of your Steamer Trunk.



3B. STEAMER TRUNK STAMPS

As you cruise the Internet, you will record which websites you have visited by creating Steamer Trunk Stamps. Each stamp will include an Internet address and an image.

1. Create a new document titled "Steamer Trunk Stamps."
2. For each website visited, copy a meaningful image and paste it into your Steamer Trunk Stamp document.
3. For each website visited, highlight, copy, and paste the URL into the same document.
4. Put frames around each image and its address.
5. Put several on a page and print your Steamer Trunk Stamps (in color if possible).
6. Cut out and glue these Stamps to the sides of your Steamer Trunk.



Steamer Trunk Stamp **Samples**

ASSIGNMENT 4 & 4A

4. SCRAPBOOK

As you travel, you will compile a Scrapbook containing:

1. Travel Journal Entries
2. Internet Souvenirs
3. Postcard
4. Letterhead Stationery
5. Expert Report

Each assignment in your Scrapbook will be unique. Entries will tell readers about your Advance Team's destination from your Expert perspective. Keep your Scrapbook pages simple and uncluttered. Try text wrapping and rotating graphics. Frames of different width, color and texture add interest.

Following are descriptions and samples of each Scrapbook assignment.

4A. TRAVEL JOURNAL ENTRIES

As you set sail on your expedition, you will begin to write Travel Journal Entries describing your experiences. Write in the first person and include personal reactions to your adventures. If you have time, then you may write entries before and after your expedition.

To get started, ask yourself these questions:

- How do I feel about the journey?
- How do I feel about my Expert Role?
- What have I seen from the deck while at sea?
- What have I learned about the Internet?
- What have I learned about computers?
- What have I learned about my destination?
- Who have I met while on my adventure?

Include your name, your location and the date on each entry. Place it in your folder. On the final day of travel, you will place Travel Journal Entries into your Scrapbook.

Travel Journal Entry **Sample**

Date:	Friday, June 14
Location:	Cruising in the Aegean Sea
Dear Journal:	
Today we've been cruising to Santorini. Earlier today I saw the most amazing thing! I was walking on deck and stopped to look over the railing. I saw something jump out of the water. I looked more closely—a school of dolphins was following our ship! I was tempted to jump in after them, but I settled for taking some pictures to add to my Scrapbook.	
Land ho! We must be pulling up to the island of Santorini. We're coming into a port surrounded by steep cliffs. Up on the cliffs are white-washed houses, and I can see narrow trails. I'll write more later, after I've had a chance to explore.	
Andy	

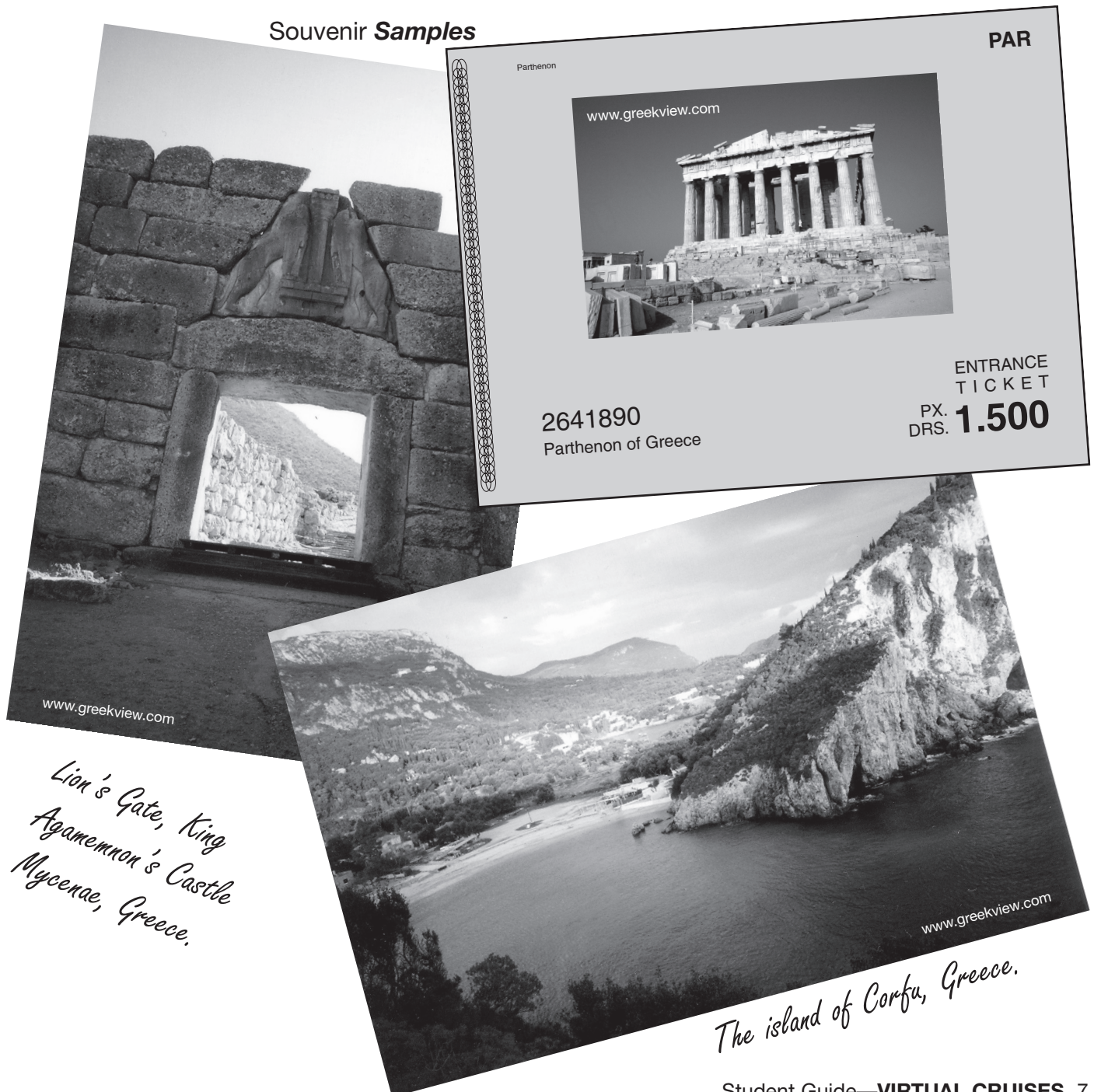
ASSIGNMENT 4B

4B. INTERNET SOUVENIRS

While you cruise the web, you will be collecting Internet Souvenirs (maps, ticket stubs, photos, recipes, post cards, menus, and theater programs). These souvenirs will be useful when you create your Expert Report and your Advance Team's Promotional Brochure.

1. Create a new document titled "Internet Souvenirs."
2. Copy souvenirs and their website addresses and paste into your document. (You may also create original souvenirs.)
3. Frame your souvenirs.
4. Add comments that explain the significance of your Internet Souvenirs.
5. Print out your entries and place them in your folder.

Souvenir *Samples*



ASSIGNMENT 4C

4C. POSTCARD

You will create at least one Postcard. Your Postcard will have a picture on one side, and your message, a stamp and an address on the other side.

1. Create a new document titled "Postcard."
2. Select the dimensions and draw a border for your Postcard.
3. Choose an image for the picture side. Copy and paste it (and its URL or address) from the Internet into your "Postcard" document. Size it to fit your postcard border.
4. Choose an image for the stamp. Copy and paste it (and its URL or address) from the Internet into your "Postcard" document.
5. Write a message to a real or imaginary person.
6. Write an address.
7. Print, then glue the front and the back of the Postcard on a note card or piece of construction paper.
8. Place your Postcard into your folder.



Postcard **Sample** (Back)

THE PARTHENON
Athens, Greece
Photo by M. & A. Miller © Y.Z. Muoi Co., Inc.
<http://www.greekview.com>

98-VL

Copyright ©1998 Interact, Culver City, CA 90232-0802 Phone 800-421-4246

Dear Ron:

I'm enjoying my adventures as a Travel Expert with the Internet Cruise Line. The picture on this post card shows the Parthenon, located in Athens, Greece. When I visited on Tuesday, I learned that it took 15 years to build. It was first opened to the public in 438 BCE! The architect slanted the columns just slightly so that even when the building is seen from an angle, the columns appear aligned. I'll tell you more about the architecture in Greece when I get home next week.

Andy

Postcard
Address

Ron Wilson
1234 Main Street
Anytown, CA 98765
U.S.A.

ASSIGNMENT 4D

4D. LETTERHEAD STATIONERY

Create your own ship's Letterhead Stationery to send a letter about your travels. Your Letterhead Stationery will be designed to look official, with your Cruise Line name and logo and your Advance Team's ship's name at the top of the page.

1. Create a new document titled "Letterhead Stationery."
2. Insert one or two small graphics from the Internet, clip art, or a scanned image.
3. Type the names of the Cruise Line and your Advance Team's ship at the top of the page.
4. Type a letter to a real or imaginary person.
5. Print your Letterhead Stationery and place it in your folder.

Letterhead Stationery **Sample**



Dear Grandma,

I am writing you from the deck of the great ship Athena. Internet Cruise Line hired me as a member of an Advance Team to check out Greece. I am the Travel Expert, so it's my job to visit sites and recommend them to the cruise line. My favorite places so far have been Delphi, Nafplio and Mycenae.

In Delphi, I saw the place where people used to visit the oracle to speak to the gods. In the ruins are hundreds of gifts that were brought as offerings to the gods. Even though all this occurred hundreds of years ago, writing is still visible on the stones. I touched some objects that were made over a thousand years ago.

Nafplio, located on the Peloponnese Peninsula, is a quiet fishing town. As I relaxed at a cafe with a cup of Greek coffee, I watched fishing boats arrive at the harbor. When I was finished relaxing, I walked up to the fortress on the top of the hill and could see the people below going about their every day lives. I will definitely recommend this town to visitors who want to escape crowds and see the "real" Greece.

When I left Nafplio, I visited the ruins of Agamemnon's castle in Mycenae. While there, I heard a gruesome story. Queen Clytemnestra celebrated her husband's return from the Trojan War by constructing a large stone gate, the "Lion's Gate." According to the story, she murdered him inside the castle the night he returned. Do you think that the story is true?

Someday, maybe you can come back to Greece with me to visit Delphi, Nafplio, Mycenae and all the other sites. By then, I'll know enough to be a tour guide.

Love,
Andy

ASSIGNMENT 4E

4E. EXPERT REPORT

You have a specific Expert Role within your Advance Team. After conducting research on your destination (Culture, Foods, Geography, History, Nature or Travel), you will prepare an Expert Report about the destination you are studying. Your Expert Report will include words and images formatted in paragraphs (as in a standard report) or columns (as in a newsletter or brochure). Be creative!

Directions:

1. Read the section describing your specific Expert Report:

A. **Culture Expert Report** describes the **society** of your destination including:

- traditional clothing
- ceremonies and holidays
- art, music and religion
- entertainment

B. **Foods Expert Report** describes a variety of **foods** from your destination including:

- a menu for a typical day including morning, mid-day and evening meals, appetizers, desserts and beverages
- suggested restaurants to visit
- traditional foods and eating customs
- three recipes for traditional dishes

C. **Geography Expert Report** describes the **location** of your destination including:

- ship's route to your destination (Give one copy of this map or route to each member of your Advance Team.)
- major geographic features (bodies of water, mountains, deserts, volcanoes)
- cities and suggested points of interest

D. **History Expert Report** describes the

history of your destination including:

- important historical events
- the national flag
- form of government
- significant historical buildings or ruins

E. **Nature Expert Report** describes the **environment** of your destination including:

- climate and outdoor activities
- agriculture and natural resources
- wildlife and plants
- sightseeing tours, fees and times
- clothing to wear and items to bring

F. **Travel Expert Report** describes the **activities** available for visitors at your destination including:

- special points of interest
- museums and landmarks
- information about weather
- sightseeing tours, fees and times
- clothing to wear and items to bring

2. Gather ideas by looking at actual cruise line and travel agency brochures.

3. Use the computer to write the text.

4. Choose a format for your Expert Report.

5. Copy and paste graphics, text, and URLs into your document.

6. Spell check, proofread, and print your Expert Report, then place it in your folder.

ASSIGNMENT 4E

Expert Report **Sample** (Front page)

GREECE

A report by Andy, Travel Expert for



>>> WHEN TO VISIT <<<

Average Temperatures

Jan.-March 43-61° F April-June 52-84° F
July-Sept. 66-90° F Oct.-Dec. 46-73° F

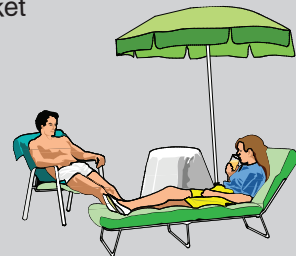


www.smilingfun.com

The best time to visit Greece is during the spring and fall. During this time, you will find the temperatures warm and not too many tourists. In July and August, the heat and the number of tourists increase. If you go from November to March, expect rain!

>>> WHAT TO PACK <<<

If you visit Greece in the spring, summer or fall bring casual cotton clothing. Pack a sweater or jacket for cool nights. Bring sandals, sturdy walking shoes, a bathing suit, a hat and sunscreen. If you visit during the winter or early spring, bring a waterproof jacket.



www.sunbath.com



www.clothing.com

>>> POINTS OF INTEREST <<< ATHENS



www.boatships.com

• The Acropolis:

The Acropolis (the highest part of the city) is the centerpiece of Athens. Here you can see the large columns of the Parthenon, a structure dating back to 438 BCE. Nearby, the great Temple of Athena Nike is guarded by a large statue of Athena. This statue, called "Wingless Victory" once had a pair of wings, but they were removed so that Athena wouldn't fly away.

- **National Archaeological Museum:** This museum holds many stone friezes that were used for burial. Don't miss the golden death mask of Agamemnon!

- **The Plaka:** Walk north from the Acropolis, and you will see a charming section of town with lights strung between tile-roofed houses. This section of town, the Plaka, is a vision of old Greece and a good place to find authentic restaurants.

• Syntagma Square:

Syntagma (Constitution) Square is the center of all the city's activities. The House of Parliament, a lemon-colored building, occupies the highest ground. On every side of the square are banks, hotels, and even some fast-food restaurants.



www.greekview.com

ASSIGNMENT 4E

Expert Report **Sample** (Back page)

www.boatships.com



GREEK MAINLAND AND PENINSULA

Consider renting a car to explore some sites around the Gulf of Corinth.

- **Delphi:** Delphi is the site where, in ancient times, visitors would come to the oracle for guidance. The ruins of this site still exist. Walk past the Temple of Apollo and you will enter the best-preserved stadium in Greece. Even if you sit in the highest stone bleacher, you can hear words spoken (without a microphone) on the stage below.
- **Acrocorinth:** Acrocorinth, the ancient fortress, is located on the Peloponnese Peninsula, on the south side of the Gulf of Corinth. From the top of this site you can see Athens, the Aegean Sea and the Gulf of Corinth. Around you, you will notice ruins, most prominently the seven columns remaining of the Temple of Apollo.
- **Mycenae:** At Mycenae, you can visit the remains of the castle of King Agamemnon. You can see the famous Lion's Gate, where Clytemnestra greeted her husband Agamemnon when he returned from the Trojan War.



www.greekview.com

www.boatships.com



GREEK ISLANDS

Following are just three of more than 160 inhabited islands in Greece.

- **Mykonos:** Mykonos, located in the Cyclades, is the perfect place for good food and relaxation. On a typical day, you wake up late and go for a large breakfast at about 11 a.m. You can swim and sunbathe until sunset, when you dress in your finest clothes and shop or visit a cafe. After a late dinner, you can dance at a variety of clubs.
- **Santoríni:** This Cycladic island is known for its natural beauty and architecture. White-washed houses rest on top of high cliffs. Visit Monóolithos Beach; it's beautiful and usually not crowded.
- **Crete:** Crete was the center of the Minoan culture from 2800 to 1450 BCE. You can visit the palace, legendary home of King Minos and the minotaur. You can also take a beautiful 18 km hike through the Samaria Gorge.



www.entertainment.com



www.hiking.com

>>> SIGHTSEEING TOURS <<<

- **Athens:**
Touris Athenis, Tel. 332-1900
One-day tours of Athens
Parthenon tour offered daily, 9 a.m.-4 p.m., \$30 per person
- **Peloponnese Peninsula:**
Argos tours, Tel. 435-2000
Three-day tours of the Peloponnese and Argos Valley. Food and lodging included. \$300 per person


ASSIGNMENT 5

5. PROMOTIONAL BROCHURE


Create a promotional brochure to tempt travelers to visit your destination. Each member of your Advance Team should contribute text and illustrations. Include:

- Itinerary: a sample two-week itinerary
- What to Bring: a list of clothes or items for travelers
- Maps: include both the destination and cruise route
- Culture: description of the country's customs
- Foods: descriptions of dishes and recommended restaurants
- Background Information: location, capital, population, language, history

Promotional Brochure **Sample** (Outside panels)



ITINERARY



June 1: Depart Naples, Italy for Corfu.

June 3-6: Arrive Corfu. Spend four days on the Ionian Island of Corfu. With its fields of wildflowers leading to white-sand beaches, many consider Corfu to be the most beautiful of the Greek Islands.

June 6: Cruise to Athens.

June 8-10: Athens. Learn about Greece past and present at the Acropolis, Syntagma Square and the National Archaeological Museum. Taste the fine cuisine of the Plaka region.

June 11: Delphi. Board vans for the ruins of Delphi, where you'll hear echoes of the oracle.

June 13-14: Argos Valley. Cross the Gulf of Corinth by ferry and tour the Argos Valley on the Peloponnese Peninsula. Visit the fishing village of Nafplio and Agamemnon's Castle at Mycenae.

June 14: Cruise to Santorini.



June 15-18: Santorini. Spend your days relaxing on the pristine Monólithos Beach and your nights dancing under the Aegean sky.

June 18: Cruise to Naples, Italy.

June 21: Arrive in Naples.

ENJOY A PERFECT CLIMATE

The Athena will take you to Greece in June, when temperatures average 75°F. Pack lightweight cotton clothes, sturdy shoes, a bathing suit and sunscreen and get ready to enjoy the scenery.




ISLAND-HOP WITH DOLPHINS

Greece lies in the southern Balkan peninsula in southeastern Europe. Mainland Greece is surrounded by 1,400 islands, 168 of which are inhabited. There are six groups of islands: the Cyclades, the Ionian, the Dodecanese, the North-Eastern Aegean, the Sporades, and the Saronic Gulf Islands.


As you sail on the Athena, you may notice dolphins following the ship. Sea turtles and the rare monk seal can be seen on the island beaches.

EXPERIENCE GREECE!



Explore the birthplace of democracy ...

Soak up the sun at the beach ...

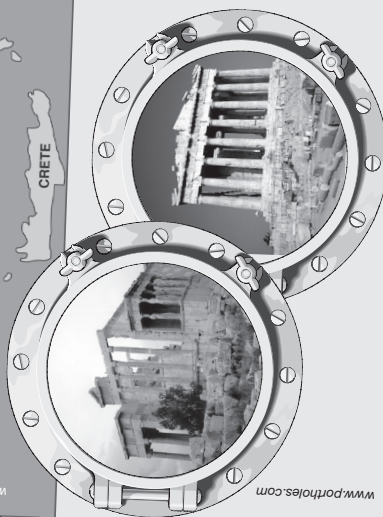


VIRTUAL CRUISE LINE

will take you there!

Board the **Athena** for a three-week cruise through Greece. The Athena leaves Naples, Italy on June 1 for the Ionian Island of Corfu. The next stop is Athens, where you will tour such sites at the Acropolis, visit ruins at Delphi, and tour the lush Peloponnese Peninsula. Next, get ready for sun and sites on the pristine island of Santorini. Return to Naples on June 21 with a lifetime of Grecian memories. Transportation, lodging and meals are included for \$3,000 per person.

www.greektview.com



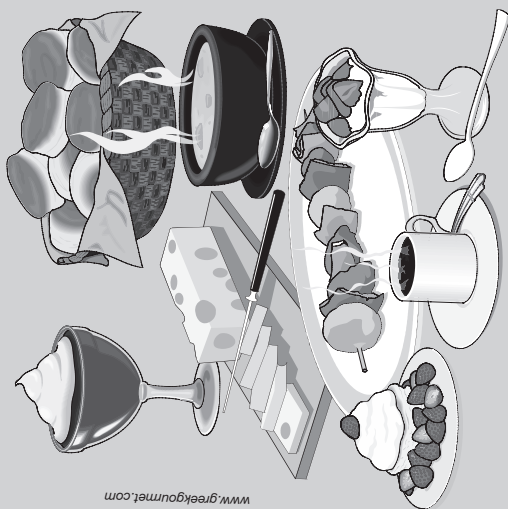
EXPERIENCE HISTORY

The Athena will take you to the birthplace of democracy. By 800 B.C. city states had evolved; the most famous were Athens and Sparta and a tradition of democracy (control by the people) had begun. You will walk in the footsteps of Alexander the Great, who ruled the expansive Greek and Macedonian Empire in the third century B.C. You will taste and see the influences of the Romans and the Turks, who ruled Greece from about 146 to 1833 A.D.

CELEBRATE SUMMER



The ship will reach Athens in time for the Athens Festival, a celebration of music and drama. You will visit the magnificent Theater of Epidaurus for the performance of the classic *Oedipus the King*. In the small fishing village of Nafplio, you will hear dramatic readings of Homer's *Iliad*.



TASTE THE FLAVOR OF GREECE

At the Taverna Apollo in Athens, you will sample Greek cuisine.

- **Appetizers**
 - *tzaziki*: yogurt flavored with garlic
 - *kolokithakia*: deep-fried zucchini
- **Salad**
 - *horiatike salta*: olive, feta cheese, onion, cucumber and tomato salad
- **Soup**
 - *fasolada*: bean soup
- **Main Courses**
 - *moussaká*: eggplant and ground lamb casserole
 - *kalamaria tiganito*: fried octopus
- **Desserts**
 - *baklavá*: strudel pastry with honey and nuts
 - *rizogalo*: rice pudding
- **Drinks**
 - *kafé*: Greek coffee
 - *neró*: mineral water

