

Are We There Yet? Vacation Ideas for Parents from Students

Fall 2004

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1. Description of Primary Learners (i.e., age, grade, prerequisite skills, interests):

8th Grade Students

- | | |
|--|--|
| <input type="checkbox"/> Early Learners | <input type="checkbox"/> High Schools |
| <input type="checkbox"/> Primary Schools | <input type="checkbox"/> Young Adults |
| <input type="checkbox"/> Upper Elementary | <input type="checkbox"/> Adult Learners |
| <input checked="" type="checkbox"/> Middle Schools | <input type="checkbox"/> Intergenerational |

2. Subject/Topical Areas of Inquiry: Vacation Planning using Research Skills

- | | |
|--|---|
| <input checked="" type="checkbox"/> Science/Technology | <input checked="" type="checkbox"/> Daily Life Skills |
| <input type="checkbox"/> Social Sciences | <input type="checkbox"/> Business/Economics |
| <input type="checkbox"/> Arts/Humanities | <input type="checkbox"/> Local Community |
| <input type="checkbox"/> Personal Development | <input type="checkbox"/> Home, Garden, Auto |

3. Library Resources/Media Formats Used: Print and Electronic Resources

- | | |
|--|---|
| <input checked="" type="checkbox"/> Reference Books | <input checked="" type="checkbox"/> Databases |
| <input type="checkbox"/> Periodicals | <input checked="" type="checkbox"/> Collections |
| <input checked="" type="checkbox"/> Web Sites | <input type="checkbox"/> Videos, Art Forms |
| <input checked="" type="checkbox"/> Production Tools | <input type="checkbox"/> Production Equipment |

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Program Description: This is a 15 class period experience for the 8th Grade Students that begins with a provocative assignment of planning for a family vacation. The experience includes mapping a driving route; calculating distance, gas used, and time to travel; selecting hotels, restaurants, and activities; and creating a sample itinerary and spreadsheet of expenses. The experience concludes with students creating a web page or brochure to suggest vacation destinations to their parents, during which the 8th grade students demonstrate proficiency with the real world application of their knowledge products.

Program Benefits: This program enables learners to understand the amount of planning that needs to occur in order to take a vacation trip with their family, understand the vast amount of information available on the Internet and realize the importance of choosing suitable keywords and evaluating websites based on relevant and accurate information, and understand the importance of communicating effectively to a target audience through an appealing Brochure or Web Page.

The Roles the Librarian Plays (check all that apply):

- ✓ Information Specialist for Primary Learners
- ✓ Instructor in Information Literacy/Inquiry Skills for Primary Learners
- ✓ Partner to Teachers/Instructors/Subject Experts
- ✓ Program Advocate and Administrator

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LEARNING OBJECTIVES FOR THE PRIMARY LEARNER

Learning Dimension	Content Objectives	Information Literacy Objectives
Concepts	The student will understand the amount of planning that needs to occur in order to take a vacation trip with their family.	The student will understand the vast amount of information available on the Internet and realize the importance of choosing suitable keywords and evaluating websites based on relevant and accurate information.
Practices	The student will be able to plan the details necessary for a family vacation.	The student will be able to find appropriate Internet resources by choosing suitable keywords and selecting valuable websites based on relevant and accurate information.
States of Being	The student will experience a feeling of accomplishment when he/she puts together an appealing vacation plan.	The student will experience success when he/she is able to sort through a vast amount of information available on the Internet and find exactly what he/she wants.

These objectives correlate with established State standards.

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LEARNING OBJECTIVES FOR THE PRIMARY LEARNER (CONTINUED)

The following Academic Standards for 8th Grade Mathematics in Indiana will be addressed:

- 8.2.1 Add, subtract, multiply, and divide rational numbers in multi-step problems
- 8.5.1 Convert common measurements for length, area, volume, weight, capacity, and time to equivalent measurements within the same system
- 8.5.2 Solve simple problems involving rates and derived measurements for attributes such as velocity and density
- 8.5.3 Solve problems involving scale factors, area, and volume using ratio and proportion
- 8.7.1 Analyze problems by identifying relationships, telling relevant from irrelevant information, identifying missing information, sequencing and prioritizing information and observing patterns

The following Academic Standards for 8th Grade Science in Indiana will be addressed:

- 8.2.1 Estimate distances and travel times from maps and the actual size of objects from scale drawings
- 8.2.2 Determine in what units, such as seconds, meters, grams, etc, an answer should be expressed based on the units of the inputs to the calculation
- 8.2.4 Use technological devices, such as calculators and computers, to perform calculations
- 8.2.5 Use computers to store and retrieve information in topical, alphabetical, numerical, and keyword files and create simple files of students' own devising
- 8.2.8 Use tables, charts, and graphs in making arguments and claims in, for example, oral and written presentations about lab or field work

The following Information Literacy standards for student learning will be addressed:

- The student who is information literate
 - a. Accesses information efficiently and effectively
 - b. Evaluates information critically and competently
 - c. Uses information accurately and creatively
- The student who is an independent learner is information literate and
 - a. Pursues information related to personal interests
 - b. Appreciates literature and other creative expressions of information
 - c. Strives for excellence in information seeking and knowledge generation
- The student who contributes positively to the learning community and to society is information literate and
 - a. Recognizes the importance of information in a democratic society
 - b. Practices ethical behavior in regard to information and information technology
 - c. Participates effectively in groups to pursue and generate information (shares and collaborates)

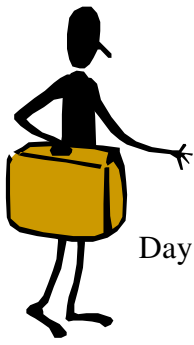
TOOL KIT 1: INSTRUCTIONAL GUIDE

This is a guide for the **librarian, teacher, and/or subject expert** to follow when replicating the program.

TABLE OF CONTENTS

This Instructional Guide contains these components, in order of use:

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4. Lesson Plans for Web Page Evaluation, Print Resources, and Citations	4.4
5. Lesson Plans for Preparation for Visit with Travel Agent and Research	4.5
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7. Lesson Plans for Map Skills	4.7
8. Lesson Plans for Internet Map Source	4.8
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10. Lesson Plans for Itinerary Creation	4.10
11. Lesson Plans for Spreadsheet Creation	4.11
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14. Lesson Plans for Celebration	4.14



4.1 Lesson Plan Overview for *Are We There Yet?*

Day 1: Project Introduction

Assign Explorative Writing about vacation ideas – where to go, why, what to do?

Day 2: Internet Search Skills Lesson

Day 3: Web Page Evaluation, Print Resources, and Citation Lesson

Day 4: Preparation for Visit with Travel Agent and Research: Students use Resources to make final decision on destination. Finish Explorative Writing assignment justifying reason to visit destination and list several activities for the vacation.

Day 5: Visit with Travel Agent – get tips on vacation planning

Day 6: Map Skill Lesson

Begin mapping route from Indianapolis to vacation destination using atlas. State names of roads and distance traveled. Compute total distance traveled. Compute time to travel based on driving 60 miles per hour. Compute amount of gas used and its cost based on the vehicle traveling 18 miles per gallon of gas and the price of gas at \$2 per gallon.

Day 7: Internet Mapping Source Lesson

Using an Internet mapping source, plot route from Indianapolis to vacation destination. Compare mapping assignment on Day 5 to information from the Internet mapping source. Are the maps similar? Are the total miles similar? Is the estimated time to travel similar?

Day 8: Using Internet and Print resources, find at least 2 hotels, 2 restaurants and 5 activities at your vacation destination. Include descriptions, prices and where you found the information.

Day 9: Itinerary Lesson

Create an Itinerary for your stay. Include day, time and activities.

Day 10: Spreadsheet Lesson

Create a spreadsheet for expenses including food, hotel, gas and activities

Day 11: Quality Web Page Lesson

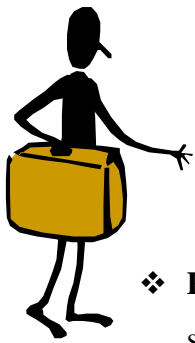
Students begin planning their web page design on a storyboard

Day 12: Web Page Creation using Microsoft Word Lesson

Students begin creating web page using Microsoft Word

Day 13 – Day 14: Students continue working on web page

Day 15: Give Post-Test and have students share their final project with the class



4.2 Lesson Plans for *Project Introduction*

- ❖ **Prepare the room** by lining up chairs as if in an airplane and give the chairs a number. Play some music that gives the impression of being on vacation – like Hawaiian music. Hang posters in the classroom that have vacation images.
- ❖ As students enter, hand them a **boarding pass** and ask them to find their seat. Then, pretend to be a steward/stewardess and pass out a **snack** – like peanuts and a juice drink.
- ❖ As students are enjoying their snack, begin **describing vacation images** such as,
 - Imagine walking on a beach and feeling the cool sand squish between your toes.
 - Imagine going downhill very fast on a roller coaster while your little brother is screaming loudly in your ear.
 - Imagine touring a famous monument with many detailed carvings and beautiful colors while your little sister asks you how you know so much about it.
- ❖ As students get into the mood, **ask them about a vacation** they attended with their family.
- ❖ Ask the students if they **would like to choose where their family would go** and what they would do on their next vacation.
- ❖ Explain to the students that this project will give them the opportunity to **plan a vacation** and suggest their plan to their parents and other parents.
- ❖ To help keep students organized, **give each student a vacation folder** with clasps that will hold loose-leaf paper and handouts. Give each student at least **5 sheets of loose-leaf paper** as well. Also, give student **Handout 5.2**, Checklist for the project and talk about each step in the list.
- ❖ **Assign the Explorative Writing about Vacation Ideas to students.** Ask students to put the handout in their new vacation folder. Allow students to find a comfortable spot in the room and begin writing. The assignment should be assigned for homework and turned in the following day. Use this assignment to understand the starting point of your student's knowledge in content and information literacy.

Supplies:

Numbers for Chairs

Boarding Passes for Students

4.2 Lesson Plans for *Project Introduction* (cont)

Vacation Music like Hawaiian music

CD or Tape Player for Music

Posters with vacation images

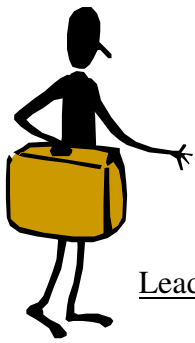
Snacks for students like peanuts and juice drink

Folders with clasps – enough for each student to have 1

Loose-leaf paper – enough for each student to have 5 sheets

Explorative Writing about Vacation Ideas Worksheet 5.1

Checklist for Project 5.2



4.3 Lesson Plans for *Internet Search Skills*

Leading Question: What is a Search Engine? How do you use it?

While using a computer, with Internet access, connected to a Data Projector, go to the Kids Click website at www.kidsclick.org (lessons 4, 5, and 6) and teach students the following:

- Demonstrate searching for Leatherback Turtles using the **Sorted Subject Guide**
 - Science and Math – Animals – Turtles – list of 12 results including Desert Tortoise, Painted Turtle, and Leatherback Turtle
- Demonstrated searching for Leatherback Turtles using the **Keyword Search**
 - Type Leatherback Turtle in the search box – 2 results for Leatherback Turtles
 - **Drawbacks of using the Keyword Search**
 - Spelling mistakes – try Letherback Turtle and get a Search Error with a link to a Dictionary; other sites offer alternative spellings – www.ask.com
 - Turtle vs Turtles can give different results
 - 4 vs four can give different results
 - hyphens (yo-yo) can give different results
 - apostrophes ('nsync) can give different results
 - leatherback vs leather back can give different results
 - Possible solution: **Truncation** – only need the first few letters of the word followed by a truncation symbol, usually a * or ?
 - Post* = hundreds of words such as postage, postman, postmark, postcard, poster
 - Go to www.m-w.com/dictionary.htm and experiment with truncation
 - Explain the following: When keyword searching with 2 or more words, the computer has to decide:
 - Do you want the words to appear next to each other
 - Do you want the words in the same web page but not necessarily next to each other
 - Do you want at least 1 word in the web site
 - Do you want to exclude web sites that contain 1 of the words

4.3 Lesson Plans for *Internet Search Skills* (cont)

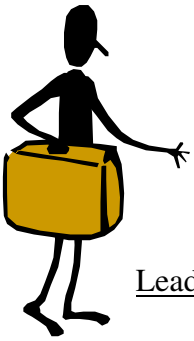
- **Phrase Searching** examples
 - NFL Miami Dolphins Football Team = “Miami Dolphin”
- **Boolean Searching**
 - Invisible **AND** – both words must appear somewhere in the Web Page
 - Dolphin exhibit at the Miami Zoo = Miami Dolphin
 - **OR** – either one word or the other will appear in the Web Page
 - Information about Miami or Dolphins = Miami OR Dolphin
 - **NOT** – Excludes a word
 - Information about animal cubs but NOT the Chicago Cubs
 - cubs NOT baseball
- Have students experiment with the sorted subject guide.
- Have students experiment with AND, OR, NOT, and Phrase searching.
- Have students look at the Search Lessons at www.kidsclick.org

Supplies:

Teaching Computer with Internet Access

Data Projector

Student Computers with Internet Access



4.4 Lesson Plans for *Web Page Evaluation, Print Resources, and Citations*

Leading Question (use the Copyright Cartoon on the Overhead – Overhead Transparency 5.3):
Why is the little girl mad? Would she feel better if the little boy had told the teacher that he got his idea by looking at her picture?

- Explain **Copyright** – Author is protected under the law for intellectual works such as books, music and art. The owner of the copyright has exclusive rights to reproduce, distribute copies, and to perform or display the work in public.
- Explain **Plagiarism** – To steal and pass off the ideas or words of another as one’s own. (Webster’s Dictionary)
- Show both Citation lists as an example of the finished product (Overhead Transparency 5.4 and 5.5)
- **Citations and Notes handout 5.6**
 - Starting with print resources, review a books **Title Page and Copyright Page** for information needed in citation
 - Author
 - Place of Publication
 - Publisher
 - Copyright
 - **Record a Citation** for Alabama Book
 - Thompson, Kathleen. Alabama. Austin, Texas: Raintree Steck-Vaughn Publishers, 1996.
 - Also in print resources, review
 - **Table of Contents**
 - **Index**

While using a computer, with Internet access, connected to a Data Projector, go to the Kids Click website at www.kidsclick.org (lessons 4, 5, and 6) and teach students the following:

- **Online Resources**
 - Record a Citation for www.ci.cocoa-beach.fl.us
 - “City of Cocoa Beach.” Oct 20 2004 <www.ci.cocoa-beach.fl.us>

4.4 Lesson Plans for *Web Page Evaluation, Print Resources, and Citations* (cont)

- **Evaluating Web Pages**
 - Look at poster titled Web Page Evaluation 5.7
 - Discuss CARD – read and explain to students
 - Using CARD, look at the Cocoa Beach Web Page Example
 - Using CARD, look at Hoax web pages
 - www.buydehydratedwater.com
 - www.vhemt.org

Supplies:

Overhead Projector

Overhead Slides of:

Copyright Cartoon 5.3

Citation List 5.4

Annotated Citation List 5.5

Citations and Notes 5.6

Web Page Evaluation 5.7

Handouts

Citations and Notes 5.6

Computer and Data Projector

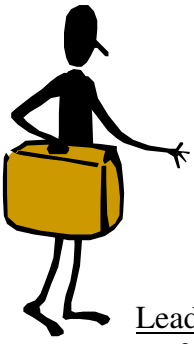
Books for Project

State Books, Canada and Mexico Books

How to Plan a Vacation Books

How to Create a Web Page Books

Poster of Web Page Evaluation Guide 5.7



4.5 Lesson Plans for *Preparation for Visit with Travel Agent and Research*

Leading Question: What do you think a Travel Agent is responsible for? How do you think he performs his job?

- Plan for visit with Travel Agent
 - Talk about **manners** when guest speaker is visiting
 - Explain **what a Travel Agent does** – “In general, travel agents give advice on destinations and make arrangements for transportation, hotel accommodations, car rentals, tours, and recreation. They also may advise on weather conditions, restaurants, tourist attractions, and recreation.” -<http://stats.bls.gov/oco/ocos124.htm>
 - Talk about **Questions for Travel Agent**
 - Students should compose 5 questions to ask the Travel Agent and write it on a page in their folder.
- **Finalize Writing Prompt**
 - If you could take a road trip anywhere in the United States, where would you go? Why would you choose to go there? What would you do? Who would you take with you? How much money do you think you would need? How long would you stay? Where would you stay? How would you get there? Where would you get the information you need? How can you tell if the information you find is correct? How would you convince your parents to go?
 - **Use Print Resources and Internet Resources** to find 2 hotels, 5 activities, and 2 restaurants.
 - Internet Search Suggestion: when looking for travel information about a city, use the following search terms to find useful information:
 - <city and state of your destination> visitor convention
 - example: Atlanta Georgia visitor convention
 - This will find the visitor and convention center of the city, which has many travel suggestions and recommendations.
 - Optional: Type response on computer using Word. Print it and put it in folder.

4.5 Lesson Plans for *Preparation for Visit with Travel Agent and Research* (cont)

Supplies:

Student Folders of Project

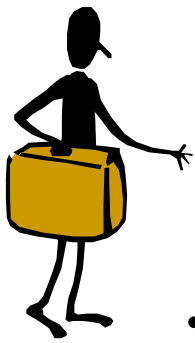
Books for Project

Poster of Web Page Evaluation Guidelines

Student Computers with Internet Access

Optional: Printer

Optional: Paper for Printer

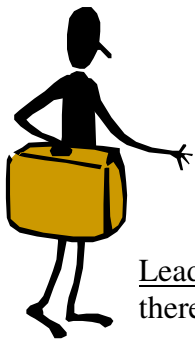


4.6 Lesson Plans for *Visit with Travel Agent*

- **Plan for visit with Travel Agent**
 - At least 2 weeks before the project begins, contact local Travel Agencies to find a Travel Agent willing and able to speak to your students. Explain to the Travel Agent the basics of the project and your expectations for the visit, such as the following:
 - A description of a Travel Agents duties and responsibilities
 - Suggestions for planning a vacation, including:
 - Hotel and restaurant information
 - Various activities
 - Transportation
 - Map information
 - Costs involved
- Students should have their **Project Folder** in order to be able to take notes while the Travel Agent speaks as well as ask questions that they have prepared.
- **Introduce** the Travel Agent to your students
- **Monitor** students during the presentation. Encourage students to **ask questions** at the end. **If there is still time left**, have students continue their work on research for the project.

Supplies:

Student Folders of Project



4.7 Lesson Plans for *Map Source (using an Atlas)*

Leading Question: If you want to drive from here to Grandma's house, how would you get there? How would you find your way?

- Using an overhead **transparency of a road map of Indiana** (Overhead Transparency 5.8), find the following:
 - Indianapolis
 - What roads would you take to get from Indianapolis to Kokomo
 - What roads would you take to get from Indianapolis to Evansville
- Define a **Road Atlas**
- Describe the **Legend**, point out different types of features on the map
- Describe the **Distance Scale**, explain how to use it. Also explain that on many maps the distance is indicated on the map between major intersections.
- Using the same routes as above, **how many miles** would it take to drive:
 - From Indianapolis to Kokomo
 - From Indianapolis to Evansville
- Find the pages in the atlas that show interstate roads for the entire United States. Have students **plot the path from Indianapolis, IN to their vacation destination**. Include the following:
 - **Draw and label** the roads in their approximate location on a blank map of the United States
 - Demonstrate this using Overhead Transparency 5.9
 - Write down the **directions** by naming the roads to take
 - Calculate the **total miles** from Indianapolis, IN to the vacation destination
 - Calculate the approximate **number of hours** it would take to drive assuming the car travels 60 miles per hour
 - $\text{Hours} = \text{total miles} / 60$

4.7 Lesson Plans for *Map Source (using an Atlas)* (cont)

- Calculate the approximate **amount of gas** and cost for gas assuming the car gets 18 miles per gallon of gas and gas costs \$2 per gallon
 - Number of gallons of gas = total miles / 18
 - Cost for gas = number of gallons of gas * \$2
 - Note: this will give you the cost for a one-way trip. Multiply by 2 for round-trip.
- Give students time to work on the map, directions, and calculation for their vacation destination

Supplies:

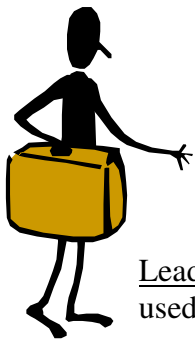
Student Folders of Project

Overhead Projector

Transparencies of Indiana 5.8 and United States 5.9 road maps

Blank map of the United States for all students

Road Atlas for all students



4.8 Lesson Plans for *Internet Map Source*

Leading Question: Where you surprised by some of your calculations for time travel and gas used? Why or why not?

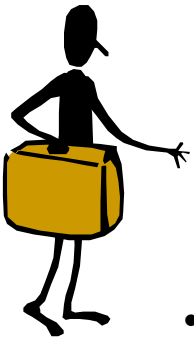
- Talk about **Internet map sources** such as
 - <http://www.mapquest.com/>
 - <http://www.mapblast.com/>
 - <http://maps.yahoo.com/>
- Using one of the above sites, show an example of finding **Driving Directions** for
 - Indianapolis, Indiana to Atlanta, Georgia
- Show students how to **save a picture of the map** created and remind them to **cite** the web page as a resource
- Have students compare the driving directions they created using the print Atlas to the one created online. Are they similar? Are they different? Why?
- Give students time to **type their driving directions** for their vacation destination in Word on their computer.

Supplies:

Student Folders of Project

Data Projector

Computers



4.9 Lesson Plans for *Research Time*

- **Using Print and Internet Sources**, students need to find the following information and record on their Citation and Notes handout
 - 5 Activities in or near their city – include description, prices, and where the information is located
 - 2 Hotels in their city – include description, prices, and where the information is located
 - 2 Restaurants in or near their city – include description, prices, and where the information is located

Supplies:

Student Folders of Project

Computers

Print Resources for the Project



4.10 Lesson Plans for *Itinerary Creation*

Leading Question: Can you imagine coming to school and NOT knowing where you were suppose to be or when you needed to be there? What helps you to know this information? What would it be like without it?

- Talk about an **Itinerary** – a detailed plan of a journey; usually includes dates, times, and activities planned (include meals)
- Pass out the sample itinerary – **Handout 5.10**
- Give students time to plan and **create their own itinerary**. Using Word, create a 3-column table by choosing: Table – Insert – Table – 3 columns. In the first column, put the day of the week. In the second column, put the time of day. In the last column, put the activity planned. Plan for travel time to the vacation destination (no more than 18 hours at a time), all meals, and at least 5 activities.

Supplies:

Student Folders of Project

Handout of Example Itinerary

Data Projector

Computers



4.11 Lesson Plans for *Spreadsheet of Expenses*

Leading Question: How much money should you take on vacation? How would you figure out your answer?

- Talk about the expenses for vacation project
 - Gas – calculate using an automobile that gets 18 miles per gallon with the price of gas being \$2 per gallon
 - Number of gallons of gas = total miles / 18
 - Cost for gas = number of gallons of gas * \$2
 - Note: this will give you the cost for a one-way trip. Multiply by 2 for round-trip.
 - Food – using the average costs for at least 2 restaurants at their vacation destination and an average of \$5 per meal per person for Fast Food, calculate the food expenses for 2 adults and 2 children for the duration of the trip
 - Hotel – using the average costs for at least 2 hotels at the vacation destination, calculate the hotel expenses for 2 adults and 2 children for the duration of the trip
 - Activities – calculate the expenses for at least 5 activities for 2 adults and 2 children
- Pass out the sample spreadsheet – Handout 4.11
- Show students how to create a formula in a Spreadsheet
 - Example: =B5+B6+B7
- Give students time to plan and create their own spreadsheet

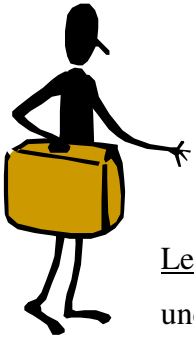
Supplies:

Student Folders of Project

Handout of Example Spreadsheet

Data Projector

Computers



4.12 Lesson Plans for *Quality Characteristics of a Web Page*

Leading Question: What characteristics make a Web Page look appealing and easy to understand?

Discuss **Font Style and Size** and **Paragraph Style**. Also discuss **Background Color** and **Font Color**. Use Overhead Transparencies 5.12 and 5.13 for all of the above.

Give students the **Web Page/Brochure Requirements** on Handout 5.14. Discuss each requirement with the students.

Define **Storyboard** (panel of rough sketches depicting the characteristics of a web page or brochure). Show the students an example of a Storyboard for this project on Overhead Transparency 5.15.

Assignment: Create a storyboard on paper of the layout of your Vacation Web Page

Supplies:

Student Folders of Project

Overhead Projector

Transparencies:

Font Style and Size and Paragraph Style – Overhead Transparency 5.12

Background Color and Font Examples – Overhead Transparency 5.13

Storyboard Layout of Vacation Web Page – Overhead Transparency 5.15

Handouts:

Web Page Requirements – Handout 5.14



4.13 Lesson Plans for *Web Page Creation*

Leading Question: Do you know that you can create a Web Page in Microsoft Word? What features in Word can you use to make an appealing Web Page?

Give the students the **Web Page Creation** Handout 5.16

Demonstrate the following using a computer and data projector (students can follow along on their computer):

- Using Microsoft Word
 - Using a **table** can be a very effective way of keeping the information and/or pictures in columns and/or rows
 - Choose Table, Insert, Table
 - To make the Borders invisible: highlight the entire table, choose Table and Table Properties. On the Table tab, click on the button called Borders and Shading and choose None
 - Choose a **background color**
 - Format, Background, choose a color, More Colors, or Fill Effects
 - Begin typing the text in the font, size, and color of your choice
 - **Word Art** is a creative way to insert text
 - View, Toolbars, Drawing
 - Click on slanted A, choose a style, type your text
 - Insert **pictures** from clip art
 - Choose Insert, Picture, Clip Art
 - If you use a picture from the Internet, be sure to cite the web address where the picture was found
 - Copy and paste information from Itinerary and Expenses spreadsheet
 - Add **Hyperlinks**
 - Highlight the word(s) that will become the hyperlink, choose Insert, Hyperlink, then type in the web address for the link

4.13 Lesson Plans for *Web Page Creation* (cont)

- **Save your document as a Web Page**
 - Begin by creating a Folder on the desktop and call it Vacation Web Page.
 - In your Word document, choose File and select Save as Web Page and put it in the folder on your desktop.

Assignment: Have students practice these techniques on their computer.

Supplies:

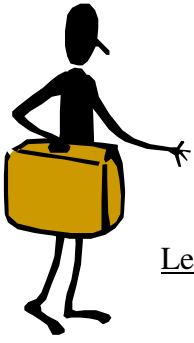
Student Folders of Project

Data Projector

Computers

Handouts:

Web Page Creation – Handout 5.16



4.14 Lesson Plans for *Celebration*

Leading Question: What have you learned during this project?

Administer the Post-Test 5.17. Ask students to answer the questions as accurately and honestly as possible.

Have students **take turns showing off their Web Page** to the rest of the class using a Data Projector. Allow for questions and answers. Give every student an opportunity to share with others. While students are engaged, **pass out snacks**. *Enjoy!*

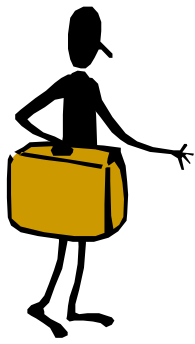
TOOL KIT 2: LEARNERS' MATERIALS

This is the collection of materials that may be reprinted for distribution to the learners in your program.

TABLE OF CONTENTS

The Learners' Materials are listed, in order of use:

	Page
1. Explorative Writing about Vacation Ideas: Handout 5.1	5.1
2. Checklist for Project: Handout 5.2	5.2
3. Copyright Cartoon – Overhead Transparency 5.3	5.3
4. Citations – Overhead Transparency 5.4	5.4
5. Annotated Citations – Overhead Transparency 5.5	5.5
6. Citations and Notes (Handout 5.6 and Overhead Transparency 5.6)	5.6
7. Evaluating Web Pages (Poster 5.7 and Overhead Transparency 5.7)	5.7
8. Indiana Road Map – Overhead Transparency 5.8	5.8
9. United States Map – (Handout 5.9 and Overhead Transparency 5.9)	5.9
10. Sample Itinerary – Handout 5.10	5.10
11. Sample Expense Spreadsheet – Handout 5.11	5.11
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17. Post-Test – Handout 5.17	5.17
18. Example Brochure 5.18	5.18
19. Example Web Page 5.19	5.19



Handout 5.1: Explorative Writing about Vacation Ideas

Name _____

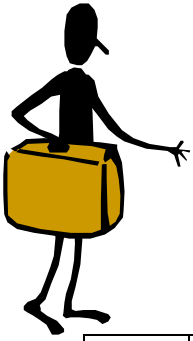
Period _____

Read the prompt. Write a brief essay, which answers **all** of the questions. You should use some sort of pre-plan before you begin writing.

Prompt: If you could take a road trip anywhere in the United States, where would you go? Why would you choose to go there? What would you do? Who would you take with you? How much money do you think you would need? How long would you stay? Where would you stay? How would you get there? Where would you get the information you need? How can you tell if the information you find is correct? How would you convince your parents to go?

Put your pre-plan here:

Write your essay on the back of this paper.

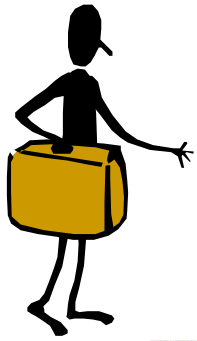


Handout 5.2: Checklist for *Are We There Yet?*

Name _____

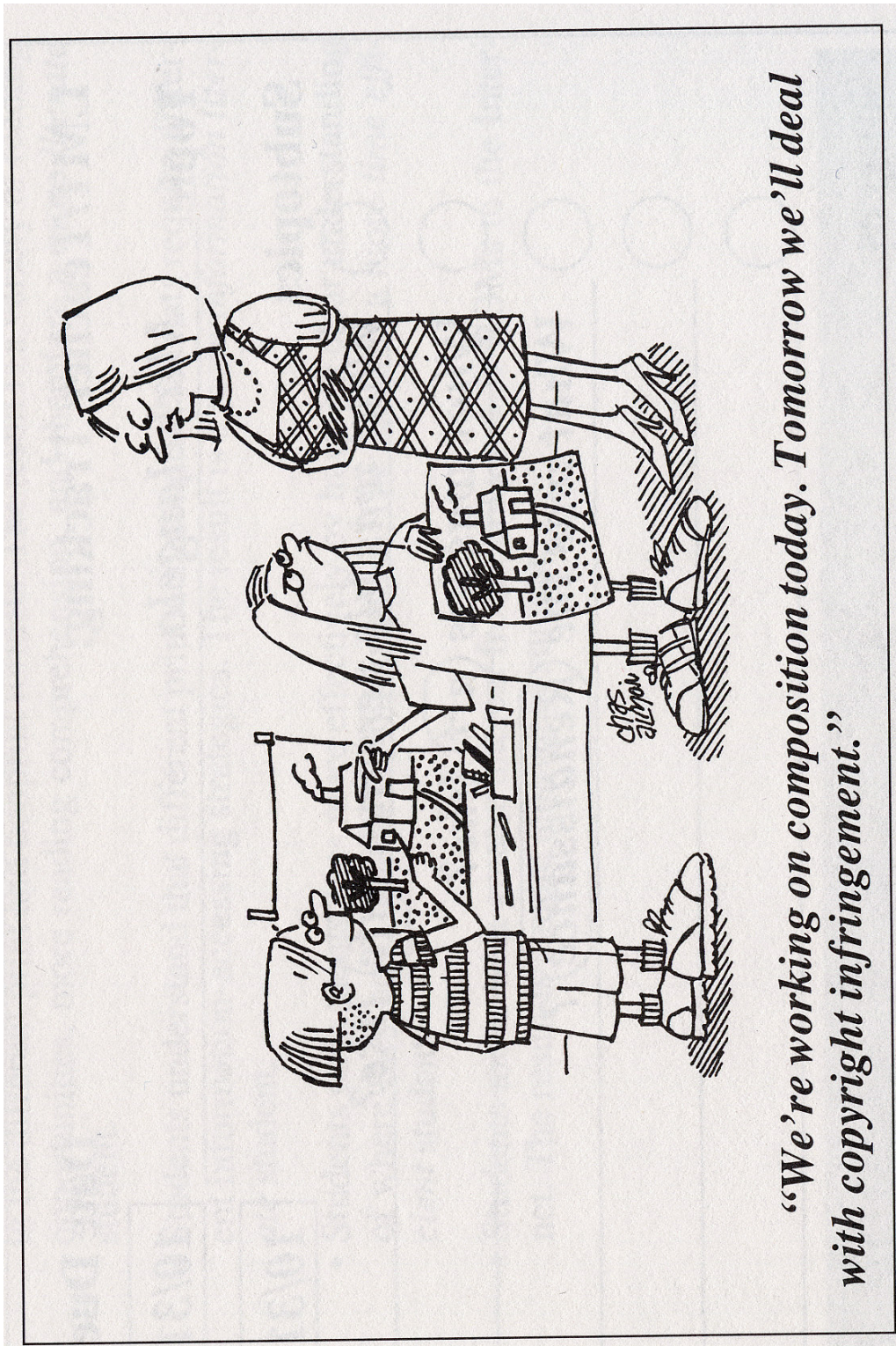
Date _____

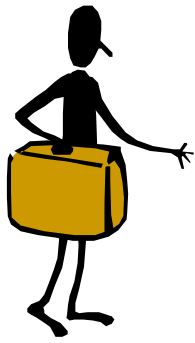
	1. Finish Explorative Writing – Turn In
	2. Create 5 questions for the Travel Agent. Take notes during the presentation. *** Turn in your questions and notes.
	3. Using an atlas, plot the travel plan from Indianapolis to your destination. Include names of roads traveled and their length traveled as well as total miles traveled. Transfer this information on a blank map. Approximate the time it will take (driving 60 miles per hour), and cost of gasoline used (based on your vehicle getting 18 miles per gallon and gas priced at \$2 per gallon). *** Turn in Map with estimates.
	4. Using an online map program, create map and directions from Indianapolis to your destination. Compare the travel plan from step 2 to the one created online. How close are the 2 maps? *** Save your electronic Map and Directions.
	5. On the Citations and Notes Handout: Find at least 2 hotels where you could stay and determine the cost per night. Choose 5 activities to attend and determine the costs. Choose 2 local restaurants and decide how much it will cost to eat. Also, consider other meals and their costs. Calculate costs based on 2 adults and 2 children. *** Turn in the Citations and Notes. There should be at least 9 entries.
	7. Create an itinerary for your stay. Turn in a Copy.
	8. Create a spreadsheet of you total costs – food, shelter, travel, activities, miscellaneous (base your information on 2 adults and 2 children). *** Turn in a Copy.
	9. Create and turn in a storyboard for your Brochure or Web Page. Include: <ul style="list-style-type: none"> ❖ State your Vacation Destination ❖ Include your name (first initial and last name), qualifications (8th grade student), and date of creation ❖ State your reason for going to your vacation destination ❖ Include Map and Directions ❖ List at least 2 Hotels with information and prices ❖ List at least 5 Activities and prices ❖ Include an Itinerary of your daily activities ❖ Include a Spreadsheet with all costs ❖ Include a Citation of your sources ❖ Include at least 5 Pictures ❖ Include at least 5 Hyperlinks
	10. Create your Brochure or Web Page using Word. *** Turn in Final Product



Overhead Transparency 5.3: Copyright Cartoon

Almon, Charles. "Copyright Cartoon." Deborah B. Stanley. Practical Steps to the Research Process for Middle School. Colorado: Libraries Unlimited, 2000. Reproduced with permission of Greenwood Publishing Group, Inc., Westport, CT





Overhead Transparency 5.4

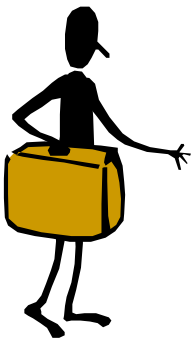
Citations

Thompson, Kathleen. Florida. Austin, Texas: Raintree, 1996.

“Official Web Page for Cocoa Beach, Florida” Oct 15 2004 <<http://www.ci.cocoa-beach.fl.us/>>

“MapQuest” Oct 15, 2004 <<http://www.mapquest.com/>>

“Kennedy Space Center” Oct 17 2004
<<http://www.kennedyspacecenter.com/>>



Overhead Transparency 5.5

Annotated Citations

Thompson, Kathleen. Florida. Austin, Texas: Raintree, 1996.

This book was a great starting point for the project with basic information about Florida.

“Official Web Page for Cocoa Beach, Florida” Oct 15 2004
<<http://www.ci.cocoa-beach.fl.us/>>

This is the Official web site for the city of Cocoa Beach, Florida, created by the city government. At this site, you can find out historical information about the city, current events that are happening and lots of visitor information.

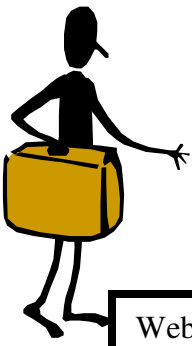
“MapQuest” Oct 15, 2004 <<http://www.mapquest.com/>>

This site allows you to access maps for locations all around the United States.

“Kennedy Space Center” Oct 17 2004

<<http://www.kennedyspacecenter.com/>>

This is the official site for the Kennedy Space Center in Florida. The site contains information about the space center features, hours, prices and purchasing abilities.



5.6 Citations and Notes Name _____

Web Page: "Title in Quotes." Date accessed. <Web Page Address in brackets>.

Example: "Presidential Campaign." Oct 5 2004 <<http://www.cnn.com>>.

Print Material: Author (last name, first name). Title of Print Material underlined. Place of Publication: Publisher, Year of Publication.

Example: Newberry, Louis. Hair Design. Los Angeles: Newberry Press, 1986.

Web Page: "Title in Quotes." Date accessed. <Web Page Address in brackets>.

Example: "Presidential Campaign." Oct 5 2004 <<http://www.cnn.com>>.

Print Material: Author (last name, first name). Title of Print Material underlined. Place of Publication: Publisher, Year of Publication.

Example: Newberry, Louis. Hair Design. Los Angeles: Newberry Press, 1986.

5.6 Citations and Notes (cont)

Web Page: "Title in Quotes." Date accessed. <Web Page Address in brackets>.

Example: "Presidential Campaign." Oct 5 2004 <<http://www.cnn.com>>.

Print Material: Author (last name, first name). Title of Print Material underlined. Place of Publication: Publisher, Year of Publication.

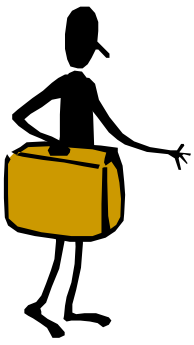
Example: Newberry, Louis. Hair Design. Los Angeles: Newberry Press, 1986.

Web Page: "Title in Quotes." Date accessed. <Web Page Address in brackets>.

Example: "Presidential Campaign." Oct 5 2004 <<http://www.cnn.com>>.

Print Material: Author (last name, first name). Title of Print Material underlined. Place of Publication: Publisher, Year of Publication.

Example: Newberry, Louis. Hair Design. Los Angeles: Newberry Press, 1986.



5.7 Web Page Evaluation

Anyone can publish a Web Page on the Internet. There are no EDITORS who proofread web pages to make sure they meet certain standards. Therefore, YOU need to question everything you find with a critical eye.

CARD

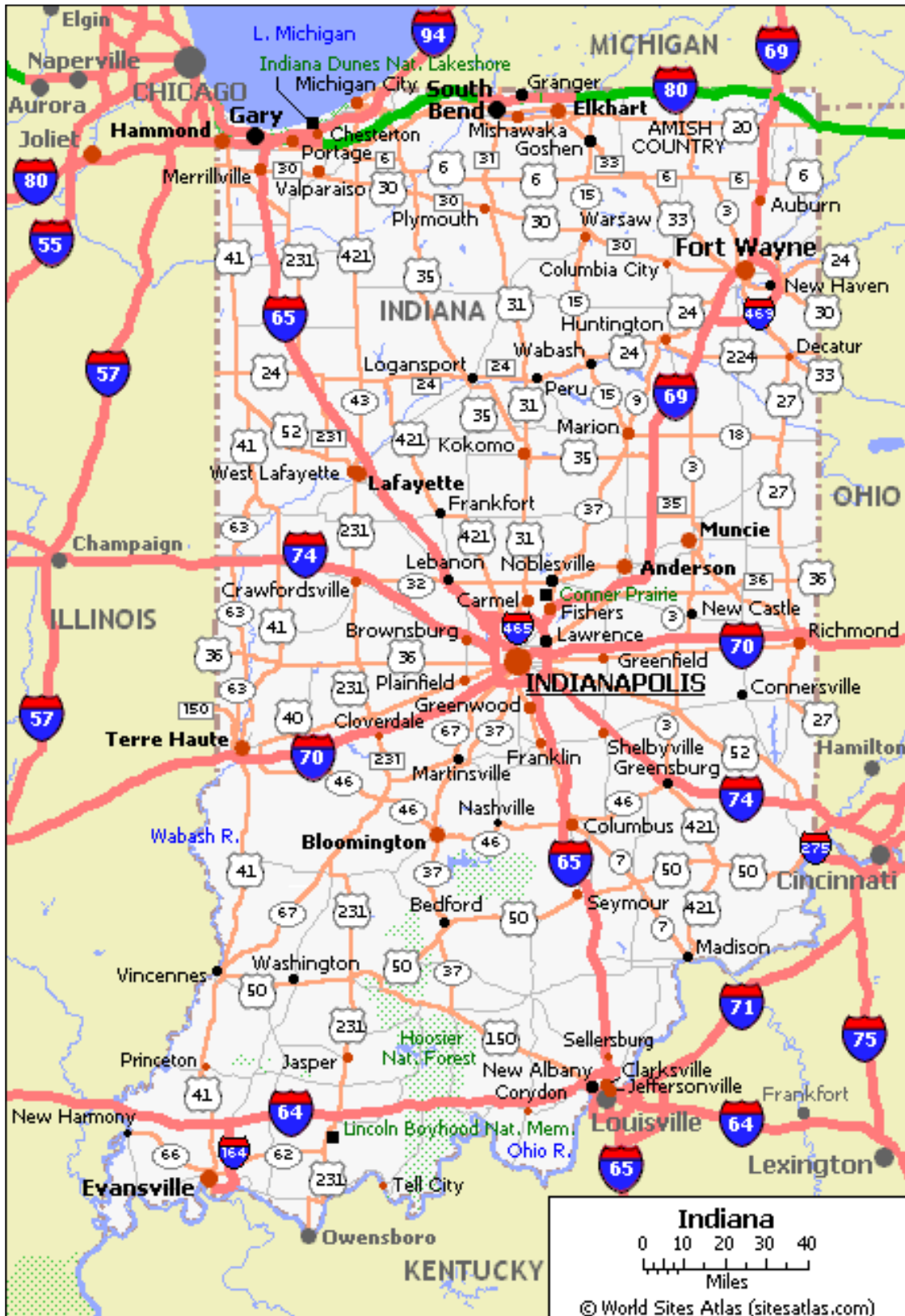
Correct - Is the information correct? Are there any spelling or grammar errors? Does the web page document its sources? How does the information compare with what you already know?

Author - Who is the author? What are the author's qualifications? Can you contact the author with an email address, phone number or mail address?

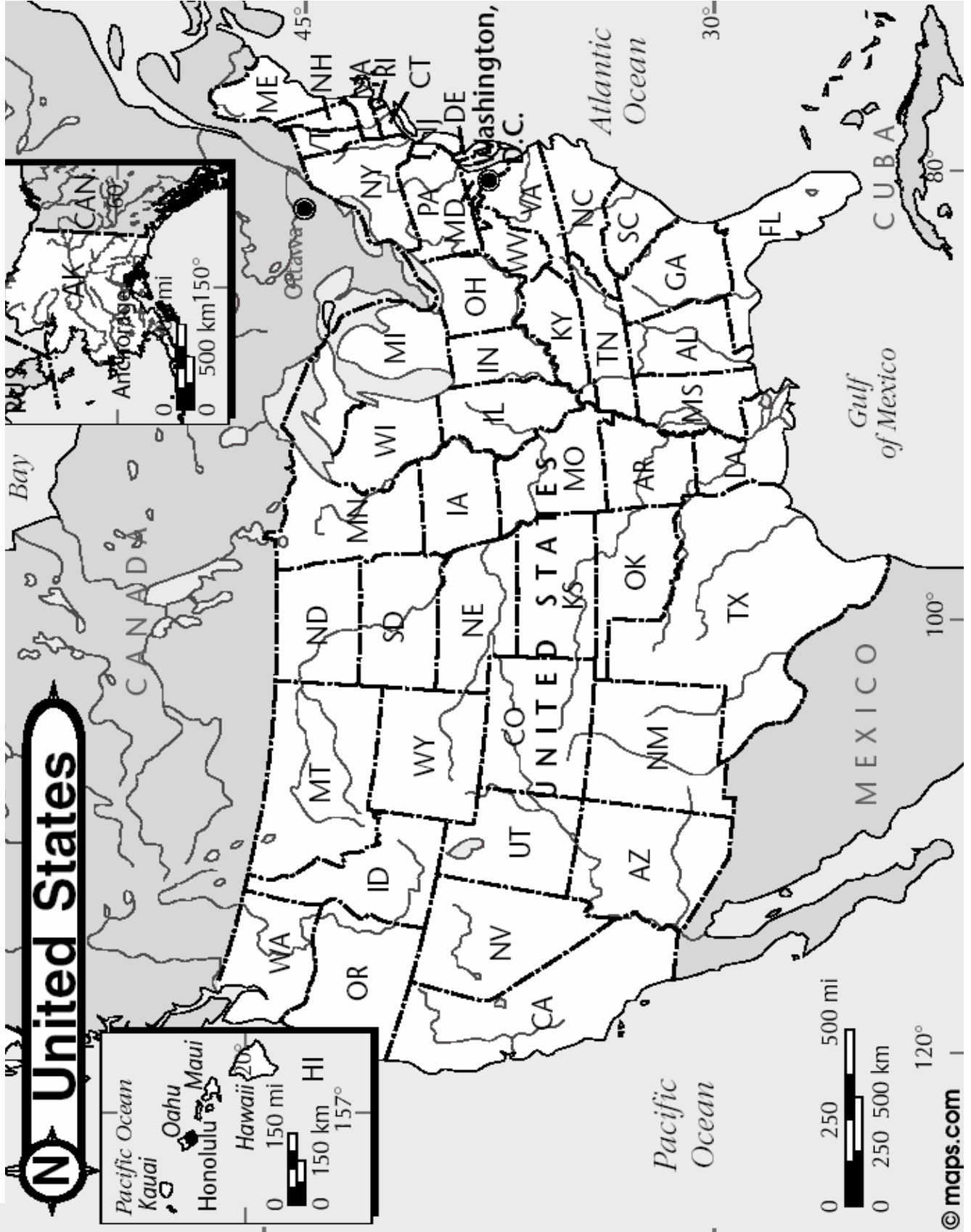
Reason - What is the reason for the web page – to inform, to persuade, to sell, to entertain? Is the information biased? Who sponsors the web page? Are there any advertisements on the web page?

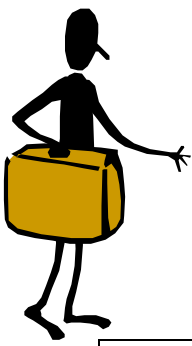
Date - When was the web page created or updated? Is the information up-to-date? Are the Hyperlinks current?

Overhead Transparency 5.8: Indiana Road Map



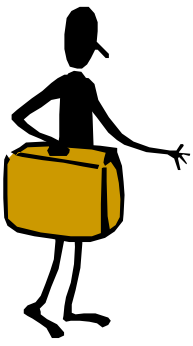
Overhead Transparency and Handout 5.9: United States Map





Handout 5.10: Cocoa Beach Itinerary

Sunday	5:00 AM	Travel by car to Cocoa Beach, Florida. Stop for gas and food for short periods of time.
	10:00 PM	Arrive in Cocoa Beach, Florida. Check into Hotel
Monday	8:00 AM	Breakfast at hotel
	10:00 AM	Visit Ron Jon's Surf Shop
	12:00 PM	Lunch at a fast food restaurant
	2:00 PM	Visit Beach
	6:00 PM	Dinner at a seafood restaurant
	8:00 PM	Walk the beach and view sunset
Tuesday	7:00 AM	Breakfast at hotel
	8:00 AM	Leave for Disney World Amusement Park
	9:00 AM	Arrive at Disney World Amusement Park – spend the day at the park, lunch and dinner in the park.
	9:00 PM	Leave Disney World Amusement Park for Hotel
	10:00 PM	Arrive at Hotel
Wednesday	8:00 AM	Breakfast at hotel
	10:00 AM	Visit Beach
	12:00 PM	Picnic lunch on the Beach
	2:00 PM	Return to hotel, clean up
	4:00 PM	Visit the Cocoa Beach Pier and shops
	6:00 PM	Dinner at a seafood restaurant
	8:00 PM	Walk the beach and view sunset
Thursday	7:00 AM	Breakfast at hotel
	8:00 AM	Leave for Sea World Amusement Park
	9:00 AM	Arrive at Sea World Amusement Park – spend the day at the park, lunch and dinner in the park.
	9:00 PM	Leave Sea World Amusement Park for Hotel
	10:00 PM	Arrive at Hotel
Friday	8:00 AM	Breakfast at hotel
	9:00 AM	Leave for Kennedy Space Center
	10:00 AM	Arrive at Kennedy Space Center, spend time at the exhibits, eat lunch, visit more exhibits
	3:00 PM	Leave Kennedy Space Center for Hotel
	4:00 PM	Arrive at Hotel
	5:00 PM	Dinner at a fast food restaurant
	6:00 PM	Prepare for trip home
	8:00 PM	Walk the beach and view sunset
Saturday	5:00 AM	Travel by car to Indianapolis, Indiana. Stop for gas and food for short periods of time
	10:00 PM	Arrive in Indianapolis, Indiana



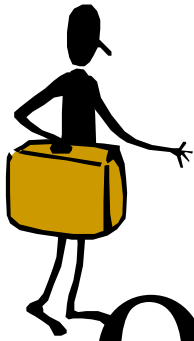
Handout 5.11: Spreadsheet of Expenses

Vacation to Cocoa Beach, Florida

7 days - 1 day to travel to Cocoa Beach, 5 days in Cocoa Beach, 1 day to travel home.

Costs are calculated using prices for 2 Adults and 2 Children

	\$120	Gas to travel to Cocoa Beach from Indianapolis
	\$120	Gas to travel to Indianapolis from Cocoa Beach
	\$50	Gas to travel to Orlando twice, Cape Canaveral once and around Cocoa Beach
\$290		Total Gas
	\$116	Average cost for a hotel in Cocoa Beach per night
\$696		Total Hotel for 6 nights
		Food for lunch and dinner during travel to and from Cocoa Beach
	\$80	\$5 per person per meal - 4 people, 4 meals
		Breakfast at hotel for 5 mornings
	\$80	\$4 per person per meal - 4 people, 5 meals
		Lunch
	\$20	Fast Food \$5 per meal for 4 people
	\$24	Disney World \$6 per meal for 4 people
	\$16	Picnic on Beach \$4 per meal for 4 people
	\$24	Sea World \$6 per meal for 4 people
	\$24	Kennedy Space Center \$6 per meal for 4 people
		Dinner
	\$60	Seafood Restaurant \$15 per meal for 4 people
	\$24	Disney World \$6 per meal for 4 people
	\$60	Seafood Restaurant \$15 per meal for 4 people
	\$24	Sea World \$6 per meal for 4 people
	\$20	Fast Food \$5 per meal for 4 people
\$456		Total Food
		Activities
	\$300	Shopping \$75 per person
	\$220	Disney World \$55 per person
	\$216	Sea World \$54 per person
	\$116	Kennedy Space Center \$29 per person
\$852		Total Activities
\$2,294		Total for Gas, Hotel, Food and Activities



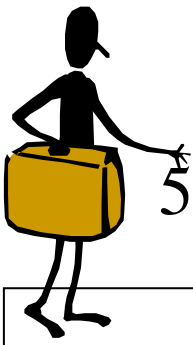
5.12 Font Style and Size and Paragraph Style

96 pt, 48 pt, 24 pt, 12 pt, 6 pt.

Font Styles: Not all computers have the same fonts installed, so they may make substitutions if you use a non-standard font. This could cause your site to look different. A few safe fonts that come installed on most computers are listed below.

For a PC Arial Times New Roman Verdana Courier News	For a MAC Geneva Times Monaco
--	---

<u>Justified</u>	<u>Flush Right</u>	<u>Centered</u>	<u>Flush Left</u>
When the type is “justified,” the type lines up in a neat row on the right and left sides. However, while this looks neat and orderly, the program often has to put uneven and sometimes large gaps between the words. This can make it hard to read.	Right justification, also called flush right, is sometimes used when you have a photo to the right of the type and it looks prettier to have the straight edge of the type line up with the photo’s edge. This leaves the ragged side on the left.	Centered is just what it sounds like, an equal space remains on the right and left sides. This is nice for headlines if you want a newspaper look, or for short blocks of text.	Left justification, also called flush left, is probably the most common choice for the Internet. The left side of the type lines up evenly and the right side ends “ragged,” a little longer or shorter depending on the length of the words.



5.13 Background Color and Font Examples

Sailing can be very relaxing!

A stylized illustration of a sailboat with a blue sail, pink stripes, and a black hull, set against a yellow sun and blue water.

Sailing can be very relaxing!

A stylized illustration of a sailboat with a blue sail, pink stripes, and a black hull, set against a yellow sun and blue water.

Sailing can be very relaxing!

A stylized illustration of a sailboat with a blue sail, pink stripes, and a black hull, set against a yellow sun and blue water.

Sailing can be very relaxing!

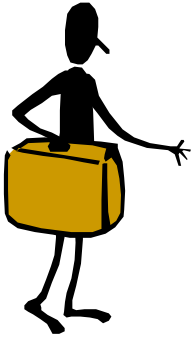
A stylized illustration of a sailboat with a blue sail, pink stripes, and a black hull, set against a yellow sun and blue water.

Sailing can be very relaxing!

A stylized illustration of a sailboat with a blue sail, pink stripes, and a black hull, set against a yellow sun and blue water.

Sailing can be very relaxing!

A stylized illustration of a sailboat with a blue sail, pink stripes, and a black hull, set against a yellow sun and blue water.

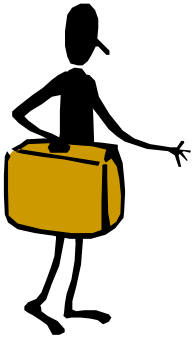


5.14 Web Page Rubric for *Are We There Yet?* *Vacation Ideas for Parents from Students*

Name _____

Date _____

- _____ (4) Title
- _____ (4) Your Name (first initial and last name)
- _____ (4) Your Qualifications (example: 8th grade student)
- _____ (4) Date of Creation
- _____ (8) Information about your vacation destination, why someone would want to visit your vacation destination
- _____ (4) Directions to your vacation destination – include names of roads traveled and the length traveled, total miles traveled and approximate time it will take driving 60 miles per hour
- _____ (4) Map to your vacation destination
- _____ (4) Hotel information (at least 2 hotels, prices, and addresses)
- _____ (8) Activities – at least 5; include a description and prices
- _____ (8) Sample itinerary – day and time for all meals and at least 5 activities
- _____ (8) Expenses spreadsheet – gas, food, hotel, activities, and grand total
- _____ (8) Resource Citation – properly cited and how it was used
- _____ (8) At least 5 Pictures – cited if not from MS Word ClipArt
- _____ (8) At least 5 Hyperlinks working correctly
- _____ (8) All Spelling and Grammar correct
- _____ (8) All Information correct



5.15 Storyboard for Web Page

Cocoa Beach, Florida

Mrs. Eakle, Media Specialist

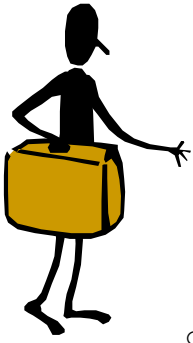
Date

Table



Information about Cocoa Beach	Picture of the Beach
Directions to Cocoa Beach	Map
Hotel Information	Picture of a Hotel
Restaurant Information	Picture of a Restaurant
Activities 1. Go to Beach 2. Disney World 3. Sea World 4. Kennedy Space Center 5. Shop	Pictures of Activities

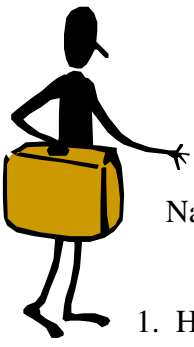
Itinerary
Expenses
Resources



5.16 Web Page Creation

Using Microsoft Word

- Using a table can be a very effective way of keeping the information and/or pictures in columns and/or rows
 - Choose Table, Insert, Table
 - To make the Borders invisible: highlight the entire table, choose Table and Table Properties. On the Table tab, click on the button called Borders and Shading and choose None
- Choose a background color
 - Format, Background, choose a color, More Colors, or Fill Effects
- Begin typing the text in the font, size, and color of your choice
 - Word Art is a creative way to insert text
 - View, Toolbars, Drawing
 - Click on slanted A, choose a style, type your text
- Insert pictures from clip art
 - Choose Insert, Picture, Clip Art
 - If you use a picture from the Internet, be sure to cite the web address where the picture was found
- Copy and paste information from Itinerary and Expenses spreadsheet
- Add Hyperlinks
 - Highlight the word(s) that will become the hyperlink, choose Insert, Hyperlink, then type in the web address for the link
- Save your document as a Web Page
 - Begin by creating a Folder on the desktop and call it Vacation Web Page.
 - In your Word document, choose File and select Save as Web Page and put it in the folder on your desktop.



5.17 Post-Test

Name _____

Date _____

1. How much planning needs to happen before going on a vacation with your family?
2. Could you plan a vacation for your family? What would you do to get ready?
3. How do you feel when you make plans to do something with your family?
4. How much information is available on the Internet? How do you find what you are looking for on the Internet?
5. How do you know if the information you find on the Internet is reliable?
6. How do you feel when you find the information you need?
7. How can the library help you prepare for a vacation?

5.18 Example Brochure Expenses

Gas: \$290

\$120 to travel to Cocoa Beach

\$120 to travel to Indianapolis

\$50 around Cocoa Beach

Hotel: \$696

\$116 per night for 6 nights

Food: \$472

\$80 while traveling

\$80 Breakfast (\$4/person for 4 people for 5 meals)

\$120 Lunch (\$6/person for 4 people for 5 meals)

\$120 Seafood Dinner 2 nights (\$15/person for 4 people)

\$48 Dinner at Sea World and Disney World (\$6/per person)

\$24 Fast Food Dinner (\$6/person)

Activities: \$852

\$300 Shopping (\$75/person)

\$220 Disney World (\$55/person)

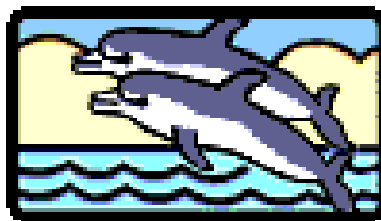
\$216 Sea World (\$53/person)

\$116 Kennedy Space Center (\$29/person)

Total: \$2319



Relax!



For More Information

"Official Web Page for Cocoa Beach, Florida" Oct 15 2004 <<http://www.ci.cocoa-beach.fl.us/>>

"MapQuest" Oct 15, 2004 <<http://www.mapquest.com/>>

"HotelGuides.us" Oct 15, 2004 <<http://hotel-guides.us/florida/cocoa-beach-fl-hotels.html>>

"Disney World" Oct 14 2004 <<http://disneyworld.disney.go.com/wdw/index>>

"Sea World" Oct 16 2004 <<http://4adventure.com/seaworld/fla/default.aspx>>

"Kennedy Space Center" Oct 17 2004 <<http://www.kennedyspacecenter.com/>>

"Dining Guide" Oct 17 2004 <<http://www.cocoa-beach.com/dgstksf.html>>

"Travel With Kids" Oct 14 2004 <<http://travelwithkids.about.com/library/florida/blspacemisc.htm>>



Are We There Yet?

Vacation Ideas for Parents from Students



Cocoa Beach, Florida

Mrs. Eakle, Media Specialist
Harshman Middle School

Created October 2004

Why Cocoa Beach, Florida?

Cocoa Beach is located on the East coast of Florida about 50 miles from Orlando. Cocoa Beach is only 6 miles long and features soft white beaches that are great for surfing, sunbathing, sailing and many more water activities. It is only about a one-hour drive from Disney World, Sea World, Kennedy Space Center and a variety of other family oriented activities. Cocoa Beach is a great place to take families for a vacation from the everyday hustle and bustle!



Experience beautiful sunsets on the beach!



Where can you stay?

- ❖ Holiday Inn Cocoa Beach-Oceanfront FL
1300 N. Atlantic Avenue
Cocoa Beach, FL 32931 US
\$105-\$134 per night
Hotel is on the Beach
- ❖ Cocoa Beach Days Inn Oceanside
5500 North Atlantic Ave.
Cocoa Beach, FL 32931 US
\$97-\$105 per night
Hotel is walking distance to the Beach

How do you get there?

1. Merge onto I-65 S. 284.5 miles
 2. Merge onto I-24 E via EXIT 86 on the LEFT toward CHATTANOOGA/KNOXVILLE/I-40 E. 138.8 miles
 3. Merge onto I-75 S via EXIT 185A toward ATLANTA. 178.8 miles
 4. Merge onto I-475 S/GA-408 S via EXIT 177 toward VALDOSTA. 15.5 miles
 5. Merge onto I-75 S. 192.5 miles
 6. Merge onto I-10 E via EXIT 435 toward JACKSONVILLE. 60.9 miles
 7. Merge onto I-295 S via EXIT 356 toward ORANGE PARK/ST AUGUSTINE. 20.2 miles
 8. Merge onto I-95 S toward ST AUGUSTINE. 136.3 miles
 9. Take the SR-520 exit- EXIT 201- toward COCOA/COCOA BEACH. 0.2 miles
 10. Take the ramp toward COCOA/COCOA BCH.. <0.1 miles
 11. Turn LEFT onto FL-520 E/KING ST W. Continue to follow FL-520 E. 11.4 miles
 12. Turn SLIGHT RIGHT onto ATLANTIC AVE N/ FL-A1A S. Continue to follow FL-A1A S. 2.6 miles
 13. Turn LEFT onto 1ST ST N. 0.1 miles
 14. End at Cocoa Beach FL
- Total Estimated Time: 16 hours, 55 minutes
Total Estimated Distance: 1042.88 miles



Map created at www.mapquest.com

What can you do?

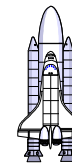
There are many activities for the whole family to do in and around Cocoa Beach, Florida. Here are a few examples:



- ❖ Fun and Sun on the Beach - FREE
- ❖ Disney World, located in Orlando, Florida, only a 1 hour drive away - prices for a 1

day pass are \$44 for children ages 3-9 and \$55 for anyone age 10 and older.

- ❖ Sea World, located in Orlando, Florida, only a 1 hour drive away - prices for a 1 day pass are \$45 for children ages 3-9 and \$54 for anyone age 10 and older.



- ❖ Kennedy Space Center located in Cape Canaveral, only a 1 hour drive away - prices for a 1 day pass are \$19 for children ages 3-11 and \$29 for anyone age 12 and older.

- ❖ Famous Ron Jon's Surf Shop located in Cocoa Beach carries all your family's water fun supplies, such as bathing suits, body boards, suntan lotion, beach clothes and beach toys at a variety of prices.

- ❖ Many seafood restaurants are available at a variety of prices.



Other activities can be found on About.com's Travel with Kids to Florida's Space Coast

5.19 Example Web Page

(<http://studentweb.ips.k12.in.us/s501/Example%20Vacation%20Web%20Page/Cocoa%20Beach%20Florida.htm>)

Cocoa Beach, Florida

[Mrs. Eakle, Media Specialist](#)

[Harshman Middle School](#)

Created October 20, 2004

About [Cocoa Beach, Florida](#)

Cocoa Beach is located on the East coast of Florida about 50 miles from Orlando. Cocoa Beach is only 6 miles long and features soft white beaches that are great for surfing, sunbathing, sailing and many more water activities. It is only about a one-hour drive from Disney World, Sea World, Kennedy Space Center and a variety of other family oriented activities. Cocoa Beach is a great place to take families for a vacation from the everyday hustle and bustle!



Experience Beautiful Sunsets on the Beach

Directions to [Cocoa Beach, Florida](#) [from Indianapolis,](#)

Indiana

1. Merge onto I-65 S. 284.5 miles
2. Merge onto I-24 E via EXIT 86 on the LEFT toward CHATTANOOGA/KNOXVILLE/I-40 E. 138.8 miles
3. Merge onto I-75 S via EXIT 185A toward ATLANTA. 178.8 miles
4. Merge onto I-475 S/GA-408 S via EXIT 177 toward VALDOSTA. 15.5 miles
5. Merge onto I-75 S. 192.5 miles
6. Merge onto I-10 E via EXIT 435 toward JACKSONVILLE. 60.9 miles
7. Merge onto I-295 S via EXIT 356 toward ORANGE PARK/ST AUGUSTINE. 20.2 miles
8. Merge onto I-95 S toward ST AUGUSTINE. 136.3 miles
9. Take the SR-520 exit-EXIT 201- toward COCOA/COCOA BEACH. 0.2 miles
10. Take the ramp toward COCOA/COCOA BCH.. <0.1 miles
11. Turn LEFT onto FL-520



[Map created at www.mapquest.com](http://www.mapquest.com)

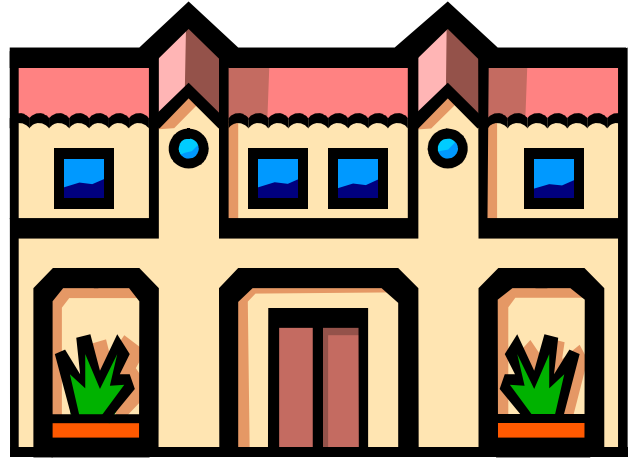
- E/KING ST W. Continue
to follow FL-520 E. 11.4
miles
12. Turn SLIGHT RIGHT onto
ATLANTIC AVE N/FL-
A1A S. Continue to
follow FL-A1A S. 2.6
miles
 13. Turn LEFT onto 1ST ST
N. 0.1 miles
 14. End at Cocoa Beach FL
- Total Estimated Time: 16
hours, 55 minutes
Total Estimated
Distance: 1042.88 miles

It would cost about \$120 for gas
one-way (\$240 round trip) if your
vehicle gets 18 miles per gallon
and gas is \$2 per gallon.

Hotel Information

Hotels available in Cocoa Beach, Florida:

- ❖ ❖ [Holiday Inn Cocoa Beach-Oceanfront FL](#)
1300 N. Atlantic Avenue
Cocoa Beach, FL 32931 US
\$105-\$134 per night
Hotel is on the Beach
- ❖ ❖ [Cocoa Beach Days Inn Oceanside](#)
5500 North Atlantic Ave.
Cocoa Beach, FL 32931 US
\$97-\$105 per night
Hotel is walking distance to the Beach

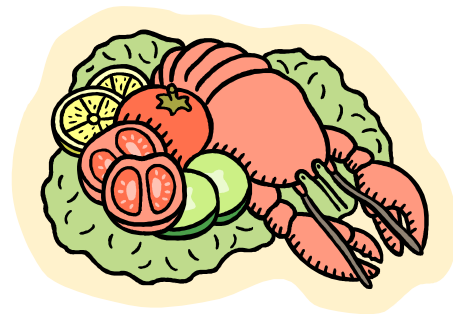


[Hotels in Cocoa Beach, Florida](#)

Activities for the Whole Family

There are many activities for the whole family to do in and around Cocoa Beach, Florida. Here are a few examples:

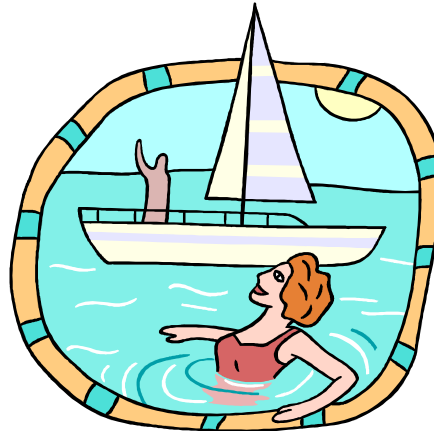
- ❖ ❖ Fun and Sun on the Beach - FREE
- ❖ ❖ [Disney World](#), located in Orlando, Florida, only a 1 hour drive away - prices for a 1 day pass are \$44 for children ages 3-9 and \$55 for anyone age 10 and older.
- ❖ ❖ [Sea World](#), located in Orlando, Florida, only a 1



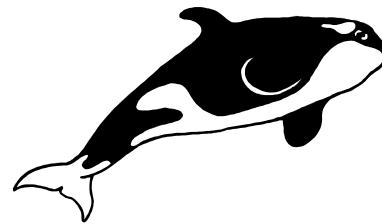
[Enjoy Delicious Seafood](#)

hour drive away - prices for a 1 day pass are \$45 for children ages 3-9 and \$54 for anyone age 10 and older.

- ❖ ❖ [Kennedy Space Center](#) located in Cape Canaveral, only a 1 hour drive away - prices for a 1 day pass are \$19 for children ages 3-11 and \$29 for anyone age 12 and older.
- ❖ ❖ Famous Ron Jon's Surf Shop located in Cocoa Beach carries all your family's water fun supplies, such as bathing suits, body boards, suntan lotion, beach clothes and beach toys at a variety of prices.
- ❖ ❖ Many [seafood restaurants](#) are available at a variety of prices.
- ❖ ❖ Other activities can be found on [About.com's Travel with Kids to Florida's Space Coast](#)



Participate in Many Water Activities



[See the Dolphins and Whales at Sea World](#)



Play at Disney World

Sample Itinerary

Sunday	5:00 AM	Travel by car to Cocoa Beach, Florida. Stop for gas and food for short periods of time.
	10:00 PM	Arrive in Cocoa Beach, Florida. Check into Hotel
Monday	8:00 AM	Breakfast at hotel
	10:00 AM	Visit Ron Jon's Surf Shop
	12:00 PM	Lunch at a fast food restaurant
	2:00 PM	Visit Beach
	6:00 PM	Dinner at a seafood restaurant
	8:00 PM	Walk the beach and view sunset
Tuesday	7:00 AM	Breakfast at hotel
	8:00 AM	Leave for Disney World Amusement Park
	9:00 AM	Arrive at Disney World Amusement Park - spend the day at the park, lunch and dinner in the park.
	9:00 PM	Leave Disney World Amusement Park for Hotel
	10:00 PM	Arrive at Hotel
Wednesday	8:00 AM	Breakfast at hotel
	10:00 AM	Visit Beach
	12:00 PM	Picnic lunch on the Beach
	2:00 PM	Return to hotel, clean up
	4:00 PM	Visit the Cocoa Beach Pier and shops
	6:00 PM	Dinner at a seafood restaurant
	8:00 PM	Walk the beach and view sunset
Thursday	7:00 AM	Breakfast at hotel

	8:00 AM	Leave for Sea World Amusement Park
	9:00 AM	Arrive at Sea World Amusement Park - spend the day at the park, lunch and dinner in the park.
	9:00 PM	Leave Sea World Amusement Park for Hotel
	10:00 PM	Arrive at Hotel
Friday	8:00 AM	Breakfast at hotel
	9:00 AM	Leave for Kennedy Space Center
	10:00 AM	Arrive at Kennedy Space Center, spend time at the exhibits, eat lunch, visit more exhibits
	3:00 PM	Leave Kennedy Space Center for Hotel
	4:00 PM	Arrive at Hotel
	5:00 PM	Dinner at a fast food restaurant
	6:00 PM	Prepare for trip home
	8:00 PM	Walk the beach and view sunset
Saturday	5:00 AM	Travel by car to Indianapolis, Indiana. Stop for gas and food for short periods of time
	10:00 PM	Arrive in Indianapolis, Indiana

Total Costs

	7 days	1 day to travel to Cocoa Beach, 5 days in Cocoa Beach, 1 day to travel home
		Costs are calculated using prices for 2 Adults and 2 Children
	\$120	Gas to travel to Cocoa Beach from Indianapolis
	\$120	Gas to travel to Indianapolis from Cocoa Beach
	\$50	Gas to travel to Orlando twice, Cape Canaveral once and around Cocoa Beach
\$290		Gas
	\$116	Average cost for a hotel in Cocoa Beach per night
\$696		Hotel for 6 nights
		Food for lunch and dinner during travel to and from Cocoa Beach
	\$80	\$5 per person per meal - 4 people, 4 meals
		Breakfast at hotel for 5 mornings
	\$80	\$4 per person per meal - 4 people, 5 meals
		Lunch
	\$20	Fast Food \$5 per meal for 4 people

	\$24	Disney World \$6 per meal for 4 people
	\$16	Picnic on Beach \$4 per meal for 4 people
	\$24	Sea World \$6 per meal for 4 people
	\$24	Kennedy Space Center \$6 per meal for 4 people
		Dinner
	\$60	Seafood Restaurant \$15 per meal for 4 people
	\$24	Disney World \$6 per meal for 4 people
	\$60	Seafood Restaurant \$15 per meal for 4 people
	\$24	Sea World \$6 per meal for 4 people
	\$20	Fast Food \$5 per meal for 4 people
\$456		Food
		Activities
	\$300	Shopping \$75 per person
	\$220	Disney World \$55 per person
	\$216	Sea World \$54 per person
	\$116	Kennedy Space Center \$29 per person
\$852		Activities
\$2,294		Total for Gas, Hotel, Food and Activities

Resources used to create this web site:

"Official Web Page for Cocoa Beach, Florida" Oct 15 2004

<<http://www.ci.cocoa-beach.fl.us/>> - This is the Official web site for the city of Cocoa Beach, Florida, created by the city government. At this site, you can find out historical information about the city, current events that are happening and lots of visitor information.

"MapQuest" Oct 15, 2004 <<http://www.mapquest.com/>> - This site allows you to access maps for locations all around the United States. This site also provides the ability to create driving directions from a starting location to a destination location. Airports and Businesses can be located at this site too.

"Hotel-Guides.us" Oct 15, 2004 <<http://hotel-guides.us/florida/cocoa-beach-fl-hotels.html>> - Hotel-Guides.us is a web site for SCIway LLC, a web information company based near Charleston, South Carolina. Since

1997, they have been in business on the Internet and are a member of the Better Business Bureau.

"Disney World" Oct 14 2004

<<http://disneyworld.disney.go.com/wdw/index>> - This is the official site for Disney World in Florida. The site contains information about the amusement park, hours, prices and purchasing abilities.

"Sea World" Oct 16 2004

<<http://4adventure.com/seaworld/fla/default.aspx>> - This is the official site for Sea World in Florida. The site contains information about the amusement park, hours, prices and purchasing abilities.

"Kennedy Space Center" Oct 17 2004

<<http://www.kennedyspacecenter.com/>> - This is the official site for the Kennedy Space Center in Florida. The site contains information about the space center features, hours, prices and purchasing abilities.

"Dining Guide" Oct 17 2004 <<http://www.cocoa-beach.com/dg-stksf.html>>

- This site is a commercial site from a local travel agency with information for tourists visiting Cocoa Beach, Florida. The information at the site looks to be easy to understand as well as informative.

"Travel With Kids" Oct 14 2004

<<http://travelwithkids.about.com/library/florida/blspacemisc.htm>> - About.com is a commercial web site that features "How to" advice on many topics. According to About.com, their Guides, who write their web pages on the site, are "smart, passionate, accomplished people who are experts in their field." The author of this site, Teresa Plowright, is a writer, veteran traveler and mother of 3.

TOOL KIT 3: LIBRARY RESOURCES

This is a guide for the librarian who is taking responsibility for initiating the program and acting on behalf of the library as a resource.

TABLE OF CONTENTS

Library Resources contains these components, in order of use:

	Page
1. The Librarian's Role in the Program	6.1
2. The Materials from the Library's Collection	6.2
3. Library Space	6.3
4. Library Equipment	6.4
5. Supplies Outside of the Collection	6.5

6.1 The Librarian's Role in the Program

- ✓ Information Specialist for Primary Learners – the librarian will choose resources appropriate for the students and the topic, both Print Resources as well as Online Resources. The librarian will make arrangements for a Travel Agent to speak with the students.
- ✓ Instructor in Information Literacy/Inquiry Skills for Primary Learners – the librarian will instruct students in Internet Search Skills, Web Page Evaluation, using Print Resources, creating Citations, Quality Web Page Characteristics, and Web Page Creation. The librarian will assist students in their research process as well as assist with teaching Map Skills, Internet Map Sources, creating Itineraries and creating Expense Spreadsheets.
- ✓ Partner to Teachers/Instructors/Subject Experts – the librarian will work with the Science and/or Math Teacher to coordinate all activities during the program including scheduling of a Travel Agent and library spaces and equipment.
- ✓ Program Advocate and Administrator – the librarian will communicate the process of the project with all individuals involved including the school principal, other teachers, students, and parents. The librarian will also coordinate any community publicity.

6.2 The Materials from the Library's Collection

- ✓ Print Resources – state books (1 copy of each state), vacation planning books (several copies), web page creation books (several copies), web page searching books (several copies), road atlas (1 copy for each student)
- ✓ Electronic Resources – www.maps101.com is used to find blank maps (30 minutes), www.mapquest.com is used to check driving directions and driving routes (30 minutes), www.google.com and www.yahoo.com are used to search for the visitor and convention center for each student's city to find hotels, restaurants, and activities for the project (100 minutes).
- ✓ Software – Microsoft Word is used to gather information and create the web page or brochure and Microsoft Excel is used to create an expense spreadsheet (200 minutes).

6.3 Library Space

- ✓ Research Area of Library can be used to enable students to have access to print resources for researching information for their project
- ✓ Computer Lab can be used so that all students can use a computer to research information for their project as well as create their final product

6.4 Equipment

- ✓ Overhead Projector used for overhead transparencies to teach certain aspects of the project
- ✓ Data Projector used to show students how to access electronic information as well as to show students how to use software for their project
- ✓ Computers, using Microsoft Word and Microsoft Excel to create various features of their product
- ✓ Printer to print information from the computer
- ✓ Copy machine to make student handouts

6.5 Supplies

<u>Consumable</u>	<u>Re-usable</u>
✓ 1 Folder for each student	✓ Overhead Transparencies
✓ Loose-leaf paper for each student	✓ Original of student handouts
✓ Paper for student handouts	✓ Instruction Guides
✓ Electronic storage device for student product (floppy disk or CD-R)	✓ Sample Web Page or Brochure

TOOL KIT 4: PROGRAM ADMINISTRATION

This is a guide for the librarian or primary partner who is taking responsibility for initiating the program, coordinating the efforts of all partners, and tabulating and reporting the evidence-based program measures.

TABLE OF CONTENTS

Program Administration contains these components, in order of use:

	Page
1. Project Timeline and Critical Logistics	7.1
2. Partners' Roles/Profiles	7.2
3. Promotion and Advocacy Tools	7.3
4. Measurement Guidelines	7.4
5. Project Resources	7.5

7.1 Project Timeline and Critical Logistics

Week	Activity Owner	Activity
1	Librarian and Partner	Contact partner and discuss project
1	Librarian	Contact Technology Coordinator about posting student web pages
2	Librarian and Partner	Become familiar with the content of the program
2	Librarian and Partner	Set dates for the program
2	Librarian	Purchase Print Resources
2	Librarian	Contact a Travel Agent for assistance
3	Librarian	Reserve Media Center
3	Librarian	Reserve Equipment
4	Librarian	Purchase supplies
5-7	Librarian and Partner	Execute the program (at least 15 class periods lasting 45 minutes)
9	Librarian	Post student Web Pages, copy Brochures
10	Librarian	Communicate with Parents about the Vacation resources available

7.2 Partners' Roles/Profiles

The partner would need to be enthusiastic about the project, their role in the project, and committed to making their lessons succeed. Partners would be interested in the students and willing to help them build strong skills. Their roles would include expert instruction and critical evaluation of the students work. They would be able to help the students recognize their strengths and suggest strategies to improve weaknesses.

7.3 Promotion and Advocacy Tools

Communication of the valued benefits of the program is the key to its promotion. Students enjoy recreational time as much as adults but sometimes feel that they don't have a say in where their family goes for vacation. Likewise, students do not realize the costs involved in planning an excursion. This project teaches students to understand the process of planning a vacation as well as a way to communicate with parents about their travel desires.

Students respond well to interesting and practical assignments. Increased positive responses by students reflect well on standardized test scores. Additionally, businesses in the community that focus on vacation/travel planning would be an asset to the project. They would be interested in learning what the travel desires are of the young people in the community. They would be able to more accurately meet the demands of their clients in the community.

Classroom teachers will see a change in student attitude when students are involved in a provocative assignment. Classroom discipline issues will decrease while student involvement will increase. Parents will enjoy similar results at home. School administrators may see an improvement in standardized test scores.

7.4 Measurement Guidelines

Using the Explorative Writing about Vacation Ideas: Handout 5.1 and the Post-Test 5.17, compare students knowledge of content and information literacy skills both before and after the program. Use this sample table to help you scorecard the results. On the Data Scorecard, a 1 is scored when a student understood a particular concept, practice or had a positive state of being. A 0 is scored when a student did not understand a particular concept, practice or had a negative state of being. To find the Results, add all of the 1's and divide by the number of students.

Information Literacy Objectives																									
Explorative Writing																						Results			
Student	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W		
Concepts - How much information is available on the Internet? How do you find what you are looking for on the Internet?																									
Practices - How do you know if the information you find on the Internet is reliable?																									
States of Being - How do you feel when you find the information you need?																									
Post – Test																									
Student	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W		
Concepts - How much information is available on the Internet? How do you find what you are looking for on the Internet?																									
Practices - How do you know if the information you find on the Internet is reliable?																									
States of Being - How do you feel when you find the information you need?																									

Content Objectives																									
Explorative Writing																				Results					
Student	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W		
Concepts - How much planning needs to happen before going on a vacation with your family?																									
Practices - Could you plan a vacation for your family? What would you do to get ready?																									
States of Being - How do you feel when you make plans to do something with your family?																									
Post – Test																									
Student	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W		
Concepts - How much planning needs to happen before going on a vacation with your family?																									
Practices - Could you plan a vacation for your family? What would you do to get ready?																									
States of Being - How do you feel when you make plans to do something with your family?																									

SAMPLE

Content Objectives																								
Explorative Writing																						Results		
Student	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	
Concepts - How much planning needs to happen before going on a vacation with your family?																								
	1	0	0	0	1	1	0	0	1	0	1	1	0	1	0	1	0	1	0	1	0	1	0	11/23=.48 or 48%
Practices - Could you plan a vacation for your family? What would you do to get ready?																								
	1	0	0	0	1	1	1	0	1	0	0	1	0	1	1	1	0	1	0	1	0	0	0	11/23=.48 or 48%
States of Being - How do you feel when you make plans to do something with your family?																								
	1	1	0	1	1	1	1	0	1	0	1	1	0	1	1	1	0	1	1	1	1	1	0	17/23=.74 or 74%
Post – Test																								
Student	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	
Concepts - How much planning needs to happen before going on a vacation with your family?																								
	1	0	1	1	1	1	1	0	1	0	1	1	0	1	0	1	0	1	0	1	0	1	0	14/23=.61 or 61%
Practices - Could you plan a vacation for your family? What would you do to get ready?																								
	1	0	0	0	1	1	1	0	1	0	0	1	0	1	1	1	0	1	0	1	0	0	0	11/23=.48 or 48%
States of Being - How do you feel when you make plans to do something with your family?																								
	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	20/23=.87 or 87%

7.5 Project Resources

Print Resources:

- State Books for the United States, one copy of each state
- Road Atlas, one for each student
- Web Searching Books
- Vacation Planning Books
- Web Page Creation Books
- Sample Brochures from a Travel Agency

Electronic Resources:

- One Computer with Internet Access per student
- Microsoft Word and Microsoft Excel on each computer

Consumable Items:

- One Folder with two pockets and paper clasps for each student
- Loose-leaf paper, at least 5 sheets per student
- Paper for copying student handouts
- Electronic storage device for student product (floppy disk or CD-R)
- Overhead Transparencies