

AOHT Geography for Tourism

# Lesson 1

## Course Introduction

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### Student Resources

Resource	Description
Student Resource 1.1	Anticipation Guide: Geography for Tourism
Student Resource 1.2	Example: Alphabetical Taxonomy
Student Resource 1.3	Taxonomy: Geography Terms

Student Resource 1.1

# Anticipation Guide: Geography for Tourism

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Welcome to the AOHT Geography for Tourism course! Over the next few months you'll learn a great deal about the connections between geography, history, culture, climate, weather, and tourism. You'll discover why there are so many different kinds of maps and what they're used for; why people are attracted to certain kinds of places; the qualities that make a place interesting; and how human actions are affecting every place on Earth. You will also learn how to present an unfamiliar place to make it inviting for tourists, from creating exciting tour itineraries to writing storyboards for webmercials.

*Directions: For each of the statements below, underline "I agree" if you think the statement is accurate or "I disagree" if you disagree with it. Write one reason to explain your guess.*

<b>You really need to know about other cultures only if you plan to spend time working in or traveling to those places.</b>	
My guess:	<b>I agree      I disagree</b>
My reason:	
I learned:	
<b>Most jobs in the hospitality and tourism industry require an understanding of geography.</b>	
My guess:	<b>I agree      I disagree</b>
My reason:	
I learned:	
<b>Climate change affects only colder tourist destinations such as ski resorts.</b>	
My guess:	<b>I agree      I disagree</b>
My reason:	
I learned:	

<b>These days most people don't use maps because they have a GPS to help them figure out where to go.</b>	
My guess:	<b>I agree      I disagree</b>
My reason:	
I learned:	
<b>It is important to know the history of a place before you spend time there.</b>	
My guess:	<b>I agree      I disagree</b>
My reason:	
I learned:	

Student Resource 1.2

## Example: Alphabetical Taxonomy

*A taxonomy is a list of related terms grouped into categories. You will develop taxonomies in this course to build vocabulary and to see the relationships among important words. Your taxonomies will also be helpful tools for the writing and reading assignments you receive. Below is a taxonomy for the topic of colors, in which the terms have been categorized alphabetically.*

*Can you think of any others? Go ahead and add them into the correct category.*

<b>A</b>	aquamarine, amber, azure
<b>B</b>	black, brown, beige, bronze, burgundy
<b>C</b>	cobalt, chartreuse, cream, crimson
<b>D</b>	
<b>E</b>	ecru, emerald
<b>F</b>	fuchsia
<b>G</b>	gold, gray
<b>H</b>	
<b>I</b>	indigo, ivory
<b>J</b>	jade
<b>K</b>	
<b>L</b>	lavender, lilac
<b>M</b>	magenta, mauve
<b>N</b>	navy blue
<b>O</b>	ochre, olive
<b>P</b>	pink, periwinkle
<b>Q</b>	
<b>R</b>	red, rust
<b>S</b>	scarlet, silver
<b>T</b>	teal, tan, terra-cotta
<b>U</b>	ultramarine
<b>V</b>	violet, vermilion
<b>W</b>	white
<b>X</b>	
<b>Y</b>	yellow
<b>Z</b>	

Student Resource 1.3

# Taxonomy: Geography Terms

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

*Think of terms related to the topic your teacher gave you. Write them on this list in alphabetical order.*

<b>A</b>	
<b>B</b>	
<b>C</b>	
<b>D</b>	
<b>E</b>	
<b>F</b>	
<b>G</b>	
<b>H</b>	
<b>I</b>	
<b>J</b>	
<b>K</b>	
<b>L</b>	
<b>M</b>	
<b>N</b>	
<b>O</b>	
<b>P</b>	
<b>Q</b>	
<b>R</b>	
<b>S</b>	
<b>T</b>	
<b>U</b>	
<b>V</b>	
<b>W</b>	
<b>X</b>	
<b>Y</b>	
<b>Z</b>	

AOHT Geography for Tourism

# Lesson 2

## What Is Travel Geography?

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### Student Resources

Resource	Description
Student Resource 2.1	Worksheet: Travel Geography
Student Resource 2.2	Reading: What Is Travel Geography?
Student Resource 2.3	Assignment: Geography in the Workplace



## Student Resource 2.2

# Reading: What Is Travel Geography?

Graciela and Valeria Velasquez are twins who will graduate from college in June. They will be the first in their family to graduate from college, and their parents and grandparents have saved up money to send them on a celebratory trip. The twins sat down to decide where they wanted to go.

"I want to go somewhere warm," Graciela said. Their college was in Boston, and it was snowing outside. "I miss the sunshine. I also want to go someplace with a great beach," Graciela said. "I want to get in a few games of beach volleyball."

"You want to find a hot guy," Valeria said. "We can go anywhere in the world, and all you're thinking about is the beach? Mom and Dad live in Miami. We can go to the beach any time."

"So where do you want to go?" Graciela asked.

"I'd like to go someplace really different," her sister responded. "Maybe someplace in Europe or even Africa or Asia. I want to go somewhere where they speak a different language and have a really different culture. Try unusual foods, learn about their history, listen to the local music—that kind of thing."

"Boring!" Graciela rolled her eyes. "It would be so much better to go someplace that's really beautiful and we can just relax and enjoy the scenery. Maybe someplace like Hawaii or the Caribbean, where there are lots of flowers and stuff. I love flowers."

Valeria sighed. Clearly she and her sister would have a lot of talking to do before they could pick a place to go on the trip.

## What Is Travel Geography?

Believe it or not, the argument Valeria and Graciela were having was really an argument about geography. Geography is fundamental to travel and tourism. Geography can be defined as "a science that deals with the description, distribution, and interaction of the diverse physical, biological, and cultural features of the earth's surface." Many people think about geography according to the five themes of geography: location, place, human/environment interaction, regions, and movement.

Movement is a theme that is especially important to the study of travel and tourism. We don't mean movement like commuting to work or school, and we don't mean movement like migrating, which is moving to a new place to live. Instead, travel geography studies the movement or flow of people between places and the factors that motivate people to make these journeys. The definition of tourism takes this idea of movement into account. The World Tourism Organization defines tourism as when people travel to and stay in "places outside their usual environment for not more than one consecutive year for leisure, business and other purposes."

There are other useful ways to think about geography as it relates to travel/tourism and destinations.

## Physical Geography and Human Geography

Geography can be divided into two major sections: physical geography and human geography.

- **Physical geography** is the study of the physical features of the earth's surface, such as climate, water, and landforms, and the processes that affect them. These natural features add to the beauty of destinations while also working together to create ecosystems and plant/animal habitats that can attract tourists. Graciela is interested in physical geography. She is focused on the weather, the beach, the scenery, and the flowers.
- **Human geography** is the study of the characteristics and features of the earth and how they relate to or are the result of human activities. Within the category of human geography is *cultural*

*geography*, which is the study of the customs, food, clothing, music, architecture, traditions, and languages of a region. These aspects of culture have a huge impact on destinations. They make each place unique through their combination of buildings, artifacts such as sculpture and art, and gathering places that are interesting to tourists. Valeria is interested in human geography. She wants to go to a place that has a different language, culture, and customs.

Travel geography considers both of these categories of tourism and tourist destinations. Hospitality professionals study the human and physical geography of different types of destinations—international, national, state, and local tourist spots—to identify how and why travelers might be drawn to these places.

Although we have described human and physical geography separately, in reality geography is the study of the interaction between people and the physical environment. Think about the human-environment relationship as a two-way street. The natural environment affects human activity. For example, if you live in Milwaukee and it's February, you wear different clothes to school than if you live in Miami. In Milwaukee you need a coat; in Miami, you don't. In turn, humans affect the natural environment, for better or worse. Climate change is an example of this two-way relationship. Humans are being affected by global changes in temperature and sea level rise. But humans brought these changes about themselves, by altering the environment and polluting it.

## The Six Components of Travel Geography

In analyzing how and why tourists are attracted to certain destinations, professionals in hospitality and tourism also consider the six components of travel geography. In this course, we will also consider them.

These are ways of further categorizing the two main sections of physical and human geography:

- Physical location and characteristics (Where is the destination located? What physical geography—mountains, lakes, valleys, deserts, etc.—is around it?)
- Weather and climate (What type of weather does the destination get? Are there times of year when it is better to visit because of the weather?)
- History (What important events happened at this destination? What important people came from here? How has the destination changed over time?)
- Culture (What types of people have lived here? What art, music, drama, dance, and religion are common in the destination? How has the culture affected the landscape and life there?)
- Reasons people travel to a destination (What will attract people to this destination? Are there things that will keep people away from this destination? For example, people may not wish to visit a place that just suffered a natural disaster, or people may choose not to visit a foreign country if the exchange rate makes their money worth less when they visit.)
- How the destination meets their travel needs (What does the destination offer? What tourist services are available?)

Remember Graciela and Valeria? They finally decided to go to Thailand. Thailand has beautiful beaches and flowers (physical location and characteristics) and warm weather (weather and climate), which would please Graciela. It has a fascinating history and a culture very different from that of the United States, which would please Valeria. Thailand meets all their needs, so that's where the girls decided to go—and they had a great time.

## Why Does Travel Geography Matter in the Hospitality Industry?

Knowing travel geography helps professionals in the hospitality and tourism industry determine which physical and human/cultural elements to highlight about a destination. If they are developing a new tourist attraction or destination, they need to do a lot of research about the geography of the place they are considering to make sure it meets every requirement of their company. Knowing about the geography is

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**Lesson 2 What Is Travel Geography?**

key to making sure the destination appeals to visitors; the geography is the whole reason travelers are visiting in the first place!

Geography has always motivated people to travel, but it is even more important to tourists now. In fact there is such a strong interest that a new form of tourism has evolved, known as geotourism. Geotourism identifies, markets, and protects the special geographical character of places. The character of a place comes from a mix of its culture, history, natural environment, and local population. Geotourists want to experience these aspects of a place rather than spending their time in a resort that separates them from the region they are visiting. Therefore, knowing the human and physical geography of destinations is essential for hospitality professionals. Because its goal is to truly experience a particular place's unique qualities, geotourism stresses conserving the cultural and natural heritage of destinations for the benefit of present and future generations. No meaningful plan for protecting the special character of a destination can happen without first gaining an intimate geographical knowledge of the human and physical elements of that place.

Student Resource 2.3

## Assignment: Geography in the Workplace

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

*Directions: Choose one of the descriptions below and write an explanation of how that job uses or is influenced by travel geography. Make sure to include the six elements of travel geography you learned about in this lesson. Before you begin, read through all of the instructions on this worksheet, and read the assessment criteria at the end of the worksheet to make sure you understand how your work will be assessed.*

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### Choose a Description

- Sachiko Nakamura is a travel agent. Why does Sachiko need to know travel geography? How is it a part of her job?
- Deonte Johnson is a travel writer for the *New York Times*. Why does Deonte need to know travel geography? How is it a part of his job?
- Caridad De La Torre works for an international hotel chain. Her job is to identify new locations where her company may want to build a hotel. Why does Caridad need to know travel geography? How is it a part of her job?
- Jeremy Astrauckus is a caterer and event planner who specializes in working with film crews. Jeremy's company provides food and hosts parties for the cast and crew while they're on location. Why does Jeremy need to know travel geography? How is it part of his job?
- Nicole Locatelli is an adventure travel guide. She lives in Kenya, where she takes people on safaris and other explorations through the beauties of Africa. Why does Nicole need to know travel geography? How is it part of her job?

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### Write a Profile

*Write a short profile about one of the people described above, explaining why travel geography is a part of that person's job. Be sure to include the six elements of travel geography you learned about in this lesson: physical location and characteristics, weather and climate, history, culture, reasons people travel to a destination, and how the destination meets their travel needs (including tourist services). An example profile is provided below.*

**Example Description:** Tom Papadopoulos is an executive with Mediterranean Exploration Cruises, which offers 7- and 14-day cruises to Europe, Africa, and Asia. Why does Tom need to know travel geography? How is it a part of his job?

**Example Profile:**

Tom Papadopoulos is an executive with Mediterranean Exploration Cruises, which offers 7- and 14-day cruises to Europe, Africa, and Asia. Travel geography is an important part of Tom's job. Tom needs to understand about the physical location and characteristics of the ports that his company's ships go to. His company has some small cruise ships and some very large ones. Tom needs to know if a port is big enough and deep enough to handle his company's large ships, or whether he needs to send a smaller ship there. He needs to understand what the weather and climate are like in those ports, because he doesn't want his cruises to go to ports that have a lot of storms or bad weather. He can schedule the cruises during the best weather, so that his customers get lots of sunshine and beautiful days, and so that his ship crews don't have to worry as much about storms or ice. He also needs to understand the travel

distance and time between ports to be able to route ships more efficiently through a region to save fuel and other travel expenses.

To choose good places for his cruises to visit, Tom needs to know something about each port's history and culture. If the port has a lot of historical or cultural significance, more people might want to visit it. Also, if the port city has a history of violence or other problems, Tom might suggest that his cruise line go somewhere else. Tom can plan cruises that emphasize the history or culture. For example, he might do an Ancient History cruise that visits places in Greece, Turkey, Egypt, or Italy. Or he might do a Renaissance cruise that stops in several places in Italy and then sails on to ports in Spain and France.

Tom needs to understand the reasons that people travel and how each port city might meet their travel needs. This understanding will help him pick good cities for his company's ships to visit—cities that appeal to lots of people and provide good tourist services for the people on the cruise. Some port cities are more focused on shipping goods and supplies than taking care of passengers. If Tom books his ships there, he may get complaints from customers who don't like being surrounded by fishing boats, livestock, or container ships that make a lot of noise. Tom needs to know which ports offer good tours and excursions that will fit with the ship's schedule, so that his customers can enjoy their time ashore without getting too tired or missing the boat when it sails. If Tom doesn't know these things, his company might end up with less successful cruises.

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## Preparing to Write

*First, think about the job of the person you chose to write about. What are this person's responsibilities? Which responsibilities are connected in some way to one of the six elements of travel geography? Make notes about this person's job here:*

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*Next, think specifically about the connection between the person's job and each of the six elements of travel geography. Jot down your notes here:*

Physical Location and Characteristics:

Weather and Climate:

History:

Culture:

Reasons People Travel to a Destination:

How a Destination Meets Travel Needs:

*Now you have the information you need to write your profile. Begin by describing the job you have chosen. Then write a couple of sentences about how each of the six elements of travel geography affects this person's job. Aim to write two or three paragraphs. You can use the area below to take more notes, but write your profile on a separate piece of paper.*

Before handing in your assignment, check to make sure it meets or exceeds the following assessment criteria:

- The profile offers a complete, accurate description of a specific hospitality career.
- The profile shows evidence of understanding the importance of each of the six elements of travel geography.
- The profile clearly describes how geography affects the career of the person in the profile.
- The profile is neat and uses proper spelling and grammar.

## AOHT Geography for Tourism

# Lesson 3

## What Makes a Place a Place?

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### Student Resources

Resource	Description
Student Resource 3.1	Worksheet: Essay Preparation
Student Resource 3.2	Example: Descriptive Essay
Student Resource 3.3	Worksheet: World Destinations
Student Resource 3.4	Reading: World Destinations

Student Resource 3.1

## Worksheet: Essay Preparation

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

*Directions: Use this worksheet to help you organize your thoughts before you write your essay. Your essay should answer the question: What makes your hometown unique from a visitor's perspective? The list below includes the six elements of travel geography. It also includes questions for each element to help you think of what you might want to say. Write your thoughts in the "Ideas for Essay" section.*

Element of Travel Geography	Questions to Think About	Ideas for Essay
Physical Geography	Are there mountains in/near your town? Lakes? Rivers? Are you near the ocean? The desert? The forest? Are there any distinctive plants or animals found in/near your town? Are there farms, ranches, or arable regions near your town? Does your town have any significant parks or green spaces?	
Weather and Climate	Does it snow in your town? Do you get a lot of rain or very little? A lot of sun or is it more overcast? Does it get hot or is it more temperate? What would you guess are the average temperatures? Do you have severe weather events, like hurricanes or tornadoes?	

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Element of Travel Geography	Questions to Think About	Ideas for Essay
History	<p>How long ago was your town founded? What businesses or industries have played a big role in your town? What is your town best known for today? Are there any famous people who came from your town? Was your town the site of any famous historic event, battle, struggle, etc.? Are there historic districts in your town? Does your town recognize the historic achievements of indigenous (native) groups and racial/ethnic minorities?</p>	
Culture	<p>Are there any special events or attractions that your town is known for? Does your town have a lot of museums? Art galleries? Festivals? Rural heritage celebrations? Zoos/Aquariums? Is there a good music scene in your town—lots of places where musicians perform live? What about dance or live theater or stand-up comedy? Are there ethnic neighborhoods in your town? Is your town known for a particular type of food or famous restaurant? Does your town host any major sporting events or have significant recreational facilities?</p>	

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**Lesson 3 What Makes a Place a Place?**

Element of Travel Geography	Questions to Think About	Ideas for Essay
<p>Reasons a Traveler Would Come or Stay Away</p>	<p>What parts of your town's physical geography, weather and climate, history, or culture would appeal to a visitor? What parts of your community might keep people away? Would your town appeal to certain types of travelers more than others? Which visitors would most likely come to your town? Where would they be from?</p>	
<p>Meeting a Traveler's Needs</p>	<p>Does your town have a wide range of hotels? Restaurants? Good public transit? Areas for visitors to walk and tour? Is your town easy to get to and are there other interesting places nearby to visit? Would all types of visitors find the support services they desire in your town? Do you feel that your town is friendly or unfriendly to visitors? What evidence can you provide of this (un)friendliness?</p>	

Student Resource 3.2

## Example: Descriptive Essay

*Directions: Read the following essay. What elements does this essay have that make it successful? Make notes on this sheet to mark where these important elements are.*

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### A Unique Place to Visit

There is one state in our country that was once its own country, with its own king, queen, and royal palace; it has some of the world's best beaches and the world's most active volcano; and it's a state that today is so diverse that every ethnic group is a minority. That state is Hawaii. Most people know Hawaii for its beautiful beaches and romantic sunsets, but Hawaii has a lot more than that to offer its visitors.

Hawaii is famous for its natural beauty. The islands are tropical and beautiful flowers and plants bloom there year-round. The islands were formed by undersea volcanoes, so many of them have large mountain ranges, and beautiful waterfalls flow down from the mountains. Some waterfalls exist all year long, but after a rainstorm, it's possible to see many other spontaneous waterfalls start up, as the rain pours off the crags of the mountains down to the valleys below. Thanks to the volcanoes, some of Hawaii's most beautiful beaches have black sand, because the sand is actually made up of little pieces of lava. But whether it's a black sand beach or a white sand beach, Hawaii offers plenty of places to swim, snorkel, surf, scuba dive, or just sit and watch the waves.

Hawaii has great weather, too. The average temperature there is around 75 degrees year-round, with lots of sunshine. Hawaii has a tropical climate, which means it is humid and can rain a lot, but the rain showers often last only a little while and the temperature stays warm while it rains. So even if it rains on your vacation, you won't feel cold, and it will probably pass by in a few minutes.

Hawaii has a very interesting past. It is one of the most isolated population centers in the world today and was discovered by people who traveled from other Polynesian islands in canoes. At first each of the islands had its own ruler, but then the famous King Kamehameha united all the islands together to create the Kingdom of Hawaii. Kamehameha is still revered today. There is a statue of him in Honolulu, and his birthday is a state holiday. Kamehameha's family ruled the islands until the late 1800s, when businessmen from the United States persuaded the US government to take control of the islands away from the native people. Many native Hawaiians are still upset about that today.

There are many tourist attractions on the islands that celebrate the heritage of the native Hawaiian people. The Bishop Museum, which was founded by the *haole* husband of one of the last members of the Hawaiian royal family, attracts thousands of tourists from all over the world. They come to study and learn about this fascinating culture, and many tourists also visit 'Iolani Palace, the only royal palace in the United States.

Hawaii is so diverse that every ethnic group is a minority—even Caucasians, who are called *haole*. Many people are a mixture of ethnicities, but those who can trace their ancestry back to the native Hawaiians are very proud of that. They still celebrate many native Hawaiian traditions and use native Hawaiian words in everyday conversation. They play Hawaiian music and wear what we call "Hawaiian" shirts, though on the islands they are called "aloha shirts." The word *aloha*, which means many things, including "love," is one of the most common native Hawaiian words. In fact, Hawaii is called the Aloha State.

Although the average tourist comes to Hawaii seeking a suntan or a tropical drink, there is much more to our 50th state than just "fun in the sun." There is a history, a culture, and a way of life that is totally unlike anything else in the rest of the United States.

Student Resource 3.3

## Worksheet: World Destinations

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

*Directions: As you view or read the presentation, take notes on the major elements of each of the destinations. For this activity we will not discuss the last two elements of travel geography. They depend on a thorough familiarity of the first four, which you will develop as you go through the presentation.*

Destination: The Outback of Australia

Element	Comments
Physical Geography	
Weather and Climate	
History	
Culture	

Destination: The Andes

Element	Comments
Physical Geography	
Weather and Climate	
History	
Culture	

Destination: Playa del Carmen, Mexico

Element	Comments
Physical Geography	
Weather and Climate	
History	
Culture	

Destination: Greenland

Element	Comments
Physical Geography	
Weather and Climate	
History	
Culture	

Destination: Athens, Greece

Element	Comments
Physical Geography	
Weather and Climate	
History	
Culture	

Destination: Moscow, Russia

Element	Comments
Physical Geography	
Weather and Climate	
History	
Culture	

Destination: Dubai, United Arab Emirates

Element	Comments
Physical Geography	
Weather and Climate	
History	
Culture	

Destination: Tanzania, a country in Africa

Element	Comments
Physical Geography	
Weather and Climate	
History	
Culture	

## Reading: World Destinations

# AOHT Geography for Tourism



## Unit 2, Lesson 3

### *World Destinations*



Today we are going to learn about eight major world destinations.

The main topics we will cover include:

- Destinations on six of the seven continents of the world:
  1. North America
  2. South America
  3. Australia
  4. Europe
  5. Africa
  6. Asia
- A review of what destinations are and why they are important to both tourists and local economies

## Destinations are places that people like to visit



Popular destinations are located throughout the world, on every continent and in every country.

*Which continent is not pictured above?*

The seven continents of the world include: North America, South America, Europe, Africa, Asia, Australia, and Antarctica.

Antarctica is difficult to portray in maps because it lies at the southernmost tip of the planet—literally at the bottom of the world. Antarctica is also the only continent that we are not studying as a destination. There is tourism in Antarctica, but we will focus on another tourist destination that has many of the same geographic features as Antarctica.

Do you remember what you learned about destinations in Principles of Hospitality and Tourism? Destinations are places that people like to visit and travel to. Tourist destinations are important to local and national economies, because tourists provide a lot of income to the people living in a destination. Tourism incites a sense of pride in the residents and brings public attention to the natural, cultural, and historical aspects of a place. Managed properly, tourism can generate efforts to preserve and protect the unique geographic character of places.

## Some places are known for their physical scenery

Australia is popular for its landscapes and wildlife.  
The rugged Australian countryside is called the Outback.



Kings Canyon



The Olgas



Dingo

*What activities might tourists enjoy in the Outback?*

The Outback is a huge, wild area of interior Australia that is remote, barren, and arid. Sometimes “outback” refers to any region outside of an urban area. The Outback is home to Australian feral camels and dingoes (Australian wild dogs). The more fertile, grassy parts of the Outback are used for sheep or cattle farming. However, much of the Outback is not arable and receives little rainfall, making farming impossible.

Kings Canyon is located in Watarrka National Park and is a huge canyon. The walk around the canyon rim takes three to four hours, but is worth the effort as the views are spectacular. During the hot summer months, visitors can only do this walk in the early morning.

The Olgas (also called Kata Tjuta) are a group of large domed rock formations sacred to the indigenous people of Australia but also popular among tourists who hike in the area. In addition to being mindful of high temperatures, visitors should be respectful of these formations. They mean something very different to the native peoples than they do to tourists.

Tourist travel to the Outback requires advance planning and the right vehicle (usually a four-wheel drive). On longer trips off the normal track, considerable supplies and equipment may be required. Some trips require a convoy of vehicles. Tourists and locals occasionally die from being stranded, and emergency rescues for the ill-prepared are sometimes necessary.

## Some tourists enjoy a different kind of scenery

The Andes are located along the western coast of South America.



Alpacas



Bolivian waterfall

The Andes are the world's longest mountain range.

*What activities would tourists do in this type of landscape?*

The Andes are the world's longest exposed mountain range—"exposed" meaning that they are not beneath an ocean. They attract thousands of tourists every year who want to hike, climb, and visit the high mountain villages that dot the South American countryside.

The Andes run for 4,350 miles through Argentina, Bolivia, Chile, Colombia, Ecuador, Peru, and Venezuela, almost all the way up and down South America's Pacific coast. The highest point of the Andes is in Argentina, at over 22,000 feet.

Many different types of tourists love to visit the Andes. The more adventurous enjoy backpacking, climbing, and hiking through the rugged mountains. Descendants of the Inca civilization also provide a colorful and interesting cultural experience for visitors to the Andes.

## Some places are known for their beautiful weather

Beach towns, like Playa del Carmen in Mexico, attract thousands of visitors every year with their scenery and warm climate.



*What tourist activities are fun in hot weather?*

There are hundreds of very popular tourist destinations in North America. Playa del Carmen, Mexico, is located in the Mexican state of Quintana Roo, in the Yucatán peninsula, and is visited by thousands of tourists every year.

The entire town of Playa del Carmen is located on the Caribbean coast of Mexico. Because it is a beach town, it attracts tourists looking for sunshine, rest, and relaxation. The Caribbean Basin is also home to popular destinations like the Cayman Islands, the Bahamas, and the Virgin Islands.

## Greenland is famous for its harsh, cold climate

Greenland offers unique experiences for tourists.



*When you travel,  
do you prefer hot  
or cold weather?*

Greenland is a large island in the Atlantic Ocean. It is close to Canada and geographically, it is part of North America. However, Greenland is actually a separate country within the Kingdom of Denmark. The majority of the country (81%) is covered in ice; scientists estimate that if all the ice in Greenland melted, the world's oceans would rise by 23 feet!

Because Greenland has so much ice and snow, it offers many unique tourist experiences. Tourists can camp in the world's largest national park, travel by dog sled, or take a boat ride to get an up-close view of glaciers and icebergs. Tourists can also take unusual cruises, like the two-week-long trip to travel around the edges of the island on an ice-breaking vessel.

## Some places are known for their history and culture

Many believe Athens, Greece, is Europe's oldest city. Athens is famous for its architecture and culture.



The Parthenon



Greek Vase



Greek Sculpture

*What ancient landmarks would you like to visit?*

Tourists often visit Greece to explore its ancient cities and to learn about Greek history and culture.

Athens is located in southern Greece and is the capital city. Archaeologists believe Athens has been occupied since 3,000 BC. Its most important buildings, like the Parthenon, were built on the Acropolis, a rocky hilltop where residents could go for refuge in times of danger.

The art of ancient Greece—particularly its sculpture and architecture—has had a major influence on the culture of many countries, from ancient times to the present. In the West, ancient Roman art followed the aesthetic and technical standards of the Greeks. The influence on Western cultures lasted well into the 19th century. In the East, the influence of ancient Greek art was felt in Central Asian, Indian, and even Japanese cultures.

## Russia is famous for its political history and culture

Moscow is the capital of Russia and home to The Kremlin, Red Square, and several beautiful cathedrals.



The Kremlin



St. Basil's Cathedral

*How is the Kremlin similar to the Parthenon in Athens?*

Moscow is located on the western side of Russia and is the capital of the country.

The Kremlin was the site of one of the first wooden forts erected in Moscow in 1147, and the walls that surround a fortified town there were finished in 1157. The walls were built to protect people inside the city from attackers and to give them a place of refuge, like the Parthenon in Athens. The Kremlin is the official residence of the President of Russia.

Red Square is located just outside the Kremlin and now holds Lenin's tomb. Vladimir Lenin was one of Russia's most famous leaders and was in power from 1917 until his death in 1924. He masterminded the Communist Revolution of 1917. He was the first head of the Soviet Union, which collapsed in 1991. Red Square historically served as a marketplace where people bought food, livestock, and clothing. It now serves primarily as a tourist attraction. Russia and other eastern European countries such as Romania, Hungary, and Czech Republic are popular destinations for tourists interested in the Soviet era.

There are several famous cathedrals in Moscow. Two of the most well-known are St. Basil's Cathedral, which was commissioned by Czar Ivan IV, or "Ivan the Terrible," in 1552, and the Cathedral of Christ the Savior, built between 1839 and 1881.

## Many places reflect both ancient and modern cultures

The United Arab Emirates in the Middle East blends modern architecture with ancient Muslim traditions.



Praying Muslims



Dubai Skyscraper

*Why is it important for tourists to respect the religious traditions of a destination?*

Dubai, which is part of the United Arab Emirates, is more liberal than most other Middle Eastern locations, especially to foreigners who do not practice the religion of Islam. For this reason, Dubai is popular among tourists. It also offers upscale shopping, nightlife, dining, and accommodations, and is a beach town.

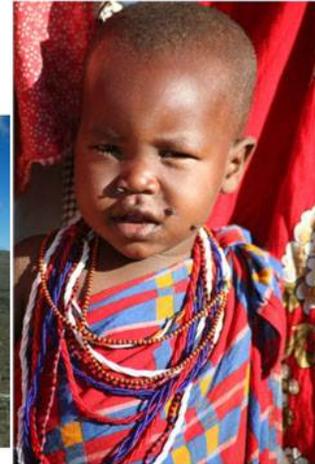
The national language of Dubai is Arabic, but because of the large number of foreign workers, signs and shops around the city use English as well. Visitors are advised to avoid wearing short, tight clothing, and instead respect the local custom of covering most parts of the body with loose clothing. Also, photographing Muslim women is considered very offensive.

There are many things to see in Dubai, including three archaeological sites, old districts with ancient architecture, and nearby Bedouin villages filled with people who live a nomadic lifestyle in the desert, complete with herds of camels.

Dubai has modern marvels too, such as Buri Khalifa, the world's tallest building. Its new golf courses also attract many visitors. Golf originated in Scotland but has become popular throughout the world, including the United Arab Emirates.

## Many destinations are visited for all four reasons

Tanzania in Africa is rich in natural scenery, weather, history, and culture.



Mount Kilimanjaro

Maasai Child

*As a tourist, what interests you about a destination?*

Tanzania, in East Africa, is home to several significant game reserves and national parks. One of these is the Serengeti National Park, which allows tourists to view diverse wildlife such as giraffes, lions, zebra, hippopotamus, rhinoceros, and wildebeest.

The country is also home to Mount Kilimanjaro, Africa's highest mountain, which regular tourists can climb (unlike Mount Everest on the Nepal/Tibet border). If mountain climbing is not of interest, a tourist can enjoy diving and snorkeling at Tanzania's popular beaches and secluded resorts.

Tanzania boasts some of the oldest human settlements known to archaeologists. Northern Tanzania contains an area often referred to as "The Cradle of Mankind."

The country also represents all of the major ethnic and linguistic groups in Africa and contains incredible tribal diversity—about 120 tribal groups in total. Over the past few years, cultural tourism has become an increasing attraction for visitors from around the world. Visits to tribal villages are often a highlight of safari tours. The Maasai are perhaps the most well known of Tanzania's tribes and inhabit the northern regions of the country.

AOHT Geography for Tourism

## Lesson 4

# A Sense of Place: Personal History and Culture

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### Student Resources

Resource	Description
Student Resource 4.1	Assignment: Cultural Heritage Celebration
Student Resource 4.2	Worksheet: Cultural Heritage Interview

Student Resource 4.1

## Assignment: Cultural Heritage Celebration

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

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### Project Overview

*Directions: This project will consist of several parts that you will complete over a few class periods. As you conclude each part of the assignment, listed below, put a check mark in the box next to it.*

- Research on your culture that you will share with the class
- An interview with a family or community member about your culture and the symbols and artifacts that represent it
- A poster that displays your interview worksheet and includes at least two visual representations (drawings, maps, or photographs) of your culture
- At least one sample artifact from your culture, which could include music, food, clothing, jewelry, a book, or a figurine

---

### Choosing Your Focus

*These questions are designed to help you decide which part of your cultural heritage you will concentrate on, and how you can best represent this heritage to your classmates. Write down your initial thoughts in the spaces provided below.*

Which culture will you focus on? Many people have more than one cultural background. Choose one you would like to learn more about or the one that interests you the most.

What artifacts can you provide to represent that culture? You need at least one sample artifact, such as an article of clothing or jewelry; a piece of art, dish, or decorative object; a special kind of food; or a piece of music. Brainstorm what artifact would best represent your culture and interest other students.

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### Lesson 4 A Sense of Place: Personal History and Culture

Whom can you interview to learn more about this culture and the artifacts you chose? This person could be a family member, but if you can think of someone who you'd prefer to interview, such as a community leader, teacher, or religious leader, that is acceptable as well.

What photographs or drawings can you create, find in the library, or borrow from family members to show a visual representation (for your poster) of your culture? Remember, you need at least two. It is best to photocopy the visuals so they won't be ruined when you paste them to your poster.

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## Research Your Culture

*The following are questions to consider as you begin your research:*

Where did your culture originate? Can it be traced to a certain country or region? Cultures often diffuse or spread from a geographic point of origin, often through the migration of people from one country/region to another. This spread of culture through migration is called relocation diffusion. What migrations, if any, helped spread your culture?

Was your culture influenced by certain events? For example, Russian culture in America has been influenced by the Communist Revolution of 1917 in St. Petersburg, Russia. Many Russians fled to the United States during that time. They came from czarist Russia, which no longer existed, and brought their traditions and special skills with them. Many African Americans can trace their culture to the events that surrounded the transatlantic slave trade, an exploitative, forced migration of Africans to the Americas. African slaves also brought traditions and skills, including innovations in music, food, and language.

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### Lesson 4 A Sense of Place: Personal History and Culture

Is your culture a blending of two or more cultures? If so, what are they, and where did each of them originate? Sometimes when cultures converge and blend, they affect each other's traditions and create a unique cultural hybrid. Do you have a tradition that reflects such a mixing of cultures?

You need at least one artifact to represent your culture. What makes this artifact an important representation? What is the history of the artifact?

You need at least two visuals that represent your culture. What are good potential visuals? What is the history of each visual?

The following are tips to help you begin your research:

- To conduct research, use any available reference materials, including books, magazines, information you get from your interview, and the Internet.
- Choose books about the origin of your culture and its history.
- Use these sites for more general information:
  - “Glossary of Surname Meanings and Origins.” About.com: Genealogy, [http://genealogy.about.com/library/surnames/bl\\_meaning.htm](http://genealogy.about.com/library/surnames/bl_meaning.htm)
  - “The Origin of Culture.” Socyberty, <http://www.socyberty.com/Society/The-Origin-of-Culture.130615>
  - “What is Culture?” Palomar College, [http://anthro.palomar.edu/culture/culture\\_1.htm](http://anthro.palomar.edu/culture/culture_1.htm)
- If your family members immigrated to the United States in the late 1800s or early 1900s, you can also try visiting the Ellis Island website. Ellis Island was one of the principal places on the East Coast for immigrants to arrive in the United States at that time. The website is <http://www.ellisland.org>. Not all immigrants arrived through Ellis Island, however. Those entering the United States through the West Coast, particularly the Chinese, went through the Angel Island Immigration Station near San Francisco, California. The slave trade, which brought many Africans to America, had its own network of entry ports and quarantine stations. Sullivan’s Island, near Charleston, SC, was a holding area for many African slaves—what some people have called the “Ellis Island of Black America.”

## Final Preparations

*Use this checklist to make sure you have completed all parts of your assignment.*

- You finished your interview report, typing or handwriting it neatly and preparing it for others to read.
- You finished your poster, which includes at least two visual representations of your culture.
- You brought in at least one cultural artifact.
- You are prepared to explain those visual representations and artifact(s) to other students and guests.
- You have prepared anything else you are bringing, such as food, music, clothing, jewelry, and so on.

Student Resource 4.2

## Worksheet: Cultural Heritage Interview

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

*Directions: Use these interview tips to prepare your interview questions, listing them in the space provided below. Record the interviewee's answers on separate sheets of paper; you will probably need lots of space to write.*

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### Interview Tips

- Start by explaining what your project is about. Say whom you will share their responses with (your classmates and teachers). This will help the person you are interviewing decide what answers will give you the best information.
- Ask if you can record the interview. Get the person's permission before doing so.
- Be a good listener. People always provide more information if they know they are being heard.
- Pause after each answer, and make sure the person is completely finished talking before moving on to the next question.
- Focus on the person's answers. For example, instead of thinking about the next question you will ask, think about what he or she is saying, and let those answers lead into a conversation.
- If a person's answer takes your interview in an unexpected direction that sounds really interesting, be flexible and see what you can find out before returning to your list of questions.
- Take short, abbreviated notes. Don't try to write down everything the person is saying. If you can (and if you have permission from the interviewee), videotape the conversation or record it with a tape recorder. That way you can give your full attention to the speaker and not try to do two things at once.
- If you want to write down a quote, put quotation marks around it so you remember that it was a quote. Also, read it back to your interviewee, and ask him or her to repeat it for clarification.
- Find a place to sit quietly after the interview and write notes of the interview as soon as possible. If you wait more than a few hours, you'll forget important parts of the conversation.
- After you have written the final draft of your interview summary, read it aloud to yourself, and make sure it flows. It should have a beginning, middle, and end, and it should be interesting.
- Before you finish the interview summary, check for accuracy of facts as well as correct spelling, grammar, and punctuation.

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### Sample Questions

*Review these sample questions, which you can use in your own interview. You need to come up with at least 10 questions; these are listed just to give you ideas.*

1. What part(s) of the world does our culture come from?
2. What do you know about our culture's history?
3. In what way is culture important to our family, and how do we practice it?
4. What are some popular traditions in our culture?

5. If you had to choose two artifacts to represent our culture, what would they be, and why?

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## The Interview

*You should have at least 10 questions to ask the person you are interviewing. Make sure to have them ready before the interview. Have a separate pad of paper for recording the answers; put the number of the question next to each answer. Some answers will be short, some long, so you need lots of paper to capture everything.*

*List your questions here:*

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

# AOHT Geography for Tourism

## Lesson 5

# Global Geography

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### Student Resources

Resource	Description
Student Resource 5.1	Worksheet: World Treasure Hunt
Student Resource 5.2	Worksheet: The Wide World of Maps
Student Resource 5.3	Reading: The Wide World of Maps
Student Resource 5.4	Assignment: World Region Map

Student Resource 5.1

## Worksheet: World Treasure Hunt

Student Names: \_\_\_\_\_ Date: \_\_\_\_\_

*Directions: As a group, find the answers to the following questions using atlases and maps (printouts or online versions), and write the answers below.*

1. What are the seven continents of the world?
2. What are the five oceans in the world?
3. What are the four cardinal directions?
4. Turkey borders three different seas. What are they?
5. There are three very large islands off the west coast of Italy. One is part of France and the other two are part of Italy. What are their names?
6. What is one of the countries in Africa that lies on the equator?
7. What is the large desert in China?
8. Where, and what, is Mandalay?
9. What is the largest mountain range in North America?

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**Lesson 5 Global Geography**

10. Name two countries in South America that are landlocked and do not have a coastline.
  
11. What are three of the countries that border Iraq?
  
12. Besides Australia and New Zealand, name two island territories or island countries in the Southern Pacific/Oceania region of the world.

Student Resource 5.2

## Worksheet: The Wide World of Maps

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Use the graphic organizer below to help you keep track of how each map is used. The first type of map (road maps) is filled out for you.

Type of Map	What It Shows	Purpose and Other Details
Road maps	Roads, highways, etc.	To help people navigate from one place to another. Usually on paper but can be GPS. Often shows cities in more detail.
Political maps		
Topographic maps		
Climate maps		
Economic maps		
Population maps		
Linguistic or language maps		

Student Resource 5.3

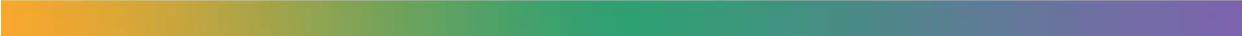
## Reading: The Wide World of Maps

# AOHT Geography for Tourism



## Unit 3, Lesson 5

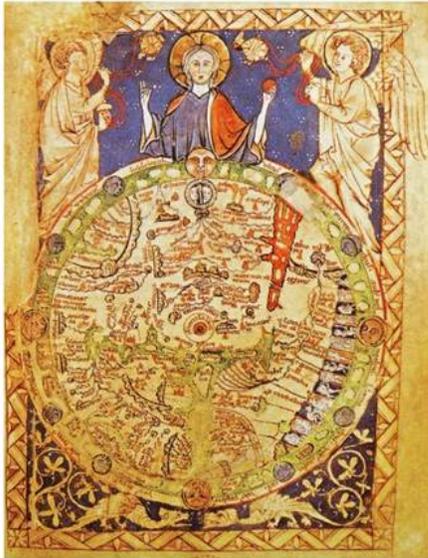
### *The Wide World of Maps*



Maps are used to organize and classify the world as we know it. There are many different types of maps, each with its own purpose. Professionals in hospitality and tourism are especially concerned with maps that help visitors to explore a destination. Maps help people find their way; they are thus known as “wayfinding tools.” Today we are going to learn about some of the most commonly used types of maps.

## Maps tell us how people see and organize the world

When we look at ancient maps now, they look totally inaccurate. But they give us a good idea of how those people and cultures saw the world.



Today we have many different types of maps, which allow us to organize the world in many different ways.



*What kind of map do you think this is?*

Since earliest times, humans have always been curious to know how big their world really is and what lands lie beyond the horizon. One of the main ways that people express the way they see the world is through maps. Maps, in essence, are “snapshots” of how people and societies see and organize the geographic elements on the earth’s surface. That is one of the reasons why maps change over time and why an old map may no longer be accurate.

Maps are never 100% accurate or complete. No map can include every single physical or cultural detail of a place; if it did, it would be so confusing that nobody would be able to read it. The cartographer, or person making the map, must decide what to include and what to exclude. As a result, maps may be imprecise or even biased, depending on the mapmaker.

The ancient map above comes from the medieval period. We can tell that this map comes from Europe, because it emphasizes Christian ideas. This map shows the Christian god looking down on the world. The center of the world (the red dot) is Jerusalem, where Christianity was founded. If you looked at an Arabian map from this same time period, it would look very different.

The modern map above is a political map which shows the present-day world and identifies countries and boundaries. You will learn more about different types of maps as we move through this lesson.

## The road map is one of the most common types



People use road maps to figure out how to get from one place to another. In recent years, road maps have taken on new formats.

*Can you identify the item in the picture next to this box? Do you know how it works? How is it like a map?*



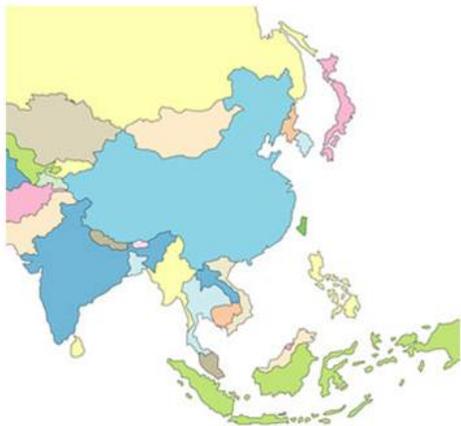
For years, road maps looked like the big picture above—a piece of paper that identified roads, highways, and cities for people who were trying to get from one place to another. Now you can also look at a map on the Internet at sites like MapQuest and Google Maps, which offer driving directions.

GPS is a new technology that has changed the way we look at road maps. It stands for global positioning system. GPS uses a series of satellites orbiting the earth to track where you are. It transmits this information to a receiver, which could be a navigation device in your car or on your smartphone. You can tell it where you want to go, and the GPS will use the digital map in its computer memory to figure out how to get you there. A GPS device uses audio commands like “Turn right” to guide you straight to your destination.

GPS is also helpful for hikers, birdwatchers, and other explorers of the outdoors. It has even created a fun new sport called geocaching, where you use your GPS to find hidden containers, or “caches” or “geocaches,” anywhere in the world.

Road maps tend to be larger in scale, which means they show more detail of a smaller area. Think about it this way: if you want to drive from Reno, Nevada, to Las Vegas, you need a map of Nevada. You don't need a map that shows the whole world—that's too much information. But if you're trying to figure out where the country of Afghanistan is, you need a world map, not one that shows you which road to take to reach Las Vegas.

## Political maps identify territorial borders



A political map shows the boundaries of different countries.

*Can you name one reason why a political map might change?*



Unlike road maps, political maps can be of any scale. Usually we see small scale political maps, which show boundaries between countries. However, we may see larger scale maps that show the boundaries between states, counties, cities, or political districts.

Political maps may change a lot over time. Here are some examples of things that change a political map:

- Places change their names. Many countries in Africa and Asia, for example, had different names when they were colonies of European countries. On older maps, you might see places called the Belgian Congo or the Dutch East Indies. But you won't find those names on modern maps. Today you would see the Democratic Republic of the Congo where the Belgian Congo used to be, and Indonesia where the Dutch East Indies used to be.
- Some countries go away and other countries are created. If you looked at a world map from the early 1980s, for example, you would see a huge country called the USSR. This was the Union of Soviet Socialist Republics, which Russia created after World War I. Russia also controlled Poland, Czechoslovakia, and many other countries. In 1991, the USSR dissolved, and many new countries were created out of the remnants of the USSR.

If you want to know the current name of a country, an old political map won't necessarily help you. But old political maps can give us a good historical perspective on how people saw the political world of their time.

## Topographic maps show physical geography

Topographic maps show the physical contours and elevations of the earth, particularly mountain ranges. The map below shows the topography around the Black Sea.



*How do you think topographical maps identify different levels of elevation?*

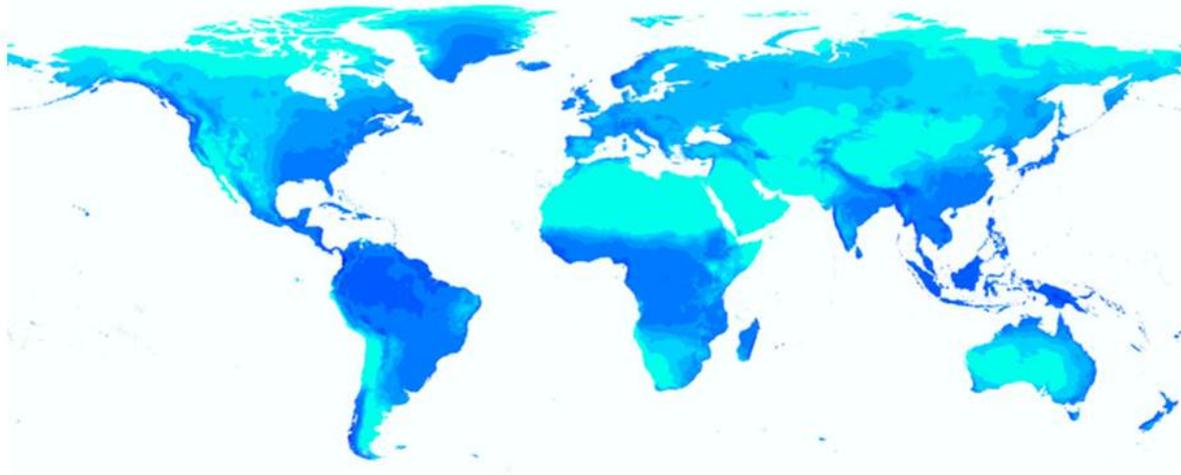
Topographic maps are useful in many fields, including land-use planning, large building development, earth sciences, and mining. They are also useful for recreational activities like hiking. Some topographic maps show both natural and man-made features. The most common way to identify elevation in a topographic map is by color—the colors change as the elevation increases. Height can also be shown by lines of elevation.

Most countries have a government agency or institution that handles the creation of topographic maps. In the United States, it's the USGS, or United States Geological Survey. The USGS has developed digital topographic maps, called US Topo Maps. They look like traditional paper maps, but people use them to conduct geographic analyses. These online maps are available at the USGS website (<http://www.usgs.gov>). There you can download the latest maps and historical maps. You can even make your own topographical map!

Topographic maps can be any scale. A map can show the topographic details of a city (large scale), a region, a country, or the whole world (small scale).

## Climate maps track weather patterns

The map below shows worldwide patterns for precipitation (rain, sleet, snow, etc.).



*What other information do you think a climate map might show?*

Some maps show climate zones, regions around the world that have common annual or seasonal temperature and weather patterns. Climate maps may also show precipitation, like the map above, temperatures, or weather-related events (hurricane, tornadoes, etc.). Some climate maps are used to track the effects of climate change, like global warming.

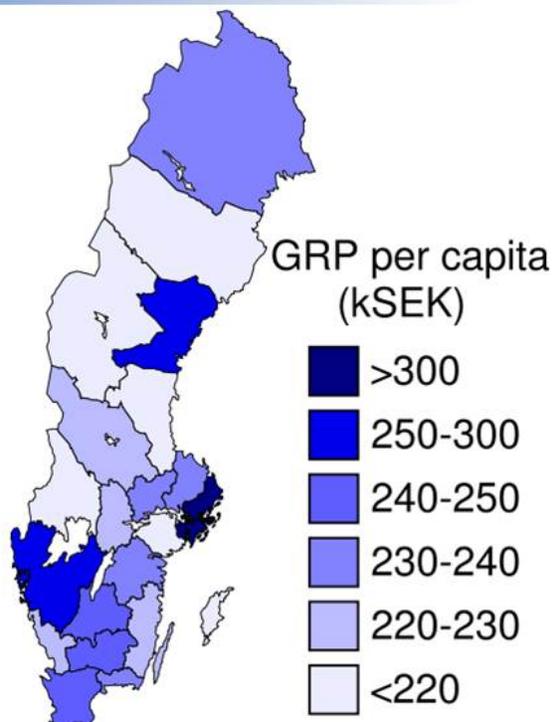
Like topographic maps, climate maps can come in any scale.

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## Economic maps track financial and economic information

This map shows the GRP, or gross regional product, of various regions of Sweden.

*Why do you think it might be helpful to track economic data on a map?*



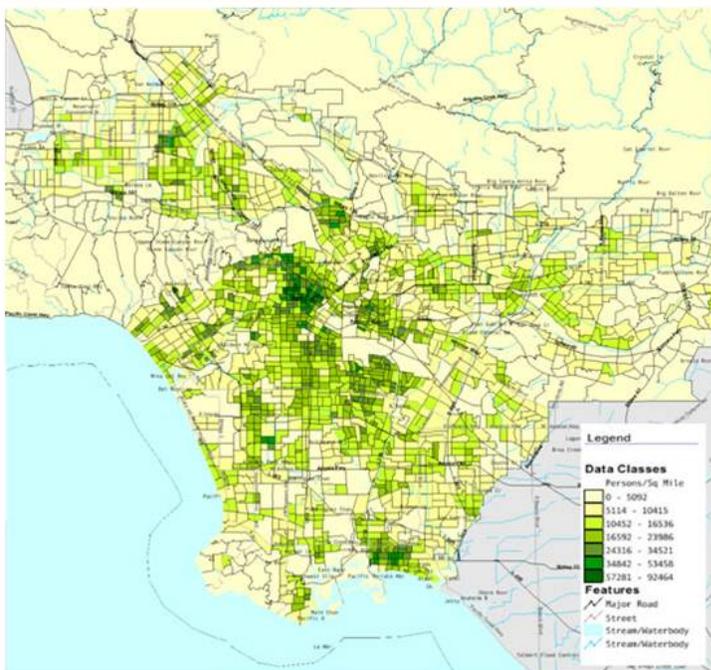
Economic maps can track many different types of financial data. Like climate or topographic maps, an economic map may use any scale. It may show the GDP, or gross domestic product, of every country in the world, or it may show average household incomes in a specific city.

The gross domestic product is a basic measure of an economy's economic performance. It is the market value of all final goods and services made within the borders of a nation in a year. The gross regional product, which is tracked in the map above, tracks the market value of all final goods and services for a region of a country. So the map above shows how different regions of Sweden made different amounts of money on a per-person basis.

Tracking economic data on a map is helpful in many ways. If you're not familiar with a city, an economic map can help you predict where the major companies or industries are. If you compared this map to a map identifying Sweden's major cities, you would notice that the darkest blue areas (where the highest GRP is) are also where the big cities are. An economic map can help demonstrate the connection between where a city is located and its economy. For example, notice that all of Sweden's wealthiest areas are on the coast. That makes sense, since Sweden has historically been very involved with fishing, shipping, and other maritime industries.

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## Population maps tell you where it's crowded



This map shows the population density of Los Angeles County, California.

*Look closely at the map. What other features are included besides the population? Why would those features be important?*

Like many other types of maps, population maps can be created in any scale. This map shows the population of a country, but you could show the population of anything from a city to the whole world. The map uses different colors to identify different population levels, as shown in the map legend above.

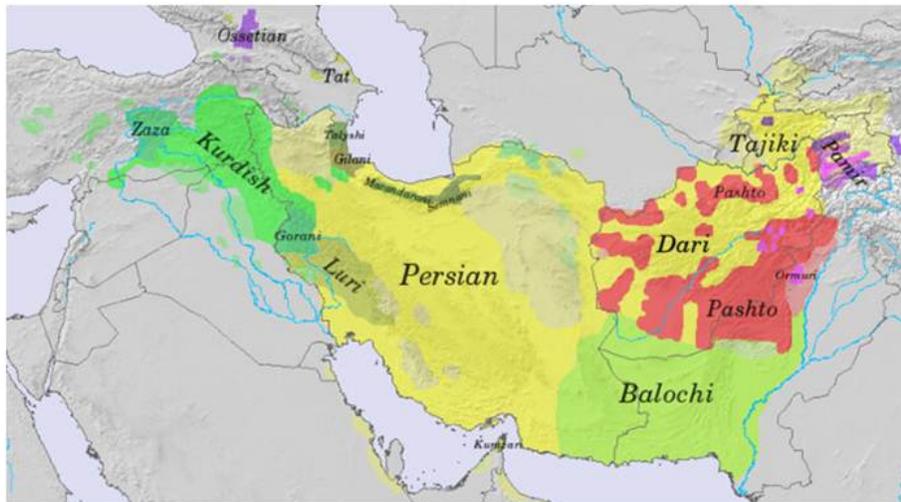
Why do we track population on maps? First of all, it can help us be aware of the types of places that people tend to live. Population maps can also be useful for governmental reasons. For example, some government services are distributed based on the number of people who live in a specific area. You can use a population map to identify which areas deserve more services.

On this particular map, streets and bodies of water (like streams) are also identified. These details influence where people live and how they travel to get from place to place.

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## Language maps show the distribution of languages

This map of the Middle East shows the variety of languages spoken in and around Iran.



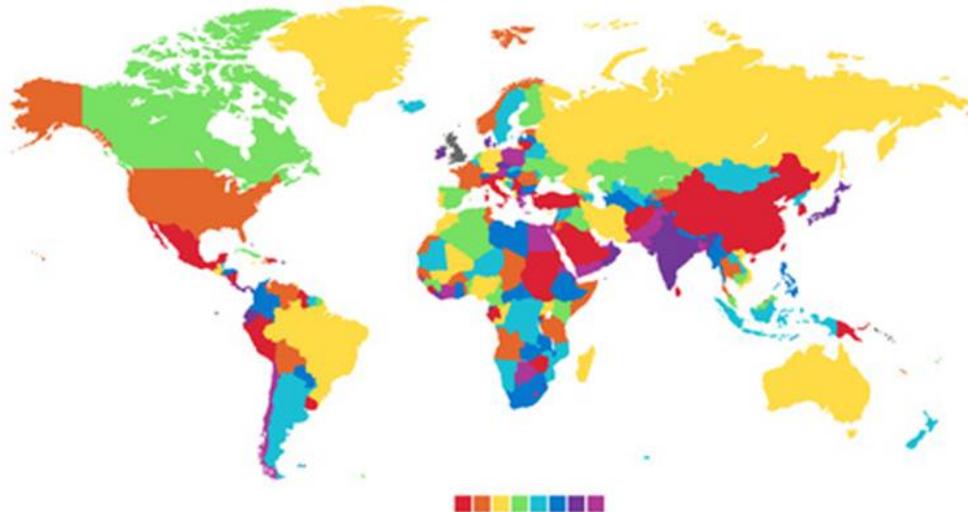
*Why would it be helpful to track language use on a map?*

Language maps, which are a kind of linguistic map, help us identify the most common language spoken in various places. This map shows that a large number of people in and around Iran speak Persian. Dari and Tajiki are dialects, or variations, of Persian. Balochi, Pashto, and Kurdish have the same roots as Persian, but over time those languages have changed significantly. If you looked at a very old language map of this region, almost everyone would speak Persian, but as different groups of people have lived in different parts of the region, they have evolved their own languages.

Tracking language use on a map can help us to understand why language use changes. For example, the increased use of Spanish in the southwestern US makes sense; those states are closer to Mexico and Latin America than other states like Wyoming or Minnesota. In fact, most of the southwestern US was once part of Mexico. These states are major entry points for immigrants coming into the US from Central and South America. A language map can show exactly where the border is and how the use of Spanish changes as people move farther away from the border. A linguistic map can also help us recognize new trends, such as the increasing use of Spanish in all states across the US. For example according to the US Census Bureau, in North Carolina the Hispanic population increased by 111% from 2000 to 2010.

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## This is how we see the world today



*How many continents do you think there are in the world?  
How many countries?*

The world is physically and politically divided into seven continents. There are 193 countries excluding Taiwan, which is not considered an official country by many (including the United States).

Montenegro became a new country in 2006. Some countries consider Kosovo a new country; Kosovo declared independence from Serbia in January 2008, but its independence has not yet been recognized by a majority of the world's countries. Perhaps the newest country in the world is the Republic of South Sudan. It split off from Sudan and became independent in 2011 after many years of civil war between its northern and southern regions. Since 1990, at least 27 new nations have come into being. Many of these emerged from the collapse of the Soviet Union (15 countries) and the breakup of the former Yugoslavia (6 countries).

Maps give us a good perspective on our world today, and future generations will look back at our maps and use them to understand our culture, just as we look at old maps and use them to understand the history and culture of long-lost civilizations.

Student Resource 5.4

## Assignment: World Region Map

Student Names: \_\_\_\_\_ Date: \_\_\_\_\_

*Directions: Your group will produce a “tourist map” of your world region—a type of political map that highlights the countries in that region, the major cities, the names of major geographic features (mountain ranges, oceans, etc.) and the most popular tourist sites.*

### Step One: Assign Tasks

*This assignment involves a lot of work and requires planning. Use the chart below to divide the work equally among group members.*

Assignment	What You Do	Who Will Do It
Drawing Team	The drawing team is responsible for copying the map onto the sheet of chart paper. The drawing team creates the basic outlines of the countries and landforms.	
Research Team	The research team is responsible for looking up the names of countries, major cities, major geographic features, and popular tourist destinations. They need to keep track of this information and then help the drawing team add it to the map once the basic map is completed.	

### Step Two for the Drawing Team: Create Your Map

Follow these steps:

1. On a photocopied map, draw an evenly spaced grid over the entire area that your map will include.
2. On your chart paper, draw a larger version of this grid, with the same number of boxes across and down.
3. Draw all the contents in each box of the grid on your chart paper. Do this until you have transferred all the contents of the smaller grid to the larger grid, box by box.

Now find other maps that show the physical features of your region in detail. Add these features to your map, drawing them as much to scale as possible.

## Step Two for the Research Team: Find the Information

While the Drawing Team is beginning to create your map, you need to find all the information your map must include. Use the available research materials. If you have computers with Internet access, try the recommended websites on the next page. Use the chart below to organize your information. Make sure to write down where you found the information, because you may need to go back to that source later. An example is provided for you.

Type of Information	Notes	Source (Where You Got the Information)
<i>Example: Tourist Destinations for California</i>	<i>Example: Los Angeles, San Francisco, San Diego, Disneyland, Hollywood, the Rose Bowl/Rose Parade, Sea World, Catalina</i>	<i>Example: The Tourists' Guide to California, pp. 100–107</i>
Countries		
Major Cities and Capital Cities		
Major Landforms and Bodies of Water		
Tourist Destinations		

## Resources

The following online resources may be useful in researching tourist destinations or attractions in your region:

- Virtual Tourist: <http://www.virtualtourist.com/>
  - Lonely Planet: <http://www.lonelyplanet.com/>
  - Indian Chief Travel Guides: <http://www.indianchieftravel.com/en/united-states/travel-destinations>
  - National Geographic Traveler: <http://traveler.nationalgeographic.com/>
  - Top Tourist Attractions: [http://alew.hubpages.com/hub/Top\\_Tourist\\_Attractions](http://alew.hubpages.com/hub/Top_Tourist_Attractions)
- 

## Step Three for Whole Group: Add the Elements of a Good Map

Remember, good maps have several essential elements to help readers of any language or culture to easily understand them:

- **Title:** Communicates the subject matter of your map to readers
- **Date:** Identifies when the map was created so readers will know how current the information is
- **Cartographer(s):** Lists the name(s) or initials of the map creator(s)
- **Legend:** Explains what the symbols and colors of the map mean. The legend can be unique and creative. Use your imagination!
- **Orientation:** Indicates which direction is north
- **Scale:** Explains how distance is measured on the map in one of three ways:
  - Verbally (“1 inch equals 5 miles”)
  - Numerically (“1:15,000”—a ratio)
  - Visually (with a horizontal bar graphic)
- **Neatlines:** Frame the map and indicate where the map begins and ends

*Now, add all of these elements to your map.*

## Step Four for Whole Group: Add Features to Your Map

Draw the features of your map using different colors and symbols.

- **Countries:** Will certain countries be represented in certain colors and other countries in other colors? If so, explain what the colors mean in your legend.
- **Major cities:** These should include capitals of countries. How will you denote these capital cities from other cities? A capital city is usually marked with a star within a circle. You do not need to follow this convention, but be consistent with whatever method your group chooses.
- **Physical geography:** You should label the following major features of physical geography: major rivers, mountain ranges, lakes, valleys, and oceans or seas that are included in your region or serve as its borders.
- **Tourist destinations or attractions:** You need to label and/or identify some of the most popular tourist destinations in your region. Tourist destinations may be a city or a physical feature like a lake or mountain range. These should already be labeled, but you should add some distinguishing mark to identify them as tourist attractions. You should aim to include at least six tourist destinations or attractions on your map.

## AOHT Geography for Tourism

# Lesson 6

## Physical Geography and Tourism

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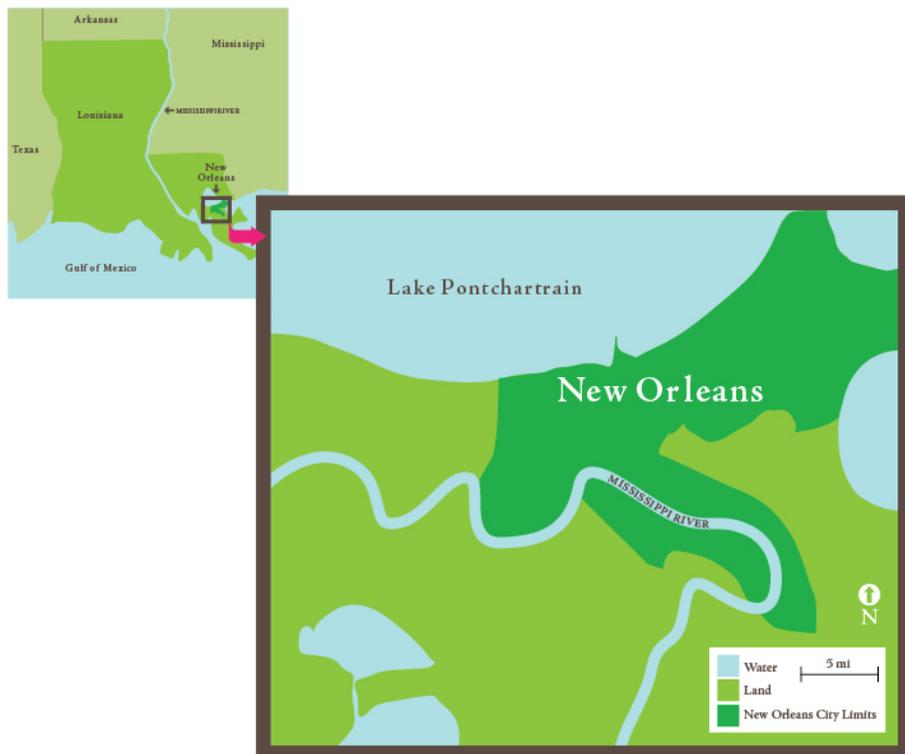
### Student Resources

Resource	Description
Student Resource 6.1	Case Studies: How Physical Geography Affects Tourism
Student Resource 6.2	Worksheet: How Physical Geography Affects Tourism
Student Resource 6.3	Guide: Project Steps
Student Resource 6.4	Worksheet: Travel Website Review
Student Resource 6.5	Reading: Citing Sources
Student Resource 6.6	Assignment: Country Introduction

Student Resource 6.1

## Case Studies: How Physical Geography Affects Tourism

### Case Study #1: New Orleans, Louisiana



New Orleans is in the southern United States. The city was founded by the French (which is how it got its name) and built on the Mississippi River. It is also near Lake Pontchartrain, one of the largest saltwater lakes in the United States. The city is on the Mississippi Delta, not far from the Gulf of Mexico. New Orleans is a city surrounded by water and bayous, marshy areas of still or slow-moving water. In fact, today approximately 50% of the city is below sea level. The city survives thanks to an elaborate system of levees and pumping stations designed to keep the water out.

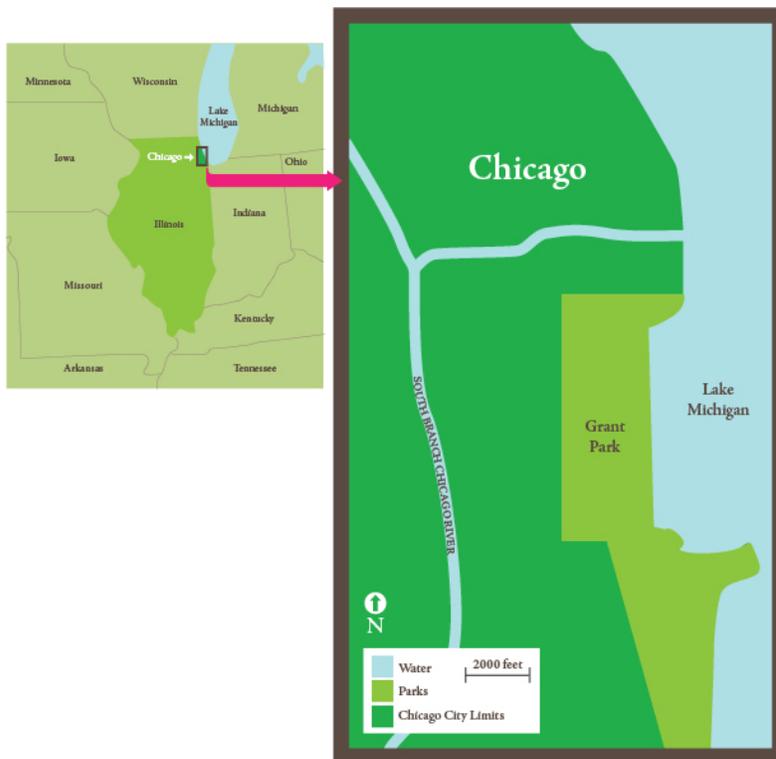
New Orleans's location has had a significant impact on its history and culture. It has served as one of the most important port cities in the United States, because it is close to the Gulf of Mexico and because the country's largest river runs through the city. That means that not only is it a good place to import and export goods from other countries, but it is also located on the most important transportation route for American farmers and merchants to get their products to a port to be exported.

This influx of people and products from around the world has made New Orleans a very interesting, cosmopolitan city. Because it is relatively near the Caribbean, free people of African descent came from the islands to settle there. The influx of different cultures has made New Orleans truly unique. This heritage has also made New Orleans a huge tourist destination. Tourists come to experience the food and the music, and to attend events like Jazz Fest or Mardi Gras. Mardi Gras is a series of parades held between the end of the Christmas holidays and the beginning of the Catholic observance of Lent. These parades now have little connection to the city's French Catholic roots, but have become a world-famous celebration. Visitors also take swamp cruises through the bayous or ride down the river on a paddleboat.

As most people know, New Orleans's geography also had a negative impact on its tourism when Hurricane Katrina struck in 2005. The hurricane damaged the levees and pumping system and 80% of the city was flooded. Although many of the most famous tourist attractions in the city were on high ground and therefore undamaged, the city suffered tremendous setbacks as a result of the storm and its aftermath. However, the city's government and residents have worked hard to bring it back, and tourism is returning to New Orleans again. For instance, the city of New Orleans is an important destination for "sports tourism," when people travel to a city to attend a major sporting event. In 2012, New Orleans hosted the BCS National Championship College Football Game and the Final Four of NCAA Men's Basketball Championship. These sporting events will bring hundreds of millions of dollars to the area.

Because it is so close to the Gulf of Mexico, New Orleans will always be vulnerable to disasters, both natural and human-induced. For example, in 2010, the Deepwater Horizon Oil Spill released over 5 million barrels of crude oil into the Gulf of Mexico. Tourism suffered greatly because the oil contaminated the beaches as well as local fish and shrimp, making them unsafe to eat. The oil spill has now been capped and tourism has returned to the Gulf region. But the ecosystem continues to suffer and so does the culinary tourism industry. Culinary tourists travel to eat the unique foods and styles of cooking associated with a place. New Orleans is famous for its seafood and its Creole and Cajun styles of cooking.

## Case Study #2: Chicago, Illinois



Chicago is in the northern United States, on the tip of Lake Michigan. The city has two rivers flowing partially or entirely through it. It is one of the largest cities in the United States, and is fairly close to the Canadian border, which can be reached through the neighboring states of Michigan or Wisconsin. Chicago's location does not make it prone to many natural disasters, other than snowstorms.

Chicago's location has had a significant impact on its history and culture. It began as a trading post and fort that was established to interact with the local American Indian tribes. For a time, Chicago was the biggest city on the western edge of the United States, until westward expansion led to the founding of cities like San Francisco and Los Angeles. It continues to be an extremely important city in terms of US business and politics. These influences contribute to Chicago's long history of outstanding sporting and cultural activities—the types of things that wealthy businesspeople and politicians did for fun. That tradition continues today. Chicago has been home to outstanding museums and performing arts organizations, such as the independent theater company Steppenwolf. Chicago also has a long history of world-class sports, famous for the Chicago Bulls (NBA), the Chicago Bears (NFL), the Chicago Blackhawks (NHL), and the Chicago Cubs and White Sox (MLB). Because of the popularity of sports tourism, major cities such as Chicago have sought the revenue and jobs generated by hosting major sports events such as the NFL Super Bowl, and even the Olympics Games. Chicago was the only American city to be a finalist in the competition to host the 2016 Olympics. Even though Chicago's bid to host the Olympics was not successful, the public attention from the process actually generated an increase in tourism.

Chicago has a fascinating but troubled history with crime. Many notorious gangsters of the 1930s, like Al Capone, made Chicago their home. These criminals found it easy to blend into the city and escape notice. They also liked Chicago's relative nearness to the Canadian border. They smuggled alcohol across the border during Prohibition, which is how many of them became famous.

Today, people take cruises on the lake and tours that highlight the history of Prohibition and bootlegging in the city. They learn about the history of politics in Chicago, which has its high points, like the election of President Barack Obama, who calls Chicago home, and its low points, like the riots during the 1968 Democratic National Convention. Tourists enjoy the live performances for which Chicago is famous as well as world-class sporting events in some of Chicago's local venues.

## Case Study #3: Los Angeles (and surrounding areas), California



Los Angeles, one of the country's largest cities, is located in Southern California, on the western edge of the continental United States. It is the only major city in the United States to be bisected (cut in half) by a mountain range. It is not near any major source of fresh water. The name "Los Angeles" is frequently used to refer to much more than the actual city of that name. The Los Angeles area is made up of many smaller cities, all linked together by a vast network of freeways. In that sense, the Los Angeles area reaches all the way to the beach and up to the mountains, and includes the famous "Entertainment Capital of the World," Hollywood. Los Angeles started out as a Spanish settlement, which is where its name comes from. Although the city was established before California even became a state, L.A. did not really begin to grow until the early 20th century, when two important things happened: oil was discovered, and filmmaking moved to Hollywood.

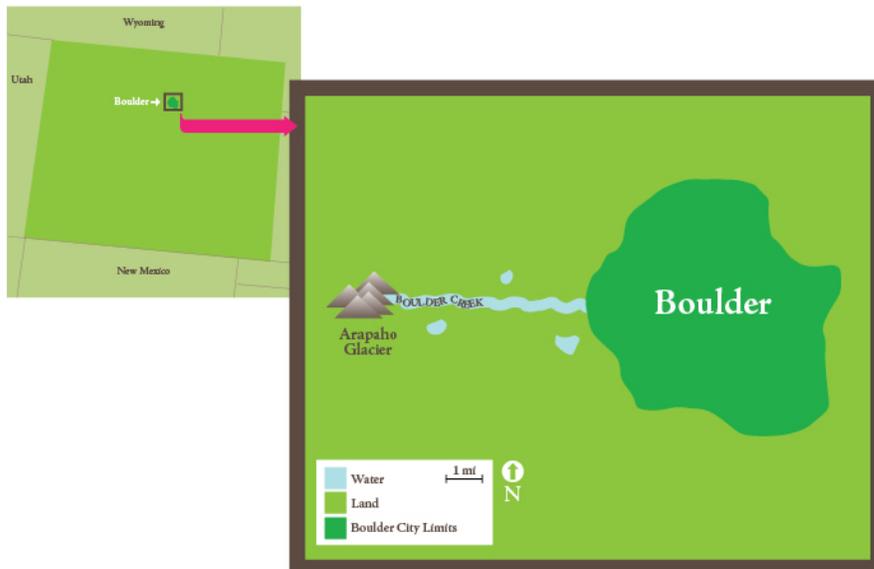
Originally, movies were being filmed on the East Coast, where the big cities were. But snowstorms and bad weather led early film studios to look for a new location—one with lots of geographic diversity, good weather, and plenty of sunlight (much of early film-making used natural light). They found Los Angeles. Within a comparatively short drive, they could be at the beach, the desert, or the snowy mountains, so they had lots of options for movie locations. Plus, Los Angeles had lots of sunshine and little rain. So the movie studios moved west, and Los Angeles really started to grow. Los Angeles also grew as a result of the steady movement of the US population westward and a manufacturing boom that began during World War II. A sign that Los Angeles was growing in size and importance was the relocation of the NBA Minneapolis Lakers to the city in 1960 and the relocation of the MLB Brooklyn (NY) Dodgers to the city in 1958.

Of course, geography has also led to challenges in L.A. First of all, Los Angeles is part of the Pacific Ring of Fire, a geologic area that is prone to lots of seismic activity. This makes L.A. vulnerable to plenty of big

earthquakes, several of which have done serious damage to the city. In addition, Los Angeles's location—near mountains and valleys, but not near fresh water—has caused problems as the city has grown. Drought conditions are common, and the city has to import much of its water from other areas of the state and country, which is expensive and can cause resentment, not to mention environmental havoc.

Today, many of the reasons tourists visit Los Angeles have to do with its history. Visitors tour the movie studios and see the homes of film or music stars, many of whom live in or near L.A. This form of travel is called "film-induced tourism." The idea that movies and movie stars can motivate people to visit a destination is true for other places associated with film production as well, not just L.A. Another big attraction in Southern California is Disneyland, about an hour outside Los Angeles. Disneyland was the first of the Disney theme parks, and it was built in California because that's where Walt Disney and the Disney studios were based. Tourists also visit Los Angeles for its geographic diversity. They can relax on the beach or go skiing in the mountains, and they can enjoy the beautiful outdoors even in January, thanks to the mild temperatures.

## Case Study #4: Boulder, Colorado



Boulder is one of the largest cities in the state of Colorado and home to the University of Colorado. The city is located on the Great Plains at over 5,400 feet above sea level, at the base of the Rocky Mountains. The city gets much of its water from Boulder Creek and the nearby Arapaho Glacier. Boulder gets an average of 83 inches of snow annually, but because of its proximity downwind of the mountains, it has relatively mild winters and the snow may melt quickly.

Boulder was originally an American Indian campground. In the early to mid-1800s, the nomadic Southern Arapaho American Indian tribe frequently wintered at the base of the foothills in the Boulder area. As the settlers moved west, it became an outpost for the Union Pacific Railroad, and then home to the state university once Colorado was granted statehood in 1876.

Boulder's history and culture have been greatly affected by its physical geography and the presence of the university within its boundaries. The American Indian history of the area and the city's natural beauty have encouraged Boulder residents to be proactive about protecting and sustaining wildlife. The city is also known for its "quirky" personality, which has spawned unique local traditions and entertainment.

Physical geography is the primary thing that draws tourists to Boulder. Its breathtaking natural beauties and comparatively mild winters keep it popular among active tourists who like to hike, rock climb, or ski; fly-fishing and kayaking are also popular.

## Case Study #5: Miami, Florida



Miami is a coastal city in Florida, on the southeastern edge of the United States. The city is protected from the ocean by hundreds of natural and artificially created barrier islands, some of which make up attractions or neighborhoods within Miami. Miami is the only city in the United States bounded on two sides by national parks: the Everglades National Park, a subtropical marsh area, and Biscayne National Park, which features one of the top scuba diving areas in the country. This location leads to some of Miami's more unique characteristics, such as the occasional appearance of alligators from the marshland within the city limits. The city has a warm climate, in part because it is near the Gulf Stream, a warm ocean current. Miami is also built on top of a natural fresh water aquifer, which means there is very little underground construction in the city. Miami couldn't have a subway system—it would be flooded!

Miami was founded because of its geography. The city's warm weather and consistent rainfall made it an ideal place to grow crops, and the city was founded after a particularly bad frost killed other Florida crops—but not the crops in Miami. Today, Miami is a major international business center. It is home to the Latin American operations centers for many international companies. Its proximity to the Atlantic Ocean and the Gulf Coast means that the city is under regular threat from hurricanes, and many hurricane research facilities are located in or near Miami.

Miami's culture and history are also very much influenced by its physical geography. It is one of the most southern cities in the United States, very close to Cuba and the Caribbean. Miami is home to a large number of Cuban exiles, who left their native country when Fidel Castro came to power in the mid-20th century. Cuban immigrants have had a tremendous impact on the city's culture and history. Miami introduced many Caribbean and Latin American styles of music to the rest of the United States, including specific types of music like "Miami Disco" and "Miami Bass," which infuse other American styles (such as disco or hip hop) with Latin/Caribbean elements. Cultures do not exist in a vacuum but often mix to create hybrid traditions and styles. Miami is a popular destination for "music tourism," where people travel to destinations known for distinctive musical styles and where there are plenty of venues for hearing, dancing to, or even performing music.

Miami has a lot of cultural diversity; locals say that anyone can find their home language, culture, and food on Miami's streets. While there are many Cuban Americans, Miami is really a reflection of all the Caribbean, Latin American, and South American cultures. When a major earthquake hit Haiti in January 2010, Miami's Little Haiti community was one of the first American communities to send help—including translators who could help doctors and other first responders communicate with the Haitian people.

Miami's physical geography also affects its tourism. People come to Miami to enjoy the beaches and the warm weather, to appreciate the food, and to dance salsa or merengue. Miami is also a major retirement destination and is one of the most popular US ports for cruise ships, thanks to its proximity to the Caribbean. Miami is a city that represents an important middle ground between North America and Central and South America, allowing US tourists to visit a unique and seemingly exotic location while staying within the confines of the country.

Student Resource 6.2

# Worksheet: How Physical Geography Affects Tourism

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: As you read the case study you have been assigned in Student Resource 6.1, complete one of the charts below with the information about your destination. An example has been provided for you.

Destination Name	<i>Example: San Francisco, California</i>
What major landforms and/or bodies of water are in or near it?	<i>The city is on a peninsula between the Pacific Ocean and the San Francisco Bay. The city is made up of more than 50 hills of various sizes.</i>
Does the destination's location put it at risk of natural disasters or other problems?	<i>The city is near two major faults that produce earthquakes, and large parts of the city are built on landfill poured into the bay, which could liquefy during an earthquake, causing buildings to collapse.</i>
How does physical geography affect the destination's culture and history?	<i>The city has a lot of Victorian architecture because it was built during the Gold Rush in the 1800s. As a Pacific Coast port, San Francisco became home to many Asian immigrants. The city has a very active Asian community in historic areas like Chinatown and Japantown. San Francisco's location on a peninsula means that it needs bridges to reach other local cities; one of those bridges, the Golden Gate Bridge, is a national landmark. The major earthquakes that have damaged the city helped it to rebuild and reshape itself. The combination of rebuilding and an influx of immigrants means that the city changed a lot. It has become famous for liberal political movements, such as the hippies of the 1960s and the gay rights movement of the 1970s.</i>
How does physical geography affect the destination's tourism resources and attractions?	<i>The city is beautiful and people come to enjoy the scenery. They can take a cruise in the bay and visit some of the bay islands, like Alcatraz or Angel Island. They can walk, drive, or ride a bike along the Golden Gate Bridge and enjoy the views. Tourists come to see the historic sites in Chinatown or Haight-Ashbury, where the hippies congregated during the 1960s.</i>

Now, complete the appropriate chart for the case study you read. You will complete the other charts during the next class period with help from your classmates.

Destination Name	<b>New Orleans, Louisiana</b>
What major landforms and/or bodies of water are in or near it?	
Does the destination's location put it at risk of natural disasters or other problems?	
How does physical geography affect the destination's culture and history?	
How does physical geography affect the destination's tourism resources and attractions?	

Destination Name	<b>Chicago, Illinois</b>
What major landforms and/or bodies of water are in or near it?	
Does the destination's location put it at risk of natural disasters or other problems?	
How does physical geography affect the destination's culture and history?	
How does physical geography affect the destination's tourism resources and attractions?	

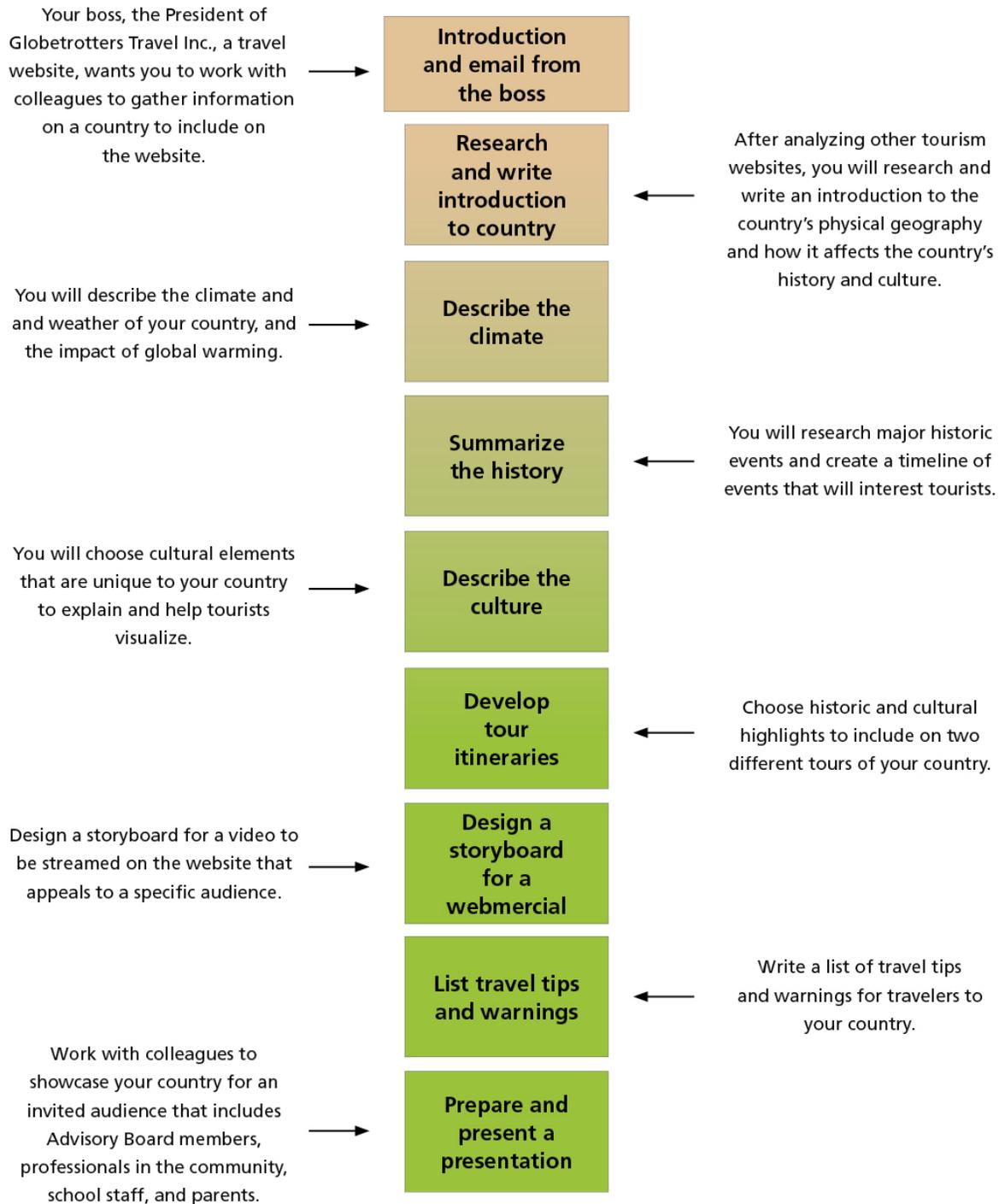
Destination Name	<b>Los Angeles (and surrounding areas), California</b>
What major landforms and/or bodies of water are in or near it?	
Does the destination's location put it at risk of natural disasters or other problems?	
How does physical geography affect the destination's culture and history?	
How does physical geography affect the destination's tourism resources and attractions?	

Destination Name	<b>Boulder, Colorado</b>
What major landforms and/or bodies of water are in or near it?	
Does the destination's location put it at risk of natural disasters or other problems?	
How does physical geography affect the destination's culture and history?	
How does physical geography affect the destination's tourism resources and attractions?	

Destination Name	<b>Miami, Florida</b>
What major landforms and/or bodies of water are in or near it?	
Does the destination's location put it at risk of natural disasters or other problems?	
How does physical geography affect the destination's culture and history?	
How does physical geography affect the destination's tourism resources and attractions?	

Student Resource 6.3

## Guide: Project Steps



Student Resource 6.4

## Worksheet: Travel Website Review

Student Names: \_\_\_\_\_ Date: \_\_\_\_\_

*Directions: Your assignment is to work with your group to review one of the websites on this list. Your teacher will tell you which site to review. You will record your findings in the spaces provided below as well as on a sticky note, which will be placed on the corresponding chart paper hanging in the classroom.*

---

### Websites

- [www.lonelyplanet.com](http://www.lonelyplanet.com)
- [www.fodors.com](http://www.fodors.com)
- [www.letsgo.com](http://www.letsgo.com)
- [www.virtualtourist.com](http://www.virtualtourist.com)
- [www.frommers.com](http://www.frommers.com)
- [www.wikitravel.org](http://www.wikitravel.org)
- [www.touristclick.com](http://www.touristclick.com)

Which website will you work on?

Write it here:

---

### First Impressions

Your first impression when you log on to a site is very important. If the site is ugly or its technology is outdated, you might not use it to do research or to make purchases. On the other hand, if the designers got carried away, the site can be too “busy” and crowded with pop-ups, pictures, videos, and text. An effective website looks attractive at first glance, and it is easy for a visitor to figure out how to do things on the site (in this case, research a destination, book a trip, find discounts, and so on).

So, what are your first impressions? Is the site attractive? Easy to navigate? Why or why not?

---

### Purpose

A website may serve many different purposes. All commercial websites should do the following:

- Promote the products or place
- Educate potential customers by providing information about the product or service

In addition, a travel website should accomplish these specific purposes:

- Provide historical information about a place

- Provide details about geographic features and climate
- Include information about top destinations and attractions
- Offer discounts or package deals

Now take a look at your website. What purposes does the site serve? Circle the appropriate ones and write in any that are not on the list provided. Keep in mind that you will need to explore the entire site to make sure you capture all the purposes the site serves—you can't tell just by looking at the home page.

Provides historical information

Provides details about geographic features

Discusses climate and other weather-related details

Includes information about top destinations and attractions

Offers discounts and package deals

---

## Organization

How is the site organized? What tabs or sections does the site have? Is the information organized or divided up in a logical way?

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## Site Features and Design

Visual components, such as photos, maps, and even videos, are some of the most important aspects of travel website design. These visual components give tourists a better understanding of an area and entice them to travel there. The arrangement of the components on the page should encourage the reader to look at the most important message first. If the page is too busy, the reader will be discouraged from reading further.

Now that you've explored the site a little more, what do you think of its visual aspects? Does it include enough images? Are the photos good representations of the geographic features, climate, and top destinations of the areas? Are the maps easy to read, and are they helpful?

## Travel Tips and Currency Information

Travel sites should always provide tourists with information about what to expect, how to travel safely, and how to prepare for trips. This includes providing information such as the following:

- What to pack to prepare for the climate
- What words, phrases, or languages to study to be able to speak to locals and read signs
- What cultural information to be aware of, such as how to dress to be respectful
- How to travel safely
- What currency the country uses
- What immunizations/vaccinations are needed to travel

What do you notice about your site? What information does it include, and what has it forgotten? Does it include extras that aren't on this list? Is the extra information helpful, and how so?

---

## When You've Completed This Analysis...

Based on the research you did, give the website you visited a grade (A–F), and explain why you gave it that grade.

*Example: We visited the “Visit Los Angeles” website, and we give it a D. The site didn't include any historical information about Los Angeles, nor did it tell us about geographical features. It did include some top destination information for the area, but not when to visit or what to pack. Also, it didn't have nearly enough photos—we could see photos of only a few restaurants.*

Grade:

Reason:

## Student Resource 6.5

# Reading: Citing Sources

*Directions: As you work on your culminating project, you will need to write down the source of every piece of information you use. Otherwise you will be taking credit for someone else's work. This is called plagiarism and it is against the law. The examples below show you how to cite sources from the Internet, from magazines and newspapers, and from books. All college students and professionals cite their sources using these formats, so it is an excellent skill to learn and feel comfortable with now. You will gather all of these sources into a master bibliography and will turn it in with the rest of your project.*

## How to Cite Articles from Websites with an Author

Hathaway, Becca "What Is Climate?" University Corporation for Atmospheric Research (UCAR), The Regents of the University of Michigan, [http://www.windows2universe.org/earth/climate/cli\\_define.html](http://www.windows2universe.org/earth/climate/cli_define.html) (accessed April 1, 2012).

## How to Cite Information Published on a Website with No Author and No Publication Date

"Geographic Features Influence Cities." Maryland Technology Academy, <http://cte.jhu.edu/techacademy/fellows/benson/geographic.html> (accessed April 1, 2012).

## How to Cite a Book

Weaver, David. *Sustainable Tourism*. Oxford: Elsevier, 2006.

Rosenberg, Matthew, and Paul Tucci. *The Handy Geography Answer Book*. Canton, MI: Visible Ink Press, 2009.

## How to Cite an Article from a Magazine

Chura, Hillary. "Trading (Vacation) Places." *Time*, August 3, 2009, 51.

## How to Cite an Article from a Newspaper

Tidwell, Mike. "Global Warming and Travel." *Washington Post*, September 9, 2001, E01.

## Avoiding Plagiarism

If you use someone else's words, data, etc., use quotation marks and make sure to include the source on your Sources page.

*Example: According to Dr. Stephen Jones, CEO of Geography is Fun, Inc., "Students who graduate high school with a strong understanding of world geography can be successful in a wide range of fields."*

Even if you don't use an exact quotation, but borrow someone else's ideas, you still need to include the source on your Sources page.

Student Resource 6.6

## Assignment: Country Introduction

Student Names: \_\_\_\_\_ Date: \_\_\_\_\_

*Directions: Your group will work together to develop an introduction to your project country. You will need to do research on the major landforms and bodies of water, the potential for natural disasters, and how the physical geography may affect the culture, history, and tourism of your project country. Before you begin, read through all of the instructions on this sheet, and read the assessment criteria at the end of the sheet to make sure you understand how your work will be assessed.*

---

### Step One: Divide Up the Work

*Divide up the parts of the introduction so that each member of your group contributes to it equally. Your introduction will look a lot like the case studies you read earlier in this lesson, except it will cover a whole country instead of just a city. It will have four major sections, as shown in the table below. Each section should be one to two paragraphs long and should include a visual (photograph, map, etc.) of your country. You should assign one group member to research and write a draft of each section. If you have more than four people in your group, you may divide up the culture and history into two separate sections.*

Subject	Who Will Work On It
Location, Landforms, and Bodies of Water	
Cities and Natural Disasters	
How Physical Geography Affects Culture and History	
How Physical Geography Affects Tourism	

---

### Step Two: Do the Research

*Next, do research on your subject. Some printed research materials may be provided for you. If you can do research online, try visiting sites that are specific to your country. You may also try searching for your country on general information sites including:*

- Wikipedia ([http://en.wikipedia.org/wiki/Main\\_Page](http://en.wikipedia.org/wiki/Main_Page))
- CIA World Factbook (<https://www.cia.gov/library/publications/the-world-factbook/>)
- World Atlas of Maps, Flags, and Geography Facts and Figures (<http://www.worldatlas.com/>)
- National Geographic (<http://science.nationalgeographic.com/science/earth/surface-of-the-earth>)
- Geographic.org (<http://www.geographic.org/>)
- CountryReports (<http://www.countryreports.org/>)
- World Fact Book (<http://www.worldfactbook.com>)
- Fodor's (<http://www.fodors.com/world/>)

- Geographia (<http://www.geographia.com/>)

*As you do your research, use the organizers below to help you keep track of what information you find. The organizer includes questions to help you think more deeply about your section of the introduction. You may not find information to answer every single one of these questions, but you need to find out as much as possible about your country. If you run out of room, continue taking notes in your notebook or on a separate sheet of paper. You should also try to find one or more visuals for each section.*

### Location, Landforms, and Bodies of Water

Questions to Think About	Notes (Make Sure to Include the Source for All Information You Find)
<ul style="list-style-type: none"> <li>• Where in the world is your country located? What other countries are near it? How close is it to the equator or the North or South Pole?</li> <li>• What continent is your country on? What hemisphere is it in? What are its geographic coordinates? How large is your country (e.g., how many square miles)?</li> <li>• What major landforms or types of vegetation are in your country? Mountain ranges? Valleys? Canyons? Deserts? Jungles? Beaches?</li> <li>• What major bodies of water are in or near your country? Oceans? Seas? Rivers? Lakes?</li> <li>• What visuals can you include for this section? Where can you find them?</li> </ul>	

### Cities and Natural Disasters

Questions to Think About	Notes (Make Sure to Include the Source for All Information You Find)
<ul style="list-style-type: none"> <li>• Where is the capital city located in relation to these landforms and bodies of water? Near the coast? Near a mountain? In the center of the country? Near the border?</li> <li>• What about other major cities? Where are they located?</li> <li>• What natural disasters are common in your country? Floods? Tsunamis? Earthquakes? Volcanoes? Hurricanes? Blizzards? Sandstorms? Droughts? Are these common throughout the country, or only in specific cities or regions?</li> <li>• What visuals can you include for this section? Where can you find them?</li> </ul>	

### How Physical Geography Affects Culture and History

Questions to Think About	Notes (Make Sure to Include the Source for All Information You Find)
<ul style="list-style-type: none"> <li>• What ethnic or religious groups are common in this country? How are these groups connected to the country's geography? Was the country settled by a particular native group? Does the country's native religion have a connection to any major</li> </ul>	

Questions to Think About	Notes (Make Sure to Include the Source for All Information You Find)
<p>geographic features? For example, the Hawaiian tribes believed in an ocean god and a volcano goddess because the ocean and the volcanoes had a major impact on their lives.</p> <ul style="list-style-type: none"> <li>• What major events in the country's history might be the result of its geography? Has it been conquered by other countries? Plundered for its natural resources? Subject to a famine, war, or other catastrophe?</li> <li>• What cultural activities are common or popular in the country? How are these activities connected to the country's geography? What visuals can you include for this section? Where can you find them?</li> </ul>	

### How Physical Geography Affects Tourism

Questions to Think About	Notes (Make Sure to Include the Source for All Information You Find)
<ul style="list-style-type: none"> <li>• What are some of the most popular tourist activities or attractions in the country? Are any of these connected to the physical geography? For example, surfing, hiking, etc.?</li> <li>• Are there any natural wonders (waterfalls, mountain ranges, etc.) or animals (endangered species, rare or unusual animals) that might attract tourists?</li> </ul>	

<b>Questions to Think About</b>	<b>Notes (Make Sure to Include the Source for All Information You Find)</b>
<ul style="list-style-type: none"><li>• What tourist activities or attractions are tied to the culture/history of the country? What connection can you make between those activities and their physical geography?</li><li>• What visuals can you include for this section? Where can you find them?</li></ul>	

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## Step Three: Write a Rough Draft

*For homework, type or write up a rough draft of your section.*

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## Step Four: Put It All Together

*Now, work together to combine your individual drafts into one complete introduction. Also identify at least three visuals you can provide with your introduction and photocopy them, print them out, or draw them by hand.*

Check to make sure your assignment meets or exceeds the following assessment criteria:

- The introduction contains clear, descriptive information on the country's location, landforms, vegetation, bodies of water, etc.
- The introduction shows evidence of a thorough understanding of the connections between the country's physical geography, culture, history, and tourism.
- The introduction includes at least three appropriate and useful visuals that enhance the information in the introduction.
- The introduction includes sources for all findings (maps, photographs, illustrations, etc.) that are properly cited in a bibliography.
- The introduction is neat and uses proper spelling and grammar.
- The introduction was written successfully because the group worked together effectively and managed class time well.

## AOHT Geography for Tourism

# Lesson 7

## Weather and Climate of a Place

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### Student Resources

Resource	Description
Student Resource 7.1	Worksheet: Climate and Climate Change
Student Resource 7.2	Reading: Climate and Climate Change
Student Resource 7.3	Assignment: Country Climate Profile
Student Resource 7.4	Worksheet: Listening to Country Climate Profiles
Student Resource 7.5	Reading: What We Can Do

Student Resource 7.1

# Worksheet: Climate and Climate Change

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

*Directions: Use what you have already learned about climate zones and climate change to complete parts of this worksheet. Make sure to list your local community under the appropriate climate zone, and list your project country (or country's capital city) in the appropriate climate zone, too. Then use Student Resource 7.2 to help you complete this worksheet. This worksheet will prepare you for the quiz on climate and climate change in the next class period. Keep in mind that the worksheet asks for "locations" rather than states or countries, because sometimes a state or a country will have many different climate zones within it. For example, a large US state like California may have more than one climate zone, but a smaller state like Vermont may have only one climate zone for the whole state.*

What is climate change? Write a definition below.

## Tropical

What does this climate zone look like?	Consistently high temperatures (64 degrees Fahrenheit or higher) throughout the year; large amounts of rain during part or all of the year.
Where is this zone in the United States? List at least one or two locations.	
Where is this zone in the world? List at least one or two locations.	
How will global warming potentially affect countries in this zone?	

## Dry

What does this climate zone look like?	Little rain throughout the year; in some regions, a huge daily temperature range (very hot during the day to very cold at night); often described as arid, semi-arid, or desert-like.
Where is this zone in the United States? List at least one to two locations.	
Where is this zone in the world? List at least one to two locations.	
How will global warming potentially affect countries in this zone?	

## Temperate

What does this climate zone look like?	Summer temperatures range from mild to hot; winters are relatively mild; most regions in this zone have a rainy season and a dry season. In the United States, these regions have dry summers and wet winters.
Where is this zone in the United States? List at least one to two locations.	
Where is this zone in the world? List at least one to two locations.	
How will global warming potentially affect countries in this zone?	

### Continental

What does this climate zone look like?	One of the less common climate zones; usually found in interior regions of large land masses (not along coasts); a wide range in seasonal temperatures with potential for very cold winters; also known as a microthermal climate.
Where is this zone in the United States? List at least one to two locations.	
Where is this zone in the world? List at least one to two locations.	
How will global warming potentially affect countries in this zone?	

### Polar

What does this climate zone look like?	Permanent ice and tundra always present; average high temperature never above 50 degrees Fahrenheit throughout the year.
Where is this zone in the United States? List at least one to two locations.	
Where is this zone in the world? List at least one to two locations.	
How will global warming potentially affect countries in this zone?	

What are some causes of global warming?

How is global warming likely to affect tourism?

## Reading: Climate and Climate Change

# AOHT Geography for Tourism

## Unit 3, Lesson 7

### *Climate and Climate Change*

Today we are going to learn about the differences between weather and climate, and about global climate change.

The main topics we will cover include:

- What is the meaning of climate and climate change?
- What are the causes of global warming?
- What are the consequences of global warming?

We will also review how global climate change can affect travel and tourism.

## Climate or weather? What's the difference?



*Which of these pictures show weather? Which show climate? What do you think is the difference between the two?*



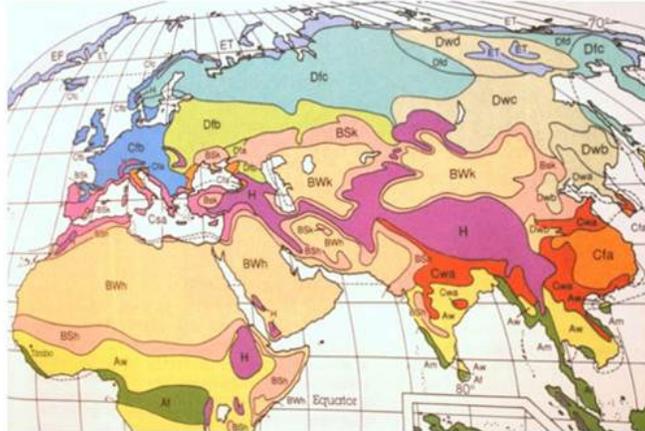
Weather refers to the temperature, precipitation, wind, humidity, etc., in a region over a short period of time (such as a day or a week). Weather can change dramatically from day to day or even hour to hour.

Climate refers to how these factors “behave” over a longer period of time. For example, there might be a few warm days in Boston in February (weather) but the average February temperature is right around freezing (climate). On the other hand, the average winter temperature in Los Angeles is frequently over 60 degrees (climate), but there have been times when the weather has gotten cold enough for snow in downtown L.A. (weather)!

In the photographs above, the lightning and the tornado show weather, specifically extreme or severe weather. The desert and the snow-covered mountains show climate.

## What is climate?

*Regional climate* is a general term to describe the average annual weather pattern in a region over more than 30 years.



Global climate describes the climate of our entire planet, with all the differences among regions averaged.

*Why is it important to study Earth's global climate?*

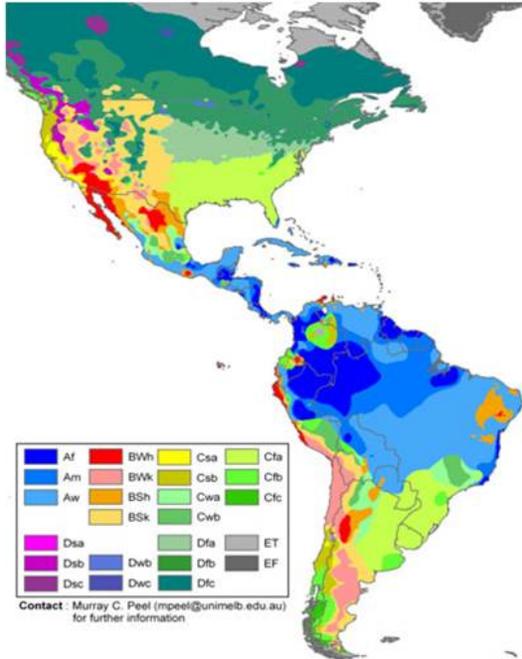
To describe the regional climate of a place, people often talk about what the seasons are like, how windy the region tends to be, and how much rain or snow falls.

A region's climate depends on several factors, including the amount of sunlight it receives, its height or elevation above sea level, the shape of the land, its nearness or proximity to oceans, and its distance from the equator.

Global climate depends on the amount of energy received by the sun and the amount of energy that is trapped in the system. These amounts are different for different planets. Scientists who study Earth's climate and climate change study the factors that affect the climate of our whole planet.

It is important to study our planet's overall global climate, to understand how healthy it is and to anticipate what lies in our planet's future—similar to how a person should have an annual physical checkup done every year, to see how healthy she is overall.

## The world is divided into five climate zones



This map shows the zones in North, Central, and South America.

There are five major zones, as well as sub-zones, which further divide the regions by how much precipitation they get and other criteria. But for now, you only need to focus on the five major zones.

*Can you name the five major climate zones?*

*Can you name a location within each zone?*

The tropical zone is seen in parts of Hawaii and the southern tip of Florida. It has consistently high temperatures and large amounts of rain. This zone is in many places near the equator, including Costa Rica, Panama, Brazil, Ghana, Kenya, Nigeria, Thailand, Cambodia, and Vietnam.

The dry zone is seen in parts of the southwestern United States, like Arizona. It has little rain throughout the year and may be described as desert-like. In the world, this zone is seen in areas like Egypt, Libya, South Africa, Saudi Arabia, Iran, Afghanistan, and Pakistan.

The temperate zone is seen in much of California and the southeastern United States. This zone has mild to hot summer temperatures and relatively mild winters. In the world, this zone is seen in France, Germany, parts of Poland, the United Kingdom, and Italy.

The continental zone is found in Illinois and North Dakota. It has a wide range in seasonal temperatures with the potential for very cold winters. Around the world, this zone is found in Norway, Finland, Belarus, Ukraine, Romania, Korea, and Japan.

The polar zone is found in Alaska. The average high temperature stays below 50 degrees Fahrenheit. Around the world, this zone is found in Greenland, parts of Canada, and Siberia.

Note: Image is from Wikimedia Commons. It is licensed under a Creative Commons Attribution ShareAlike 3.0 License.

## What is climate change?



Weather changes can happen in a day or even within minutes. Climate change happens over long periods of time.

Earth's climate has changed throughout history, but today's climate is changing faster than it has in the past 10,000 years.



*Imagine what life was like during the Ice Age, when ice covered large parts of the planet.*

Weather in a place can change in just a few hours or even less time. The fog surrounding the Golden Gate Bridge in San Francisco can arrive or dissipate within minutes. Climate change, on the other hand, happens slowly, over longer periods of time.

Today, the different climates of our planet are changing rapidly. According to scientists, our planet is warming more quickly than it has in the past. Global warming is causing Earth's average global temperature to increase.

We study climate change because it affects the ecosystems of the world as well as every living thing. People who can afford it can turn on the air conditioner or the heater to stay comfortable inside, but technology can't save our crops or water supplies. In fact the air conditioner takes energy to run and creates pollution, which contributes to more climate change.

## What climate change is happening today?

Global warming is the increase in the average temperature of Earth's near-surface air and oceans.

A change of just one degree in Earth's temperature can have serious consequences.



Melting of glaciers



Extreme events,  
such as hurricanes



Food shortages

*How might global warming affect you?*

Global warming sets off a chain of serious events that affect everyone. Warmer temperatures at high elevations and altitudes cause mountain ice caps and glaciers to melt. Since ice deflects 80% of the sun's heat, the melting of glaciers mean a relatively rapid increase in temperatures across our planet.

This in turn would raise temperatures in the oceans, which cover 71% of Earth's surface. Sea water would expand and sea levels would rise, causing regular flooding. Long Beach, CA, New Orleans, and San Jose, CA are all below sea level and would be subject to flooding. The same is true for cities around the world.

Coastal areas will disappear, which means the loss of beaches and wetlands that act as buffers against flooding. They will be subject to more hurricanes, which cause further flooding. Coastal destinations are among the favorite tourist destinations. The loss of tourism to these economies will be devastating.

Higher sea levels could cause extreme weather events, such as hurricanes, in other places. In 2011 and 2012 the south and Midwestern states have been experiencing a series of tornadoes at an increased rate.

Flooding is one problem, but other areas would suffer severe drought, which in turn would affect agricultural yields. Certain foods could become scarce, increasing food prices across the globe. Forest fires could also happen more frequently (as they seem to have already experienced in Australia and in the United States), causing loss of lives and property damage.

## There are other consequences of global warming



Disease outbreaks



Water shortages



Animal extinctions,  
such as the Bengal  
tiger

*What other events might happen  
due to global warming?*

With warmer, wetter weather, there would be many more disease outbreaks, including malaria, dengue fever, and yellow fever. Increased flooding and damage to water and sewage infrastructure would also spread infectious diseases.

With less snow, water would become scarce, causing droughts and water shortages. With shrinking forests, food, and water resources, animals would need to adjust at a rapid pace or die. Many species of animals would become extinct. For example, currently only about 3,000-4,500 Bengal tigers remain in the wild today. These beautiful, rare tigers might die out completely with the climate changes.

There are other potential consequences of global warming:

- Increased air pollution
- Hotter summers, warmer winters
- Disappearing islands
- Disappearing wetlands, such as the Florida Wetlands
- Countries losing some or most of their land area
- Coastal erosion
- Changing ecosystems
- Changing agricultural growing seasons
- Changing locations of plants and animals

## Global warming will affect every climate zone

Tropical	Dry	Temperate	Continental	Polar
<ul style="list-style-type: none"><li>• Increased tropical diseases</li><li>• Loss of the rainforest</li><li>• Extinction of plant &amp; animal life</li><li>• Ecosystem changes</li><li>• Extreme weather events</li></ul>	<ul style="list-style-type: none"><li>• Extinction of plant &amp; animal life</li><li>• Extreme weather events including flooding &amp; forest fires</li><li>• Rising sea levels</li></ul>	<ul style="list-style-type: none"><li>• Extreme weather events including flooding &amp; forest fires</li><li>• Rising sea levels</li><li>• Water shortages</li><li>• Loss of wildlife</li><li>• Changes in agriculture</li></ul>	<ul style="list-style-type: none"><li>• Changes in seasonal patterns</li><li>• Changes in ecosystem</li><li>• Changes in agriculture</li></ul>	<ul style="list-style-type: none"><li>• Melting glaciers</li><li>• Rising sea levels</li><li>• Arctic shrinkage</li><li>• Loss of wildlife</li></ul>

*Which climate zone is your hometown in? Which climate zone or zones is your project country in?*

Some consequences of global warming can be seen across many different climate zones. For example, many zones will see a loss of plant or animal life and an increase in extreme weather events. Other consequences are different in each zone. For example, the temperate and continental zones will see changes in agriculture, which matters because those zones are usually places where a lot of food is grown. On the other hand, the polar zone has melting glaciers, which no other zone experiences.

Even if a consequence only affects one zone, it still matters. Melting glaciers will play a part in the rising seas, change in ocean temperatures, and other problems that will affect the entire world.

## What causes global warming?

Human activity is responsible for most global warming today.



Fossil fuel  
mining and  
burning



Cement  
production



Use of  
aerosols



Deforestation

*Which of these activities happen around you?*

The biggest concern with global warming today is the increase in carbon dioxide (CO<sub>2</sub>) in the environment. CO<sub>2</sub> is a greenhouse gas that affects the temperature of the planet. The increase in CO<sub>2</sub> is due to the following:

**Fossil fuel emissions**—the burning of fossil fuels for energy in the last 150 years has increased our CO<sub>2</sub> levels to a higher level than they have been at any time in the last 750,000 years. Fossil fuel burning accounts for 75% of the increase in CO<sub>2</sub> from human activity in the last 20 years.

**Cement manufacturing**—this is the third largest cause of human-made CO<sub>2</sub> emissions today.

**Aerosols**—these are small particles or droplets in the air from air pollution, land-use dust, and aerosol sprays. They have either a warming or cooling effect on the climate. Deforestation worsens the affect of aerosols because there are fewer trees to absorb these damaging particles.

Other causes for climate change include deforestation (which reduces the amount of trees that can absorb CO<sub>2</sub>), land use (such as replacing vegetation with new buildings, parking lots, and roads on large tracts of land), and livestock farming (which actually produces more greenhouse gases than cars).

## How will global warming affect tourism?

Many well-known tourist destinations will change drastically if current environmental trends continue.



Glacier National Park in Montana will lose its glaciers by 2030.

The legendary Mount Kilimanjaro in Africa will be ice-free within 20 years.



*What tourist sites near you might be affected?*

Glaciers are shrinking at alarming rates across the world. Snow and ice have characterized the peaks of Mount Kilimanjaro (Africa's highest peak) for the last 12,000 years and are now in danger of disappearing completely by 2020. Although there are a variety of factors influencing the gradual disappearance of Mount Kilimanjaro's ice, global warming definitely plays a big part.

Some of Glacier National Park's best-known glaciers in Montana have already shrunk by more than half. In 2010, the total number of glaciers was about 35 (down from an estimated 150 in 1850). If global warming continues at the current rate, scientists predict there won't be a single glacier left in the park by 2030.

Winter resorts and ski areas may not have enough snow to operate. In 2010, the warm winter forced organizers of the Vancouver Olympic Games to artificially produce snow for athletes. Already most areas in the United States and Europe use snow-making machines to extend increasingly shorter and warmer winters. But these machines don't solve the problem. In fact, since they require a lot of energy and water to operate, they actually contribute to the problem.

## Destinations across the world will be affected

The Great Barrier Reef in Australia will decline from rising sea temperatures. Sea life that depends on the coral reefs will disappear.



Islands in the South Pacific will be evacuated within 100 years. Rising ocean water already destroys island roads and crops.

*How would evacuation affect a destination's neighboring countries?*

In the past 50 years, 27% of the world's coral reefs have been destroyed from rising sea temperatures and other factors. Another 32% are at risk of dying by the year 2050.

South Pacific islands, such as those of Tuvalu and Kiribati, are already planning to evacuate some, and possibly all, of their citizens within this century. Residents will emigrate in huge groups to such host countries as New Zealand, which as a result may experience economic, political, and social stress.

Beyond the destruction of natural resources, global warming impacts tourist activities in general. Weather and climate are major factors when tourists decide where to go. Unpredictable weather patterns, declining wildlife and plants, hotter weather, and greater risks of diseases and infections while traveling (both in the US and abroad) will impact tourism in the decades ahead.

Fewer tourists mean that the tourist industry faces shorter profit-making seasons. To make up for this economic loss they may raise prices. These issues affect all of the residents in tourist communities, where the quality of life may suffer.

Student Resource 7.3

## Assignment: Country Climate Profile

Student Names: \_\_\_\_\_ Date: \_\_\_\_\_

*Directions: Your group is going to research the climate of your country. You will identify the climate zone(s) that cover your country. If there is more than one region, you will focus on the climate of the largest city or most popular tourist area. You will also research possible changes to your country's climate because of global warming and how these climate changes might affect weather, people, wildlife, plants, and tourism. Finally, you will find at least one photo or graphic that shows your country's climate.*

*Assign each member of your group one section to research and take notes on. As you do your research, you may find good sources for other sections; be sure to send your group mate who is in charge of that section the URL for that website (or information about the book, magazine, or newspaper where you found the information).*

*Your goal should be to find complete answers to the questions or prompts provided. You also need to keep track of the source of your information and use the correct format for citing your sources. This sheet will help you organize your information, but you will complete the assignment on a separate piece of paper. Remember that you need at least one good visual that illustrates your country's climate. As you do research, keep an eye out for good visuals.*

*Before you begin, read through all of the instructions on this sheet, and read the assessment criteria at the end of the sheet to make sure you understand how your work will be assessed.*

---

### Current Climate of Country

**Climate zone:** What is the climate zone or zones of your country (tropical, dry, temperate, continental, or polar)? If your country has more than one, what is the zone for the largest city or most popular tourist region?

**Average range of temperatures:** What is the average range of temperatures at different times of the year?

**Precipitation:** How much rain falls on average at different times of the year?

Sources for this section:

Have you seen any photos, maps, or visuals that you might want to use? Print them out now, or make a note of where to find them later so you can copy them.

---

## Possible Changes to Climate

**Average range of temperatures:** How might the average range of temperatures in your country change due to global warming?

**Precipitation:** Would rainfall increase, decrease, or stay the same in your country due to global warming?

**Severe weather events:** Would there be an increased risk of flooding, drought, or other weather disasters due to global warming? Which tourist attractions might be more dangerous to visit or even off limits due to these events?

Sources for this section:

Have you seen any photos, maps, or visuals that you might want to use? Print them out now, or make a note of where to find them later so you can copy them.

## Possible Effects on Residents, Wildlife, and Vegetation

**Impact on residents of this country:** How would global warming affect agriculture, water supplies, food supplies, travel, or daily life? Are there diseases in your country that may become more common because of global warming?

**Impact on wildlife:** How would wildlife in your country be affected by global warming? Would some species of animals or insects die or become more common?

**Impact on vegetation:** How would vegetation in your country be affected by global warming? Would some species of plants die or become more common?

Sources for this section:

Have you seen any photos, maps, or visuals that you might want to use? Print them out now, or make a note of where to find them later so you can copy them.

## Possible Effects on Tourism

How would some tourist areas be affected by global warming? Would tourism profits go up or down? Why? Would tourist areas have to change how they attract customers? Would tourism services change?

Are there tourist attractions that might be damaged, destroyed, or put off limits because of global warming?

Sources for this section:

Have you seen any photos, maps, or visuals that you might want to use? Print them out now, or make a note of where to find them later so you can copy them.

Check to make sure your assignment meets or exceeds the following assessment criteria:

- The profile shows evidence of thoroughly understanding the characteristics of climate zones by reporting the country's climate zone(s) accurately, including at least three of its characteristics.
- The profile includes at least one visual (map, photograph, illustration) that enhances understanding of this country's climate.
- The profile shows evidence of thoroughly understanding global warming by identifying and clearly explaining three possible climate changes for the country.
- The profile further shows evidence of understanding global warming by identifying and explaining three to five possible effects of global warming on the country.
- The profile is neat and uses proper spelling and grammar.

Student Resource 7.4

## Worksheet: Listening to Country Climate Profiles

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

*Directions: As you listen to each country climate profile, complete the worksheet below. You will use this worksheet in a discussion later in this class period. If you run out of space, continue this assignment on the back of this resource or on a separate sheet of paper.*

---

### Country Name:

Climate zone(s):

One risk it faces from global warming is...

How this country's climate and effects from global warming compare to my project country's:

---

### Country Name:

Climate zone(s):

One risk it faces from global warming is...

How this country's climate and effects from global warming compare to my project country's:

## Country Name:

Climate zone(s):

One risk it faces from global warming is...

How this country's climate and effects from global warming compare to my project country's:

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## Country Name:

Climate zone(s):

One risk it faces from global warming is...

How this country's climate and effects from global warming compare to my project country's:

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Climate zone(s):

One risk it faces from global warming is...

How this country's climate and effects from global warming compare to my project country's:

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## Country Name:

Climate zone(s):

One risk it faces from global warming is...

How this country's climate and effects from global warming compare to my project country's:

## Country Name:

Climate zone(s):

One risk it faces from global warming is...

How this country's climate and effects from global warming compare to my project country's:

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## Country Name:

Climate zone(s):

One risk it faces from global warming is...

How this country's climate and effects from global warming compare to my project country's:

### Student Resource 7.5

## Reading: What We Can Do

People can slow down global warming by reducing the amount of fossil fuels (natural gas, coal, oil, and gasoline) they use in their everyday lives. This reduces the amount of carbon dioxide in the environment, which in turn helps reduce global warming. Here are some steps you can take to help:

- **Drive less.** Riding the bus, walking to school, and taking public transportation are good alternatives to get where you need to go. If you do drive, make sure your car runs efficiently to reduce car exhaust and air pollution.
- **Replace regular light bulbs with compact fluorescent light bulbs (CFLs).** CFL bulbs use less energy, last longer, and give off less heat.
- **Limit your use of heating or air conditioning.** By just setting their home thermostat 2 degrees lower in winter and 2 degrees higher in summer, a person can save 2,000 pounds of carbon dioxide each year.
- **Limit your use of water, especially hot water.** Washing your clothes in warm or cold water can save 500 pounds of carbon dioxide a year. Take short showers; use low-flow shower heads.
- **Don't leave electronics on or plugged in when not in use.** It's easy to forget and leave a lamp on even if you're not in the room. But electronics like computers and TVs use electricity even when they aren't turned on. Make sure you're not leaving things on when you aren't using them, and consider plugging your electronics into a power strip with an on/off switch. That way you can turn them all the way off, cut down on your family's electric bill, and help the planet.
- **Recycle and reuse as much as possible.** Recycling half of the waste from your family's household can save 2,400 pounds of carbon dioxide per year. In addition, avoid products with excess plastic packaging. If your family has a yard or garden, learn how to start a compost pile.
- **Use non-toxic or biodegradable products.** Many household products include chemicals that aren't very healthy for you or for the planet. Check the ingredients of the things you use and try to find other, safer products. Many "green" products are sold in stores for everything from cleaning your house to washing your hair.
- **Plant a tree or other plants.** Talk to your parents to see whether you can plant a tree in your backyard. Or talk to your school principal to see whether a tree planting can be organized at your school. Trees absorb carbon dioxide, give off oxygen, and add beauty and color to landscaping. If you don't have enough room to plant a tree, consider starting a container garden with other plants. Growing plants of any variety can help add oxygen, and if you grow edible plants, you can also eat healthier!
- **Encourage your family and friends to take action.** Let them know that the little steps they take every day help the environment and improve the health of our planet.

## AOHT Geography for Tourism

# Lesson 8

## History of a Place

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### Student Resources

Resource	Description
Student Resource 8.1	Reading: Case Studies of Historical Places
Student Resource 8.2	Worksheet: Country Historical Research
Student Resource 8.3	Email: Timeline and Tours Needed

Student Resource 8.1

## Reading: Case Studies of Historical Places

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

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### Case Study #1: Deadwood, South Dakota

Today Deadwood, South Dakota is a national historical landmark. The town is named after the dead trees that pioneers found lining a nearby canyon, which was named Deadwood Gulch. Deadwood is located near the Black Hills of South Dakota, which are known for their large quantities of gold. Pioneers moved to Deadwood in the mid-to-late 1800s in search of gold. It soon became one of South Dakota's most important towns. Deadwood prospered with gold mining and lumber mills.

Long before Anglo settlers arrived, the Black Hills were home to the Lakota Sioux and nearly two dozen other American Indian tribes. They fought the Battle of Little Big Horn in 1876 to protect these sacred hills from pioneers. Less than 60 miles from Deadwood you can see the Crazy Horse Memorial, dedicated to the Oglala Lakota Warrior who led the war party for the Battle of Little Big Horn.

Deadwood also attracted infamous characters like Wild Bill Hickok, a famous gunfighter, lawman, scout, stagecoach driver, and gambler. His boyhood farm was a stop on the Underground Railroad, where escaped slaves could hide safely on their way north to freedom. Wild Bill learned how to shoot to protect these visitors. He was known as a man who could draw his gun faster than anyone else and killed several people during "shootouts." He was killed when someone shot him in the back during a card game in Deadwood in 1876.

Historic hotels and saloons still line the streets in Deadwood, and tourists can visit Wild Bill's grave as well as the grave of his best friend Calamity Jane, a scout, cowgirl, and gunfighter. Other gunfighters, such as the famous Wyatt Earp, also have ties to Deadwood, and tourists can watch performances about them during nightly events. Wyatt Earp became famous for the shootout at the OK Corral (in Tombstone, Arizona), when he and his brother killed three outlaws.

Tourists can participate in events like Wild Bill Days, the Deadwood Shootout Poker Tournament, and even the Days of '76 rodeo and parade. They can pan for gold in the Black Hills, just like the pioneers did. There is also a Deadwood marathon they can watch or participate in, as well as a museum they can visit. Deadwood has casinos and gambling halls for people to enjoy, and lots of outdoor activities (hiking, mountain biking, etc.) that will allow tourists to experience the beauty of the Black Hills.

#### Case Study #1: Questions

1. What historical events make this location a place that tourists want to visit?
  
  
  
  
  
  
  
  
  
  
2. What sites would tourists visit here?
  
  
  
  
  
  
  
  
  
  
3. What can tourists do besides visit historic sites?

## Case Study #2: Washington Crossing, Pennsylvania

During Christmas night in 1776, George Washington, who would later become the first president of the United States, led his army across the Delaware River to fight the British, who did not want America to become an independent country. The Delaware River marks the border between New Jersey, Pennsylvania, and Delaware, as well as between New York and Pennsylvania.

Washington's decision was very risky; his army was small, and the move could mean losing the entire war. Soldiers were already deserting because of low morale, lack of food, and belief that they couldn't win. Also, General Horatio Gates and General Charles Lee were supposed to join Washington, but they didn't because they both thought they should be commander-in-chief instead of him.

But Washington was confident that his plan would work, so he waited until nightfall and led his troops of over 2,000 men across the Delaware River, through freezing cold water. The attack was a success and lasted only 45 minutes. Washington's men captured more than 1,000 British troops, including the Germans who were fighting with the British. Washington lost only three men. Although it did not mark the end of the Revolutionary War, the crossing was a major turning point that boosted American morale and gave the troops the courage to fight for another seven years, until the Americans won the war in 1783.

Washington's famous crossing is remembered in many ways and has been since the early 1800s. First, the town of Washington Crossing is named after his courageous feat, and there are several markers for tourists to visit. There is a statue of Washington and his men crossing the river, as well as eight other statues or placards within walking distance, all located on the exact area where the crossing took place. Tourists can walk his entire route, reading about his journey along the way. There is also a park, the Washington Crossing Historic Park, where tourists can rest, enjoy the scenery, and purchase souvenirs and books about Washington's crossing. They can also read more about the crossing at the museum. For travelers who prefer appreciating nature, there is a nearby wildflower preserve and botanical garden, which has lovely places to walk or bird watch. Also nearby, the magnificent Lost River Caverns offer a fascinating afternoon of underground exploration. Travelers who crave the city life can take a short drive to Philadelphia or Trenton, New Jersey.

### Case Study #2: Questions

1. What historical events make this location a place that tourists want to visit?
2. What sites would tourists visit here?
3. What can tourists do besides visit historic sites?

## Case Study #3: San Francisco, California

In 1967, several peace activists, artists, musicians, and business owners organized a series of events in San Francisco to promote peace, unity, health, art, and music. Called the Summer of Love, it attracted thousands of people from around the world. People protested the Vietnam War, supported free or inexpensive health clinics, and provided food and shelter for those who needed it. The event also turned the neighborhood where most of the events took place, called Haight-Ashbury, into a historic landmark.

The Summer of Love has been celebrated on every 10-year anniversary, in 1977, 1987, 1997, and 2007. Thousands of people revisit the famous site and enjoy concerts, art shows, performances, and other events. They gather together to promote peace and provide shelter and food for the needy.

Tourists who want to visit Haight-Ashbury don't have to wait for an anniversary, though; it is now the second most popular place to visit in San Francisco, thanks to the myriad of shops, tattoo parlors, and historic hotels. One of those hotels, the Red Victorian Bed and Breakfast, has 18 themed guestrooms to help visitors celebrate the Summer of Love. Tourists can also visit the historic Red Vic Movie House to watch Summer of Love movies, shop at the Psychedelic Shop, or look at psychedelic art from the era.

San Francisco offers plenty of other historical sites to explore, including Alcatraz Island. Located in the San Francisco Bay, Alcatraz is famous as the site of a notorious federal prison from 1934 to 1963. The Alcatraz Prison, also known as "The Rock," housed notable criminals such as mobster Al Capone and Robert Stroud, the birdman of Alcatraz. They have been the subject of Hollywood films. In 1969, Alcatraz was occupied for almost two years by protesting American Indian, who claimed the island. They cited their ancestral connection to it and an 1868 treaty that returned non-used federal lands to American Indian. Today, Alcatraz Island is operated by the National Park Service and tours are offered to visitors.

San Francisco Chinatown is the largest Chinatown outside of Asia as well as the oldest one in North America. It is one of the top tourist attractions in San Francisco, offering visitors the perspective of visiting an ethnic enclave or "city within a city." The Chinese have an important and sometimes controversial place in the history of San Francisco, providing badly needed labor and businesses while also being the target of anti-immigrant sentiment. Chinatown offers a host of special shops and restaurants, complimenting a broader array of world-class shopping and outstanding restaurants throughout San Francisco.

People also visit San Francisco to enjoy its natural beauties; there are several state parks nearby, plus the beautiful San Francisco Bay and Pacific Ocean. It's only about an hour's drive to the famous Napa and Sonoma wine region.

### Case Study #3: Questions

1. What historical events make this location a place that tourists want to visit?
2. What sites would tourists visit here?
3. What can tourists do besides visit historic sites?

Student Resource 8.2

## Worksheet: Country Historical Research

Student Names: \_\_\_\_\_ Date: \_\_\_\_\_

Country Name: \_\_\_\_\_

*Directions: Your assignment is to identify historical events in your assigned country for three different time periods, using the research materials and/or computers that are available. Make sure to include important dates, places, and people from each time period, as well as what exists today to identify the country's historical significance, such as a monument, a museum, or a statue.*

*First, use the chart below to divide up the work so that each group member is equally involved. The "Pre-19th Century History" topic is the broadest; two people can work on that topic. You can also assign two people to work on the "20th Century and Beyond" section.*

Historical Time Period	Person/People Responsible
Pre-19th Century History	
19th Century History	
20th Century and Beyond	

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### Recommended Research Sites

- Wikipedia, [en.wikipedia.org/wiki/Main\\_Page](http://en.wikipedia.org/wiki/Main_Page)
- Lonely Planet, [www.lonelyplanet.com](http://www.lonelyplanet.com)
- Fodor's, [www.fodors.com](http://www.fodors.com)
- Let's Go, [www.letsgo.com](http://www.letsgo.com)
- Virtual Tourist, [www.virtualtourist.com](http://www.virtualtourist.com)
- Frommer's, [www.frommers.com](http://www.frommers.com)
- Wikitravel, [www.wikitravel.org](http://www.wikitravel.org)
- TouristClick, [www.touristclick.com](http://www.touristclick.com)
- National Geographic Traveler, <http://traveler.nationalgeographic.com/>

You may also wish to try using Dogpile, <http://www.dogpile.com/>, which will offer the results from multiple search engines simultaneously.

## Pre-19th Century (Before 1800) History

Name three to five major historical events that occurred during this era. When and where did they occur? What makes these events important? (Remember to include the dates the events occurred.)

Sources:

Name three to five people who had great historical significance in this country during this era. Who were they and what did they do? (Remember to include the dates and locations where their historic acts occurred.) Remember to consider the history of not just explorers and pioneers, but also indigenous people and other racial and ethnic minorities if applicable.

Sources:

Describe three to five monuments, museums, placards, statues, or other landmarks that represent a historical date, place, or person and that serve as a tourist attraction.

Sources:

## 19th Century (1800–1899) History

Name three to five major historical events that occurred during this era. When and where did they occur? What makes these events important? (Remember to include the dates the events occurred.)

Sources:

Name three to five people who had great historical significance in this country during this era. Who were they and what did they do? (Remember to include the dates and locations where their historic acts occurred.) Remember to consider the history of not just explorers and pioneers, but also indigenous people and other racial and ethnic minorities if applicable.

Sources:

Describe three to five monuments, museums, placards, statues, or other landmarks that represent a historical date, place, or person and that serve as a tourist attraction.

Sources:

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## 20th Century (1900–2000) and Beyond (2001 to present)

Name three to five major historical events that occurred during this era. When and where did they occur? What makes these events important? (Remember to include the dates the events occurred.)

Sources:

Name three to five people who had great historical significance in this country during this era. Who were they and what did they do? (Remember to include the dates and locations where their historic acts occurred.) Remember to consider the history of not just explorers and pioneers, but also indigenous people and other racial and ethnic minorities if applicable.

Sources:

Describe three to five monuments, museums, placards, statues, or other landmarks that represent a historical date, place, or person and that serve as a tourist attraction.

Sources:

Student Resource 8.3

## Email: Timeline and Tours Needed

*Directions: Your boss has sent you a new email. Read what is required, make sure to review the assessment criteria listed in the bullet points, and work together with your group to complete the assignment. Use your completed Student Resource 8.2, Worksheet: Country Historical Research, to create the timeline, and keep in mind the sample timeline that you looked at in class to use as a model.*

Dear Website Travel Team,

After consulting with our advisors, I've decided that you need to take some additional steps on that country website project.

First, we need a visual timeline of important historical events, with links that people can click to get more details. You should pick up to five important events in this country's history and lay them out on a timeline in chronological order. Second, for each one you should write up a brief description of what happened and why it was important. If you draw this up, I can have our tech people build it into the website just the way you want it.

Make sure that the timeline includes the following:

- The timeline includes five important events, laid out in chronological order, including a two- to three-sentence summary about each that is interesting and descriptive.
- The timeline includes a brief, colorful description of at least one historical figure.
- The timeline includes a brief, inviting description of at least one historical location.
- The timeline includes photos, illustrations, or graphics that represent the historical person, event, or current tourist landmark in a way that might make a tourist curious about visiting.
- The timeline prominently features names, locations, and dates in an attractive way.
- The timeline is neat, legible, and presentable.

At some point in the near future, you will be featuring some of these events in tour itineraries. We'll work out the details with you when the time comes.

Thanks!

Su Jin

President, Globetrotters Travel, Inc.

## AOHT Geography for Tourism

# Lesson 9

## Culture of a Place

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### Student Resources

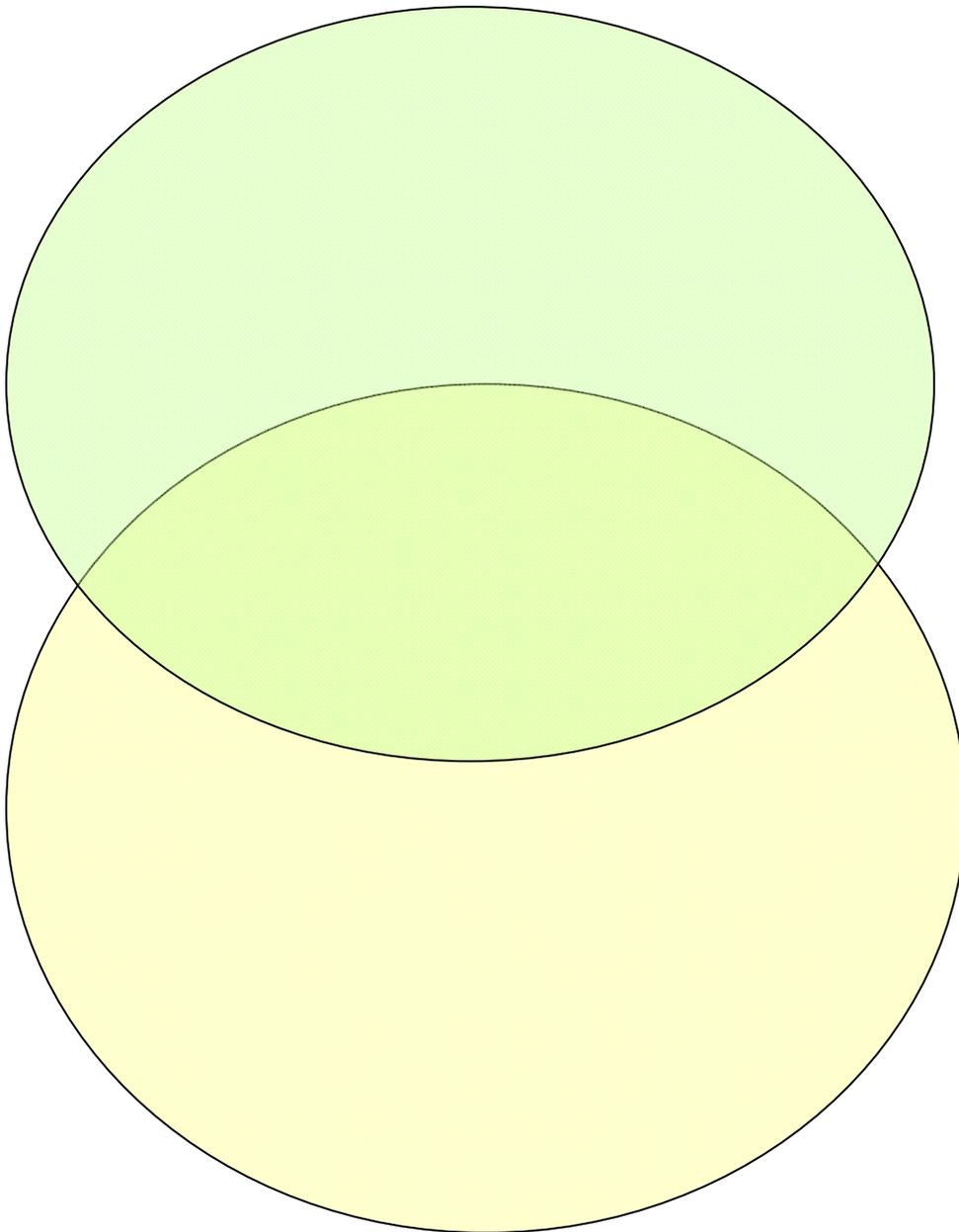
Resource	Description
Student Resource 9.1	Worksheet: Venn Diagram
Student Resource 9.2	Reading: What Is Culture?
Student Resource 9.3	Email: Need Culture Section
Student Resource 9.4	Worksheet: Cultural Research Report

Student Resource 9.1

# Worksheet: Venn Diagram

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

*Directions: Label the top circle "Culture" and the bottom circle "History." As you hear each example, write it in the Culture circle if you think it is only an example of culture; write it in the History circle if you think it is only an example of History; and write it in the middle overlapping section if you think it is an example of both.*

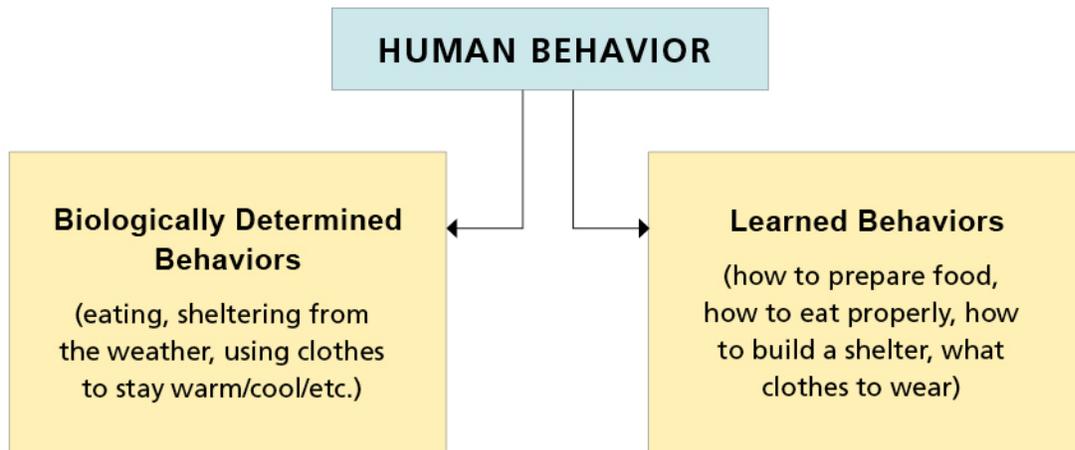


Student Resource 9.2

## Reading: What Is Culture?

The word *culture* can refer to many different things. In this course, we are talking about culture as social scientists. Social scientists define *culture* as “all the ideas, objects, and ways of doing things created by a specific group of people. Culture includes arts, beliefs, customs, inventions, language, technology, and traditions.”

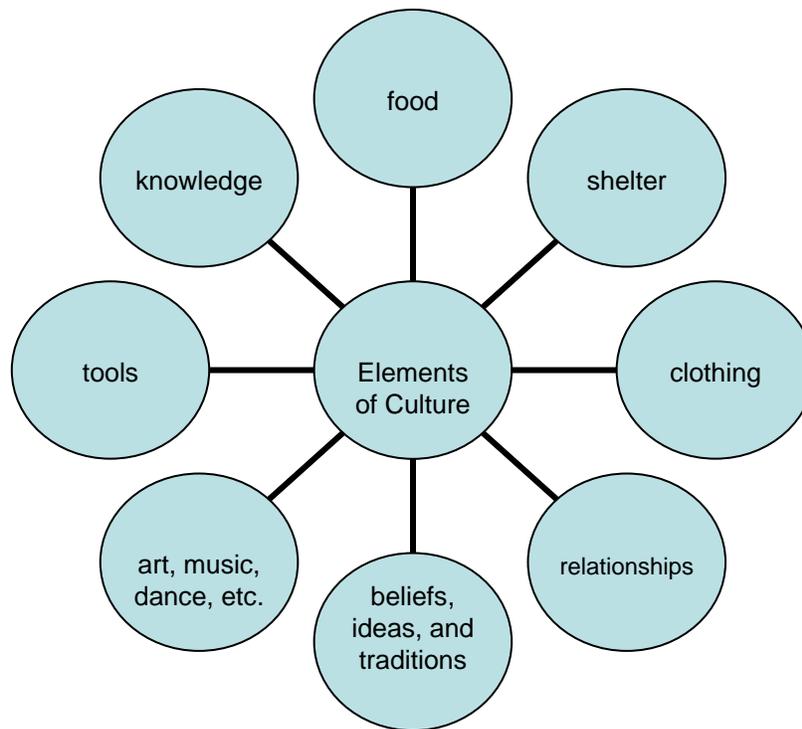
Social scientists divide human behavior into two groups: learned patterns and biologically determined ones.



Biologically determined patterns of behavior are things that are controlled by our biology. All human beings have to eat, stay warm when it's cold outside, etc. These are biological behaviors, and they enable us to survive. A three-year-old child knows to seek food if he is hungry or get a blanket if he or she is cold; otherwise, he or she could die of starvation or hypothermia.

Culture consists of learned patterns of behavior. That three-year-old knows he or she is hungry and may grab some food to eat. But his or her parents try to teach him or her how to eat politely—not to throw food, to say “please” or “thank you,” to use forks and spoons. These are examples of culture in the United States. A child growing up in China would learn different words and be taught to use chopsticks, not a fork. What patterns you learn depend on what culture you are a part of.

All cultures have ways of preparing food and creating shelter. All cultures have different types of clothing and guidelines for what is considered appropriate to wear. As you discovered when you learned about your own cultural heritage, all cultures have traditions about family relationships and interactions between men and women, including marriage. Each culture has traditions or beliefs—such as religious beliefs; traditions about events like holidays, weddings, or funerals; and beliefs held in common. In the United States, these include democracy, freedom of speech, and equal rights for women. Each culture has artistic traditions (such as native music, art, etc.). Different cultures have unique tools (such as chopsticks) and specific knowledge about the world based on where they live. This specific knowledge may range from simple rules about what plants are good to eat to highly developed scientific discoveries.



As you can see, culture is very complex. Each of these elements is made up of individual “cultural traits.” A trait could be a custom or a tradition, such as how a marriage is arranged or a dead person is mourned. It could be a tool or a device, such as chopsticks or a knife and a fork. It could be a gesture, such as a handshake, or an idea, such as democracy, freedom of speech, or equal rights for women.

Social scientists frequently describe cultural traits according to whether they are material or non-material. Material culture refers to the physical objects, artifacts, and spaces that people create and use to define their culture. Non-material culture refers to the non-physical ideas and concepts that people have about their way of life, which include the beliefs and values that guide human perception and behavior. Material and non-material forms of culture are inter-related rather than separate from each other. For example, the non-material cultural concept of religion is a set of beliefs and ideas about spirituality. These beliefs lead people to build places of worship and create holy symbols, which are material examples of that culture’s religion. These physical objects and structures communicate what is important about religion for a culture to people today, even if the objects were created centuries ago. They give us a sense of what was and may still be sacred and timeless for that culture. For example, consider how mosques, temples, churches, and cathedrals serve as important gathering places for generations of worshippers to reaffirm their religious devotion and faith.

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## Culture and Tourism

Culture plays an important role in tourism, serving as a major factor in motivating people to travel. One of the major reasons that people choose to visit other countries is to experience those countries’ material cultures—the food, the art and crafts, the clothing, the architecture—and those countries’ non-material cultures—the language, the music, the customs, the religion. Everyone who visits a foreign country will experience some elements of that culture, but how deeply they experience it will depend on the tourist and their willingness to move beyond their cultural comfort zone.

Remember Plog's model of consumer motivation, which you learned about in Principles of Hospitality and Tourism? It rated tourists on a spectrum. On one end are traditionalists, who want predictable experiences. On the other are innovators, who like to try new things. A traditionalist might visit a foreign country and have a very limited experience of the culture. A traditionalist visiting Venice, Italy, will hear people speaking Italian. He will eat Italian food and travel in gondolas (boats) through the canals. But he might stay at an American hotel where most people speak English, shop at the tourist shops, eat at the Venice McDonald's, and take English-language tours that show him all the famous tourist sites.

On the other hand, an innovator visiting Venice might have a very different experience. She might stay at a small family-owned inn or even with a local family. She may eat in cafés where the locals like to eat, shop in local markets, and explore out-of-the-way places most tourists don't see. An innovator might even avoid Venice altogether since it is such a well known and crowded tourist city. Innovators might seek out less well traveled cities such as Lecce, located at the heel of Italy's boot. They want a less commercialized, more "real" experience of Italy, one that puts their language skills and culinary tastes to the test.

Both of these tourists are experiencing the culture of Italy and Venice, but how they experience that culture depends on what type of experience they want. Whether they are traditionalists, innovators, or somewhere in between, however, all tourists should be respectful of the host country's cultural customs. When tourists are rude or socially irresponsible, it can create trouble with locals. They may become unwilling to share their way of life with culture-seeking visitors. Consider, for example, how angry a resident of the French-speaking city of Montreal, Canada might be to meet an American tourist who does not know that Montreal is bilingual and mistakenly believes that everyone should speak only English. In addition, poorly managed tourism can have a negative impact on the material aspects of culture that make many people want to visit a place. When tourist destinations are too crowded, their artifacts, buildings, and sacred sites can be damaged or destroyed.

Student Resource 9.3

## Email: Need Culture Section

*Directions: Your boss has sent you a new email. Read what is required and work together with your group to complete the assignment.*

Dear Tourist Website Research Team:

We need to add some more detailed cultural information to our website.

I checked out our competitors. They have a cultural section for each country, which includes brief reports on different elements that are unusual or interesting to tourists.

I need you to work together to develop a cultural section on your country. Your section should include three to four reports on different aspects of your country's material and non-material culture. You might want to include reports on some of the following:

- Language (including regional dialects or slang)
- Food
- Religion
- Customs, Etiquette, and Traditions
- Special Events, Festivals, and Holidays
- Clothing
- Art, Music, and Dance

Decide for yourselves which cultural elements to include. You should pick the ones that are most important or most interesting for visitors to your country. You also should think about including photographs that illustrate your cultural element. Our web developers will turn these into online mini-tours to entice our website visitors to visit the new countries we're promoting.

I left a file on your desk with examples of the type of information we need. Look these examples over and let me know if you have any questions.

Thanks!

Su Jin

President, Globetrotters Travel, Inc.

Student Resource 9.4

## Worksheet: Cultural Research Report

Student Names: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Use this worksheet to help you organize your cultural research and determine who will write up each section.

### Step One: Assigning Preliminary Research

Before you can decide which elements of your culture should be included on the website, you need to know which elements are most important or most emphasized in your country. Conduct some preliminary research using books, periodicals, or the Internet. First, use the chart below to divide up the research equally among all group members. Then use the index in the back of a book, or a search engine on the Internet, to find information on the terms or subjects listed below.

Subject	Who Will Work On It	Terms to Search For
Language		Languages of [your country] Dialects of [your country] Slang in [your country]
Food		Foods of [your country] Drinks of [your country] Native dishes of [your country] Cuisine of [your country]
Religion		Religions of [your country] Mythology of [your country]
Customs		Customs of [your country] Etiquette of [your country] Manners in [your country] Traditions of [your country]
Special Events		Special events in [your country] Festivals in [your country] Holidays in [your country]
Clothing		Clothing of [your country] Native dress of [your country] Traditional costumes of [your country]

Subject	Who Will Work On It	Terms to Search For
Arts		Music of [your country] Art of [your country] Dance of [your country] Theater of [your country] Literature of [your country] Famous artists/writers of [your country]

## Step Two: Doing Preliminary Research

Now you need to do some basic research just to find out how much information there is about a certain topic and how important that information is to the ordinary tourist. For example, there's probably a lot of information out there about the Hawaiian language, but most tourists to Hawaii don't need to know more than a few words, like aloha. So you probably don't need to write up a whole report on the Hawaiian language. Hawaiian special events like the luau, however, play a big role in most tourists' vacations. So a report on Hawaiian celebrations would be very helpful to most tourists.

As you research, complete the chart below. An example is provided for you.

Subject	<i>Hawaiian language</i>
How much information is available (a lot, a little)?	<i>I found a lot of information out there. There are several Hawaiian-English dictionaries, and I found at least five websites that offered common words in English and Hawaiian.</i>
What type of information? Write a brief summary of it.	<i>Most of the information I found was translations or English-Hawaiian dictionaries. I also found a couple of scholarly papers on the history of the Hawaiian language.</i>
Do you think this cultural element needs to be included on your site? Why or why not?	<i>I don't think this needs to be on our site because most signs, etc., in Hawaii are written in English. We can probably introduce the few words the tourists should know by using the Hawaiian word in our other cultural write-ups.</i>
What sources did you check? List them here.	<i>I checked Kumu's Hawaiian-English dictionary, LearntospeakHawaiian.com, Hawaiiandictionary.com, and the Olelo section of the University of Hawaii website.</i>

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*Now use the charts below to help you track your research. If you run out of space, copy the charts into your notebook.*

Subject	
How much information is available (a lot, a little)?	
What type of information? Write a brief summary of it.	
Do you think this cultural element needs to be included on your site? Why or why not?	
What sources did you check? List them here.	
Subject	
How much information is available (a lot, a little)?	
What type of information? Write a brief summary of it.	
Do you think this cultural element needs to be included on your site? Why or why not?	
What sources did you check? List them here.	

## Step Three: Determining Which Topics to Cover

*Once all your research is complete, you need to decide as a group which topics to cover. Share your research with your group mates and use the chart below to decide what to include and who will write up each topic. If you decide not to include a topic, just leave the "Who Will Write It" section blank.*

Subject	Include It? Yes or No	Who Will Write It
Language		
Food		
Religion		
Customs		
Special Events		
Clothing		
Arts		

## Step Four: Researching Specific Topics

Now that you've decided which topics to include, you need to go back and do specific research, identifying information that travelers need to know, information that travelers might find interesting, and historical connections to your topic. Use the charts below to organize your research. An example is provided. Remember to cite your sources carefully and in the proper format.

<p>What I found out</p>	<p><i>Respect is important in Hawaiian culture. This is especially important when visiting a sacred site like a heiau (temple). Culturally it is also polite to remove your shoes when entering someone's home.</i></p> <p><i>The only people who are referred to as Hawaiian are those of Hawaiian blood. The term "haole" (foreigner) is used to describe Caucasians. Haole is not necessarily an insult, though it can be used as one. Residents who were born outside of Hawaii but now live in the state are called kamaaina (children of the land).</i></p>
<p>Label this information. Is it "need to know," "might find interesting," or "historical connection"? Why?</p>	<p><i>Need to know—because it's about how to be polite in Hawaii and it's also good to know that being called a haole isn't necessarily an insult.</i></p>
<p>Source</p>	<p><i>Let's Go Hawaii (<a href="http://www.letsgo.com/5006-north_america-travel-guides-hawaii-cultural_essentials-culture-customs_and_etiquette-c">http://www.letsgo.com/5006-north_america-travel-guides-hawaii-cultural_essentials-culture-customs_and_etiquette-c</a>)</i></p>

Now use the charts to organize your own research. If you run out of space, copy the charts into your notebook.

<p>What I found out</p>	
<p>Label this information. Is it "need to know," "might find interesting," or "historical connection"?</p>	

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Source	
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What I found out	
Label this information. Is it "need to know," "might find interesting," or "historical connection"?	
Source	

AOHT Geography for Tourism

# Lesson 10

## Attractions and Geography

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### Student Resources

Resource	Description
Student Resource 10.1	Worksheet: Attractions and Geography
Student Resource 10.2	Reading: Attractions and Geography
Student Resource 10.3	Assignment: State Attractions Research and Poster
Student Resource 10.4	Worksheet: State Attractions Gallery Walk

Student Resource 10.1

## Worksheet: Attractions and Geography

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Use the information in Student Resource 10.2 to help you complete the worksheet. First, read the example below of how to analyze a city for its suitability as a place to build a new amusement park.

City name	<i>Honolulu, Hawaii</i>
How will physical geography affect the park?	<i>Honolulu is on a heavily populated island, so there isn't a lot of land to build on. People will have to take a plane to get there if they don't live on the island. Building a new amusement park, which requires paving and building over green space, would affect the island environmentally. Islands are isolated ecosystems and are vulnerable to loss of biodiversity and natural resources.</i>
How will weather/climate affect the park?	<i>Honolulu is a tropical place with lots of rain. The rain and humidity will damage rides made of metal; but the nice temperature year-round is a plus. Since islands are susceptible to changes accompanying global warming such as sea-level rise, hurricanes, and flooding, the new park would suffer from these too. If the amusement park is built, it would have to have special structural additions to deal with the threat of storm surge, high wind, and potential flooding—all of which adds to cost of the park.</i>
How will history affect the park?	<i>It is difficult to find land that hasn't already been built on that isn't sacred, and there may be problems with disturbing native burial grounds. Socially responsible tourism development must balance the drive for tourism profits with being respectful of the local population's culture and history, including religious beliefs and special feelings of attachment to places. What is an amusement park for tourists can be seen by some locals as a loss of heritage.</i>
How will culture affect the park?	<i>Native Hawaiians are friendly and welcoming, and the music and dance of Hawaii would add a lot to the park. But if the amusement park is going to be built in a place important to the natives, then it could cause a cultural conflict within the local community over whether the park should be built. If enough locals are mad about the park once it is built, the natives may be less welcoming to tourists.</i>
Should a new amusement park be built here? Why or why not?	<i>No. The physical geography, weather, history, and potential cultural conflict will cause too many problems.</i>

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**Lesson 10** Attractions and Geography

*Complete the chart below for the town your school is located in, using the example above as a model.*

City name	
How will physical geography affect the park?	
How will weather/climate affect the park?	
How will history affect the park?	
How will culture affect the park?	
Should a new amusement park be built here? Why or why not?	

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**Lesson 10** Attractions and Geography

*Now, complete the chart below for the largest city in your project destination country.*

City name	
How will physical geography affect the park?	
How will weather/climate affect the park?	
How will history affect the park?	
How will culture affect the park?	
Should a new amusement park be built here? Why or why not?	

Student Resource 10.2

## Reading: Attractions and Geography

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### Types of Attractions

Attractions are activities or locations that people are attracted to visit. Destinations may offer:

- Physical attractions
- Historical attractions
- Cultural attractions
- Tourist attractions

**Physical attractions** are based on the physical geography and climate of the destination. Relaxing on the beach, surfing or sailing, skiing or snowboarding, mountain climbing, or hiking—these are all physical attractions. A couple visiting France might want to enjoy the beaches of the French Riviera or hike in the French Alps. Currently, physical attractions have expanded to include activities based on ecotourism. These activities help tourists to appreciate and protect a destination's ecosystems, animal habitats, and biodiversity. Ecotourist activities might include whale watching, flora and fauna rescue programs, and photographic safaris. These activities are designed to have a low impact on the environment compared to more traditional nature-based activities.

**Historical attractions** are based on the destination's history. These include historical museums, tours, and visits to historical sites. That couple on a trip to France might visit a historical building, like the Notre Dame Cathedral. They might tour the landing beaches of Normandy, where the Allies landed during World War II. They might visit the Palace of Versailles, the former home of many French kings, which has now been turned into a museum. There is a growing movement to highlight historical attractions that tell more than one story about the past. Stories can also tell of people who traditionally were neglected by historians. These people include indigenous peoples, racial and ethnic minorities, women, and the working class. Tours of expensive historic estates and plantations, for example, might now tell the story of the servants and slaves as well as the owner and the master.

**Cultural attractions** celebrate the destination's culture. These also may be museums and tours, but they are focused on the food, music, art, and culture of the country. The couple visiting France might want to visit the Champagne, Bordeaux, or Burgundy regions of the country, where famous French wines are produced, and do some wine tasting. Or the couple might visit the Louvre, one of the most famous art museums of the world, located in Paris. Visiting a country to drink and learn about wines or to eat certain types of food is called culinary tourism and is of growing importance in the US and globally. The taste of a wine varies greatly depending on where the grapes are grown, so wine tasting is an interesting way for tourists to get a sense of a place. The same can be argued for the taste of certain foods, which reflects the physical and natural characteristics of a place and the fact that certain crops can only grow in certain regions of the world. The growing popularity of culinary tourism shows that travelers often want to connect intimately with the culture of a place. They want to taste and smell a destination's way of life as well as see it.

**Combinations:** Tourists rarely visit a place to see only one kind of attraction. In fact, most people want to experience the places they are visiting in a range of ways. They might visit Paris for its culture—art, food, and museums. But they will also visit historical attractions while they are there, like Notre Dame Cathedral and the Eiffel Tower. They may even enjoy a physical attraction such as a boat ride down the Seine River, which winds through the city. If they take a dinner cruise, they'll be experiencing culture, history, and physical attractions simultaneously!

These attractions should be familiar to you—you've already learned about physical geography, history and culture. Tourist attractions, however, are something different.

## Tourist Attractions

Tourist attractions are human-made and designed specifically to bring tourists to the destination. Typical tourist attractions may include:

- Amusement parks or water parks
- Zoos, wildlife preserves, aquariums
- Botanical gardens
- Museums
- Shopping centers, restaurants, resorts
- Unusual experiences, such as Segway rides, bungee jumping, hot air balloon rides

What do all these examples have in common? They are human-made, and they can exist in many different destinations. You can't take a tour of the White House in Omaha, Nebraska, and you can't attend Mardi Gras in Minneapolis. Those are destination-specific historical and cultural attractions. But you can visit tourist attractions like an amusement park, a zoo, a museum, or a shopping center almost anywhere.

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## Tourist Attractions and Geography

Tourist attractions will still be affected by geography. Remember the amusement park you were talking about earlier in this lesson? It's a tourist attraction, but where it should be built depends a lot on geography.

### Physical Geography

You wouldn't build the amusement park next to Mount St. Helens, an active volcano in the state of Washington. If you build another amusement park in Southern California, you'd better plan your rides carefully so they don't collapse during an earthquake. And if you want to have a large, ocean-themed park, like Sea World, you probably don't want to be too far away from the ocean.

In addition, the physical geography will affect where you build your park. You need to find a reasonably flat and/or empty area of solid land. Putting an amusement park in a swamp wouldn't be a great idea because you would have to bring in massive amounts of soil to build up the land enough to support the park and its parking lot and rides. Choosing a poor location may also mean that you don't have access to necessities for travelers, such as fresh water. Some sites might be wrong as a location for a park because they are the sites of fragile ecosystems and animal habitats.

### Weather and Climate

Weather and climate affects tourist attractions, too. If you're planning to build a water park, you probably won't build it in Alaska. Arizona might be a perfect place for it—lots of sun and warm weather that will make people want to spend the whole day getting splashed with water.

In some cases, climate will dictate what tourist attractions are available. An extremely hot or extremely cold climate will make it difficult to have a botanical garden or a wildlife preserve. But climate does not totally control what attractions can be built. You can put an amusement park or a shopping center anywhere. However, you may adjust how you build it. If you build a shopping center in Alaska, it will probably have lots of enclosed pathways and central heating. An amusement park in Hawaii needs to be designed to handle a lot of rain and humidity, which could make metal amusement park rides rust!

Weather and climate often shape the types of natural hazards that a destination has to be prepared to deal with. There is also the potential impact of climate change on the park. For example, in the face of global warming, a park in Alaska might face significant melting of snow and ice that could cause flooding and the breeding of insects that have never existed in Alaska before. A park in Hawaii, which is an island,

might be vulnerable to the sea level rise, severe storms, and flooding that would accompany climate change.

## History

Some tourist attractions are affected by history. For example, Knott's Berry Farm in Orange County, California, is an amusement park. It has roller coasters and other typical amusement park activities, but it also has many activities based on California history. You can pan for gold or explore Native American traditions. You can even buy some jelly to take home, since the amusement park's name comes from the berry farms that used to exist on part of the property.

History may also dictate where an attraction should or should not be built. Some destinations may encounter difficulties if they attempt to build on what was once considered sacred land, or if their construction efforts disrupt native burial grounds. It would also cause great controversy if you tried to build your theme park on the field where a famous battle was fought, for example, or if you had to knock down the house of a famous historic person to make room for the park. The same place can be seen in different ways by different people. What is a fun amusement park for tourists can be seen by some locals as a loss of heritage. Responsible tourism development directs us to develop tourism in ways that do not negatively impact the quality of life and historical and cultural identities of the local host community.

## Culture

Tourist attractions may also be affected by culture. Universal Studios' Theme Parks now exist in Florida and California, but they started in the actual Universal Studios lot in Hollywood, where real movies were filmed. In this case, people wanted to see the artistic and cultural activities there, which inspired it to become a tourist attraction.

Culture will also affect the building of a human-made attraction. A water park is a natural fit for the desert. But if you want to build a water park in the Middle East, you'd better choose the right country. Some places, like Dubai, which is part of the United Arab Emirates, are welcoming to Western attractions like water parks. But in other Middle Eastern countries, women are expected to stay covered from head to toe. A water park full of screaming girls in bikinis would not be popular in those countries. If the site chosen for building the amusement park is not right, then it could cause a cultural conflict within that country and actually make traveling to that country controversial and unpopular. If enough locals are mad about the park once it is built, it could cause the country to be less friendly or welcoming to tourists.

Student Resource 10.3

## Assignment: State Attractions Research and Poster

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

*Directions: You are going to research attractions in one or more US states and report to the class on what you have learned. These attractions will include all of the different kinds of attractions that you have learned about in this course: physical, historical, cultural, and tourist. You will be assigned one or more US states to work on. You will need to research the attractions in your state(s). You will take notes on this sheet, and you will also display the highlights of your research on a poster, so that your classmates can learn about the attractions in different states. Before you begin, read through all of the instructions on this sheet, and read the assessment criteria at the end to make sure you understand how your work will be assessed.*

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### Step One: Get Your Assignment

*Each student will be assigned one or more US states to research. When you get your assignment, write it down here.*

My assignment is:

For each state or group of states, you need to create a list of 6-12 attractions, with a brief description of each one. The description should include the following:

- A summary, one or two sentences long, of what the attraction is
- Where the attraction is (city and state)
- What type of attraction it is (physical, historical, cultural, tourist, or a combination)
- Pictures of at least three of the attractions to put on a poster

Your list should include the most popular or most famous attractions of your state(s), but keep an eye out for unusual, weird, or one-of-a-kind attractions, too. Aim for five of the most famous attractions and five of the more unusual ones. If your state has a lot of attractions, choose the ones that are most unique to that destination. Everyone already knows about the famous ones, and our goal is to learn about the whole range of attractions, no matter how unlikely.

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### Step Two: Do Your Research

If you have Internet access, use a search engine of your choice to search using some of the following keywords:

- *State name + visitors bureau*
- *State name + tourist attractions*
- *State name + tourism*

You may also wish to visit PlanetWare's North America Tourism section at <http://www.planetware.com/north-america-travel.htm>. It includes details about popular tourist attractions in every US state. You can also look up the appropriate Convention and Visitors Bureau at the Destination Marketing Association International's website at [http://destinationmarketing.org/FindDMO.asp?Act=LIST\\_BUREAUS&mcountry=United States&AKey=](http://destinationmarketing.org/FindDMO.asp?Act=LIST_BUREAUS&mcountry=United States&AKey=).

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Remember to look for unusual and unique tourist attractions, in addition to the most famous ones. Also remember to pick out at least three pictures that show the attraction.

Use the chart below to track your research, and make sure to write down the source of your information. An example is provided.

Attraction Name & Source of Information	Location (City & State)	Type (Physical, Historical, Cultural, Tourist, or Combination)	Description (One- to Two-Sentence Summary of What the Attraction Offers)	Pictures (List What the Picture Shows & the Source, if Necessary)
<i>Eiffel Tower</i>  <i>Source:</i> <a href="http://www.tour-eiffel.fr/teiffel/uk/">http://www.tour-eiffel.fr/teiffel/uk/</a>	<i>Paris, France</i>	<i>Combination: historical, cultural, tourist</i>	<i>This historical landmark built in 1889 is a symbol of Paris. Eat at its famous gourmet restaurant about halfway up the tower, or take the elevator to the top for breathtaking views of the city.</i>	<i>There's a good picture of the modern Eiffel Tower on the French Tourist Board site, but the Tour Eiffel site has several, too.</i>

*If you run out of space, copy this chart onto a separate piece of paper.*

## Step Three: Make Your Poster

Once you have your 6-12 tourist attractions, show your list to the teacher and get a sheet of paper to make your poster.

On your poster, you are going to list the names of your attractions, but you need to organize them by attraction type (physical, historical, cultural, tourist, or combination). For example:

**Attractions of France**

PHYSICAL

- The Alps
- Beaches of the Riviera

HISTORICAL

- World War II beaches at Normandy
- Palace of Versailles

CULTURAL

- Wine tasting tour in Burgundy
- Show at Moulin Rouge night club
- Louvre Museum

TOURIST

- Disneyland Paris

COMBINATION

- Cruise on the Seine River
- Tour of the Paris Sewer System
- Eiffel Tower
- The cathedral of Notre Dame

The poster features several images: a cutout of the Eiffel Tower with the text 'Eiffel Tower' written below it; a photograph of a Paris street at night with illuminated buildings; and a photograph of the Notre Dame cathedral at night. Arrows point from the 'COMBINATION' list to the Eiffel Tower image and the Notre Dame image.

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If you have more than 12 attractions, you don't have to put all of them on the poster. Choose the ones you think are most interesting. Remember to include at least three pictures as well.

Keep in mind that you will be turning in both your poster and your assignment sheet with all your research.

**Before handing in your assignment, check to make sure it meets or exceeds the following assessment criteria:**

- The assignment provides accurate, interesting information on 6-12 attractions.
- The assignment includes examples of all five types of attractions.
- The assignment includes brief and interesting descriptions of each attraction.
- The poster accurately classifies the attractions.
- The poster includes at least three pictures to show what the attractions look like, placed in an attractive way.
- The assignment sheet and poster are neat, legible, and presentable.

Student Resource 10.4

## Worksheet: State Attractions Gallery Walk

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

*Directions: Look at all of the posters in the class. Then use your classmates' posters (and your own) to answer the questions below.*

Name one state that you are more interested in visiting after your gallery walk, and explain why.

List the two or three weirdest attractions you see on anyone's list.

- 1.
- 2.
- 3.

Which state(s) seems to have the most attractions? Does the state's geography affect that? If so, how?

Which state(s) seems to have the fewest attractions? Does the state's geography affect that? If so, how?

List three physical attractions in three different states. Order them according to which one you would like to visit the most, with the third one being the one you're least interested in visiting. Explain your reasons for ordering them the way you did.

- 1.
- 2.
- 3.

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List three historical attractions in three different states that you didn't pick for the previous list of physical attractions. List the one that you'd most like to see first and least like to see last. Why did you pick this order?

1.

2.

3.

List three cultural attractions in three different states that you didn't pick for your list of physical or historical attractions. Put these in order of preference as well. Why did you pick this order?

1.

2.

3.

List three tourist attractions in three different states that you didn't pick for any of your other lists. Put them in order of preference and explain why you ordered them the way that you did.

1.

2.

3.

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# Lesson 11

## Travelers and Tours

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### Student Resources

Resource	Description
Student Resource 11.1	Descriptions: Tourist Profiles
Student Resource 11.2	Reading: Planning a Self-Guided Tour
Student Resource 11.3	Assignment: Planning a Tour Itinerary

Student Resource 11.1

## Descriptions: Tourist Profiles

*Directions: Read the target market descriptions that are posted around the room. Then read the tourist profiles described below. Decide which target market each tourist belongs in and write that tourist's name on the target market you have chosen. Be prepared to explain your reasoning.*

Profile #1: <b>Jamil Hassam</b>	This 35-year-old businessman is organized and plans ahead. He knows exactly what kind of experience he's looking for in a vacation. He wants to relax and slow down in a new environment so he can stop thinking about work and recharge. He doesn't want to have to think too much about what to do on his trip and would like to join a tour group, so that all of the decisions are already made for him.
Profile #2: <b>Irene Garrity</b>	This 71--year-old retired emergency room nurse goes on a trip to a new country every year. She packs lightly and learns enough of the language of the new country to get around it on her own. She keeps a diary of new foods eaten, new experiences, and new customs she has discovered. She writes a travel blog about her adventures.
Profile #3: <b>Jose Hernandez</b>	This 38--year-old husband and father of two children has finally saved up enough to take his family on a trip. He wants to teach them what is unique and exciting about the world and to learn about it with them. He wants to awaken a sense of adventure in his children and have experiences that they will all remember forever. He is outgoing and capable.
Profile #4: <b>Henry Wong</b>	This 25--year-old graphic designer wants to meet new people his own age and spend the money he just inherited from his grandmother on having the time of his life. He's been to London, Milan, Paris, and Buenos Aires, and he craves the wild times he had in those places. He wants to see the hotspots and be seen in them.
Profile #5: <b>Jalicia Stepney</b>	This 42--year-old business executive has sophisticated taste and is very well traveled. She is famous for her dinner parties at home and for her knowledge of classical music. Jalicia can afford to stay in the finest hotels. She wants to increase her familiarity with different styles of ethnic cooking as well as savor the best wines a country has to offer. She'd like to know more about folk customs and culture as well.
Profile #6: <b>Rupali Banerji</b>	This 58-year-old editor-in-chief of a popular arts magazine wants to push her limits and break away from her usual routine. She wants to discover new art and forms of art and explore wherever her spirit takes her. With her camera at the ready she intends to capture what the world has never seen before.
Profile #7: <b>Stephen Holtsworth</b>	This 34--year-old computer salesman wants to collect antiques, visit cathedrals, and learn about the history of ancient places with his girlfriend. He loves to try new foods and attend lectures on art and architecture. At the end of a day of touring, he wants to stay somewhere comfortable so he can be well rested for another day of exploring.

Student Resource 11.2

## Reading: Planning a Self-Guided Tour

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### What Is a Self-Guided Tour?

On a self-guided tour, you navigate a route yourself as opposed to an escorted tour where a tour guide directs the route, times, information, and places toured. Many self-guided tours come with suggestions, maps, instructions, directions, and items to see or to do. A growing number of self-guided tours are available as applications (“apps”) for GPS-enabled smartphones and mobile electronic devices. Some people prefer self-guided tours for the following reasons:

- They prefer to move at their own pace, instead of at the pace required by an escorted tour.
- They wish to see or experience specific artifacts or places connected to their interests, allowing them to move beyond what a tour guide would show or tell them.
- They wish to have a more “authentic,” immersive experience of the culture and the destination community. They think that an escorted tour will make them stand out as tourists.

Self-guided tours may be on foot, by bike, by car, or by using public transit (bus, subway, train, etc.). A self-guided tour can focus on one location, such as a museum. It can cover many locations within a city or region, or it can even cover an entire state or country.

Travel websites frequently offer self-guided tour itineraries. These can serve two purposes:

- For people who are trying to decide whether or not to visit a destination, a self-guided tour itinerary can give them examples of what they might see and/or do if they visit.
- For people who are planning a vacation or are already on a vacation, a self-guided tour itinerary can give them ideas of what to see and/or do.

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### Types of Tours

Many tours focus on individual interests or specialties. Some of the most common types include:

- **Adventure/Outdoor Tours**—for outdoor enthusiasts or active types; frequently include hiking, biking, mountain climbing, etc.
- **Animal and Farm Tours**—designed to introduce tourists to local wildlife and/or to enable them to experience farm life through harvesting crops, etc.
- **Architecture Tours**—designed to introduce tourists to the architectural history and prominent buildings as a way exploring the destination’s material cultural landscape.
- **Arts and Theater Tours**—which focus on art galleries, museums, theaters, etc., and give tourists an opportunity to focus on artistic venues and experiences. May also include backstage tours, etc.
- **Tourist Attraction Tours**—which focus on a limited number of tourist attractions. For example, a trip to Orange County, California, may include an attractions tour with stops at Disneyland, Disney’s California Adventure, and Knott’s Berry Farm.
- **Couples/Romantic Tours**—designed to highlight romantic locations or experiences that may appeal to couples, particularly those on a honeymoon, anniversary trip, etc.
- **Culinary/Food Tours**—which focus on sampling a specific type of food or various types of food that are common in a city/region.
- **Eco-Tours**—for tourists interested in learning about and helping to protect ecosystems, animal habitats, and biodiversity.

- **Elder Tours**—which offer schedules/activities that appeal to older or retired people.
- **Family Tours**—which offer schedules/activities suitable for young children.
- **Film Tours**—which focus on attractions related to film/television, such as when a destination was a location for filming or simply mentioned in a movie or media production.
- **Garden or Park Tours**—which focus on botany and plant life, especially native plants.
- **Gay and Lesbian Tours**—which allow gay/lesbian travelers to travel safely in less “friendly” places and/or to visit locations that are significant to the gay community.
- **Ghost/Supernatural/Dark Tours**—which feature supposedly “haunted” locations and share ghost stories or legends with tourists; some cities also feature vampire tours or tours that focus on the macabre or “creepy” history of a place. For example, London offers several “Jack the Ripper” tours which focus on the history of one of the world’s most famous serial killers.
- **“Highlights” or “Best of...” Tours**—which cover all the major tourist attractions of a location in a short amount of time.
- **Historical Tours**—which may focus on the general history of a region or on a specific period in history. For example, Paris offers general “History of Paris” tours as well as more specific ones focusing on the French Revolution and World War II.
- **Literary Tours**—which may visit the homes of famous authors and poets or visit locations mentioned in famous works of literature. For example, London has themed tours based on the works of Charles Dickens and the Sherlock Holmes stories, as well as tours connected to the life and works of William Shakespeare.
- **Music Tours**—designed to introduce tourists to a destination’s music scene and the homes, hangouts, and performance spaces associated with famous musicians, singers, and bands. ,
- **Religious Tours**—which focus on visiting sites that are important to a particular religion or faith (conventional or unconventional). Some of these tours are also called pilgrimages.
- **Shopping Tours**—which promise to take tourists to unique shopping locations or offer special bargains.
- **Spa and Wellness Tours**—which focus on visiting spas, yoga studios, retreat centers, or places of natural healing, such as mineral springs, etc.
- **Sports Tours**—which allow people who are involved in a particular sport to visit sports facilities, meet professional athletes, or see historic locations associated with that sport.
- **Student and Teen Tours**—which are designed specifically for people under 18 to include events that will appeal to them, as well as safety/supervision measures that will matter to their parents/guardians.
- **Volunteer Tours**—which offer travelers the opportunity to volunteer as well as see local tourist sites.
- **Winery, Wine Country, and Brewery Tours**—which offer tourists who like wine or beer the opportunity to visit the farms where the raw materials are grown and to see the wineries and/or breweries where the beverage is produced. Tourists may taste in-progress wines/beers and even experience what it is like to produce the beverage through volunteering there.

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## Travelers and Tours

Different types of tours will appeal to different types of travelers. You need to think about your target audience and what type of tours will appeal to them. Here is the list of target markets you talked about in class. Note that there are many different ways to describe target markets, and they are changing all the time. You can even come up with a description of a target market of your own that is not on this list.

## Hipster

- Confident, active, physically fit
- Trendsetter, adventurous
- Independent, experienced traveler
- Well educated, curious, sophisticated

## Explorer

- Seeker of the undiscovered or little known
- Actively seeks to get out of comfort zone
- Doesn't care about trends or what anyone else is doing
- Unafraid; content being alone
- Physically active, bold

## Comfort Seeker

- Seeker of the familiar and easy
- Settled in his or her ways
- Tastes are modest, not expensive or cheap
- Easy to entertain
- Does not like to be pushed physically

## Scholar

- Wants to learn as much as possible
- Long attention span, interested in everything
- May not be physically adventurous, but very keen on trying new experiences
- Well educated and culturally aware
- Loves history and the arts

## Gourmet

- Has expensive tastes, likes to be pampered
- Interested in trying new foods, wines
- Likes to be entertained
- Has no interest in roughing it or being physically challenged

## Partier

- Loves restaurants, night clubs, dancing
- Prefers cities where a lot is going on all the time
- Loves crowds, being around others
- Big shopper
- Wants to stay in comfort zone

Student Resource 11.3

## Assignment: Planning a Tour Itinerary

Student Names: \_\_\_\_\_ Date: \_\_\_\_\_

*Directions: Use this sheet to help you plan a tour itinerary for your country. Before you begin, read through all of the instructions on this sheet, and read the assessment criteria at the end of the sheet to make sure you understand how your work will be assessed.*

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### Identifying Tour Types

*As a group, you should already have decided on two types of tours that you think are a good fit for your country. Write them down below. Then you need to divide your group in half so that you can work on both tours at once. Use the chart below to help you do that.*

Tour Type #1		Tour Type #2	
Who Will Work On It		Who Will Work On It	

*Now, in your new smaller group, read the rest of the worksheet and use it to help you plan your tour. You will get back together with the rest of your group later in the lesson to share your tour.*

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### Step One: Brainstorm Possible Attractions/Activities/Stops

*Make a list of all the possible stops on your tour. Review the information you have compiled already about your country's history, culture, and physical geography to help you. List as many as you can think of—you will narrow down your list later.*

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## Step Two: Decide the Length of Your Tour

*Your tour may be one or two days in length, but no longer than that. You are not planning an entire trip itinerary, but focusing on a tour. So how long will your tour be?*

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## Step Three: Think Up a Theme or Title for Your Tour

*What will you call your tour? What will it focus on? In other words, if you're doing a history tour, will the tour cover the overall history of your country, or will it focus on a specific time in your country's history? Does your food tour offer samples of all your country's foods, or does it focus on something specific—a chocolate tour or a fruits and vegetables tour?*

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## Step Four: Choose Tour Stops

*Consider your theme and your time frame. Then look at the list of potential stops that you brainstormed in Step One. With a map of your country on hand to guide you, consider which stops are the best fit for your theme. Which stops are the most logical ones based on your time frame? For example, if most of your stops are in one location, but there's one attraction that's a four-hour drive away, you probably want to leave that one out.*

## Step Five: Identify the Means of Transportation

*Will your travelers walk? Ride a bike? Drive a car? Use public transit? Keep in mind your target market—what types of transportation will they be comfortable using? Also consider where your tour stops are. If it takes too long to walk between your stops, maybe you need to consider another means of transport. If most of your stops are not near public transit, you'll have to find another way for your travelers to get around.*

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## Step Six: Plan Out Your Itinerary

*Put your stops in a logical order, based on their locations relative to each other. In other words, don't have a stop on the city's East Side and then one on the West Side and then another on the East Side. If your stops are relatively close together, think about another logical way to organize your stops. Many tours put their stops in chronological order. So a history tour might start with the earliest historical landmark and move forward in time to more recent historical landmarks, and a food tour might start with an "appetizer" and finish with "dessert."*

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## Step Seven: Identify Timing of Each Stop

*Determine how much time you think people will spend at each stop and on travel between stops. Make the best estimates you can and remember to include meals and/or time to rest. For example, an art tour might say, "2 hours at Museum A, 15 minutes travel time, 1-hour lunch at Café B, 5 minutes travel time, 3 hours at Museum C."*

## Step Eight: Write Up a Final Draft

Create a final draft of the tour itinerary in a separate document or on a separate sheet of paper. Your tour should have a heading like the example provided below.

The Foodie's Tour of San Francisco (1 day)

Type of Transportation: Walking

Perfect for: Couples, families, food lovers

Not Recommended for: Babies, people with food allergies, anyone who has difficulty being on their feet for several hours

Notice that the heading includes the title, length of tour, type of transportation, identification of target market, and identification of any market(s) that might be inappropriate for the tour.

Below your heading, you should list each stop in the correct order. For each stop, you need a brief description of what the stop is, why it's important, and what travelers might want to do or see there. You should offer a suggested time frame for how long to stay at each stop, and you should provide a map or written directions to help travelers navigate from stop to stop.

How do you write up your stops? Below are some examples of self-guided tour write-ups. These may give you ideas and/or help you write up your tour. Review these as much as you find helpful. Keep in mind that many of these focus on a single location or attraction, which your tour shouldn't do. However, these still offer good examples of the type of information you need to include.

### Self-Guided Tour Examples

- Rick Steves' Europe: The British Library: A Self-Guided Tour (<http://www.ricksteves.com/plan/destinations/britain/britlib.htm>)
- Downtown Pittsburgh Market Square Area Walking Tour (<http://www.phlf.org/wp-content/uploads/2009/03/market-square-walking-tour.pdf>)
- Carlsbad Caverns "Big Room" Self-Guided Tour ([http://www.nps.gov/cave/planyourvisit/bigroom\\_selfguided\\_tour.htm](http://www.nps.gov/cave/planyourvisit/bigroom_selfguided_tour.htm))
- Durham, North Carolina: Exploring The Little River Basin: A Self-Driving Tour (<http://www.dcvb-nc.com/comm/EnoRiverDrivingTour.pdf>)

Before handing in your assignment, check to make sure it meets or exceeds the following assessment criteria:

- The itinerary is an appropriate length and includes a reasonable number of logical and appropriate stops.
- The itinerary includes accurate and realistic information.
- Each stop is well described to encourage travelers to visit.
- The itinerary includes an accurate map or written directions to help travelers navigate from stop to stop.
- The itinerary clearly appeals to a specific target market or markets.
- The itinerary is neat and uses proper spelling and grammar.

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# Lesson 12

## Travelers and Trends in Tourism

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### Student Resources

Resource	Description
Student Resource 12.1	Reading: Current Travel Trends
Student Resource 12.2	Worksheet: Current Travel Trends
Student Resource 12.3	Example: Storyboard
Student Resource 12.4	Assignment: Webmercial Storyboard

Student Resource 12.1

## Reading: Current Travel Trends

Hospitality trends change from year to year. Below are some examples of recent trends in the tourism industry. Destinations and attractions need to be able to take advantage of trends and stay current with the changing tastes and motivations of travelers. If the new trend is healthy eating and vacations that include exercise, a hotel wants to advertise its low-fat, low-carb room service menus, its exercise room, and its golf course. As you think about how to promote your destination in your webmercial, you also need to think about which of these trends you might be able to incorporate into your marketing.

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### Vacation Trends

**Value:** As the entire world struggles with a bad economy, value has become the driving force in today's travel industry. People are looking to make a deal, get a discount, or generally get more for their money. Travel industry businesses are responding to that by offering freebies—for example, a hotel may offer free dinner in their restaurant to guests staying at least two nights.

But value doesn't mean that everybody wants the same boring trip. People are looking for ways to have unique, special experiences—more “bang for their buck,” so to speak. If they are going to spend hundreds or thousands of dollars on a trip, they want to know they're getting something memorable for their money. Destinations and businesses that can offer a great experience at a great price will be successful.

In the present economic environment, destinations also realize that their customers are not just people who travel long distances but are also people from local or surrounding areas. The recession has increased the popularity of the “staycation,” where an individual or family stays and relaxes at home while taking day trips to area attractions.

**Technology:** Technology is an increasingly common part of life today; destinations and businesses need to capitalize on that. Some companies are offering “apps” (short for *software applications*) for smartphones that allow people to explore their destination or even order room service before they arrive at a hotel. Destinations and businesses are also beginning to offer free wireless Internet access—a combination of value and technology that is hard to beat

**Extravagance:** A smaller percentage of people are still doing very well financially, even in this difficult economy. For those people who have the money, they want even more unique and memorable experiences—jumping out of helicopters to go skiing, taking safaris, getting a high-speed car tour around a major city, having a private tour of a museum or a major cultural attraction, or planning their own cruise itinerary.

**Ecotours:** Another important trend in travel today involves the environment. According to the U.S. Travel Industry Association, 55% of consumers visiting destinations say they want to protect the environment. Many travelers want to do whatever they can to slow down climate change and leave as little of a “carbon footprint” as possible when they travel. Adventure tour companies that reflect these values are now booming. Tourists also want to visit famous places in nature, knowing they might change within their lifetimes. They are now flocking to see such famous destinations as Mount Kilimanjaro before the glaciers melt or South American rainforests before wildlife disappears. Ecotours are also part of a larger movement among tourists who want to use their vacation to improve the destinations they visit. For instance, a traveler may volunteer to participate in an environmental conservation/preservation project as part of his or her travel experience. Although not confined to environmental causes, voluntourism or volunteer tourism is growing in popularity.

## Accommodation Trends

**Eco-friendly hotels:** The environment is a big concern for many tourists. In response, there has been an ever-increasing “greening” of the hotel industry. For example, many hotels give guests an option of reusing their towels from the previous day in order to save the water and electricity used to run washing machines and dryers. Most major hotel companies have “environmental specialists” on staff, and certification programs in ecotourism are being developed. In addition, hotels will probably be regularly inspected for their eco-friendly policies and practices. For example, some hotels are pursuing LEED (Leadership in Energy and Environmental Design) certification, which is a rating system related to “green” building design and resource use. The results of these and many other inspections probably will affect their future American Automobile Association (AAA) or other quality ratings. The movement toward eco-friendly hotels is part of a larger movement toward sustainable tourism, which seeks to balance the profitability of tourism with environmental and social responsibility.

**The “un-hotel” experience:** Many travelers are tired of staying in the usual run-of-the-mill hotel and are now seeking unique experiences, often by booking private quaint villas in Italy, Mexico, and France. In response to this trend, some hotels are now building their own versions of private villas in order to recapture business. Other companies, like the new travel website [Airbnb.com](https://www.airbnb.com), make it easier for travelers to arrange to rent other people’s homes in the destination(s) they want to visit.

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## Dining Trends

**Value and simplicity:** People aren’t necessarily looking for the most indulgent, expensive ingredients, and they don’t need fancy tablecloths and crystal glassware. A good meal at a reasonable price is more important in the current economy, and families are especially interested in restaurants that come with some type of activity or entertainment for their children. People are also exploring new twists on old favorites—sandwiches, pizzas, and soups made with new and different ingredients—for example, Vietnamese Pho soup instead of the traditional beef or chicken noodle soup.

**Local, sustainable, and organic foods:** As people become more aware of how their eating habits affect the environment, they are more interested in where their food comes from. Local food is becoming very important—people like knowing they are supporting local farmers, and they like the fact that local food has a lower “carbon footprint” because it wasn’t shipped across the country or the world. Some restaurants make a point of promoting these details about their ingredients—for example, specifying that their poultry is from a “free-range” farm where chickens are allowed to roam instead of being kept in cages, that their seafood is “sustainably fished,” or that their produce is all organic. The desire for local food is also part of a larger cultural movement that emphasizes bringing great authenticity and less standardization to the tourist experience. People want to get in touch with the local cultural and physical geography of places and local, sustainable food ways is an important way of making that connection.

**Health-conscious/allergy-conscious cuisine:** People are paying more attention to their health and addressing their food allergies. Because of that, restaurants are making an effort to include more low-fat, reduced sodium, high fiber, and high antioxidant food. Many restaurants also make an effort to cater to those with specific food preferences or allergies, such as vegetarians, vegans, and people who eat gluten-free food. While tourism for some people is about extravagance and indulging in food and drink that one would not normally consume at home, for others tourism can be about going somewhere to get in better shape and purging the body of toxins and impurities. There is a long history of health-related tourism in the United States. In the early 20<sup>th</sup> century travelers sought medicinal warm or hot springs. Now, they go to spas that serve health-conscious cuisine and provide a variety of treatments.

**Small plates:** Many restaurants now serve multiple small servings of different items instead of a single large serving of one item. For example, a dessert plate may consist of several bite-size desserts—a small chocolate mousse, a small lemon tart, a small pudding cup, a truffle, a miniature scoop of ice cream—rather than one full-size piece of cake.

## Transportation Trends

**Eco-friendly transportation:** In response to tourists who want to help the environment, car rental companies such as Hertz, Budget, and Avis are continually adding fuel-efficient cars to their fleet. Many limousine companies now use hybrid vehicles. Some major hotels are installing charging stations for guests who drive electric cars. Some hotels offer bike rental to their guests, which allow them to get exercise as well as minimize their use of cars around destinations and resorts. Destinations such as Hilton Head, South Carolina, for example, have invested heavily in bike paths and lanes to facilitate this alternative to cars.

**Private jet charters:** Luxury-seeking tourists can now book their own private jets because of declining rental prices. For \$2,200 an hour, a group of three to five people can enjoy a plane ride with privacy, great views, and window seats for all!

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## Travel Planning Trends

**There's an app for that:** As mentioned previously, companies are beginning to integrate apps for smartphones into everything they do—including travel planning. The travel industry also recognizes the importance of having a prominent online, Internet presence in terms of marketing their services to tourists. The latest research shows that an evergrowing number of travelers use the Internet to plan vacations, locate discounts and values, and construct self-guided tours of destinations.

**Old-fashioned planning:** Although travel websites such as Travelocity and Expedia are staying busy, some travelers want more human interaction. The business of luxury travel planning is now picking up. For wealthier clients, travel consultants will plan every aspect of a trip (for a fee, of course), including hotel booking, dinner reservations, and concert tickets. Concierges at hotels continue to play an important role in assisting travelers in making restaurant reservations, arranging for spa services, recommending night life hot spots, booking transportation (limousines, airplanes, boats, etc.), procuring tickets to special events and assisting with various travel arrangements and tours of local attractions. Traditionally, concierges were only found at luxury hotels, but this is no longer the case.

Student Resource 12.2

## Worksheet: Current Travel Trends

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

*Directions: As you read Student Resource 12.1, answer the questions below.*

Choose two of the following trends: ecotours, do-good travel/voluntourism, luxury treks, staycations, no-children vacations. For each one, describe the kind of traveler you think the trend would appeal to and explain why.

Would any of these trends apply to your project country? Why or why not?

Look at the trends in all of the other categories: hotel, dining, transportation, and travel planning. Which trends do you want to keep in mind as relevant to your project country? Why?

What sorts of travelers do you think your webmercial should appeal to?

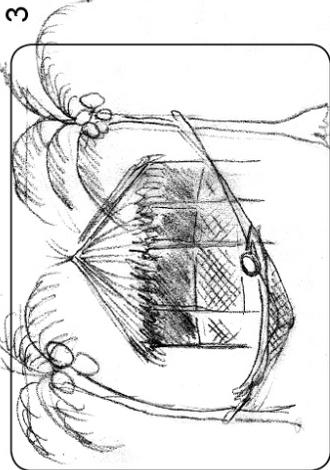
Student Resource 12.3

# Example: Storyboard

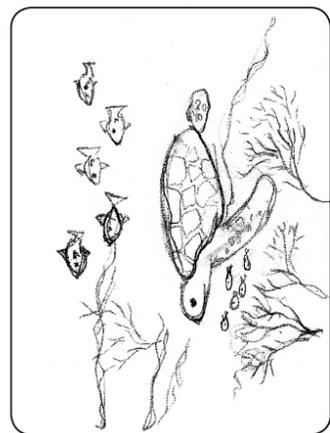
## ECOTOUR IN HAWAII



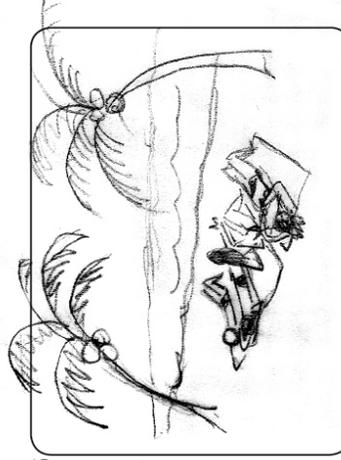
NARRATION: "Where you can feast on meals cooked to exotic perfection, made from organic bounty gathered by local farmers and fishermen."



NARRATION: "Where you can stay in cottages built with care to blend in with the natural surroundings."



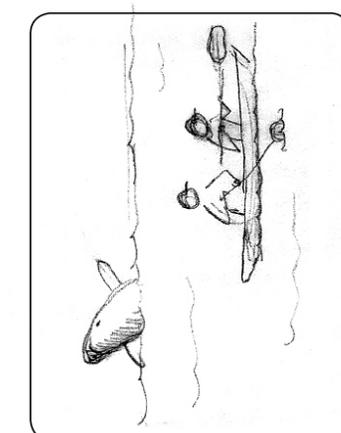
NARRATION: "Hawaii, one of the special places on earth where sea turtles live in the warm, tropical sea."



NARRATION: "Hawaii: the islands are beckoning, inviting you to become one of the travelers who always return."



NARRATION: "Where you can step back in time, experiencing the ancient lushness of the rainforest, and never leave a footprint of your own."



NARRATION: "Where you can help fund the Save the Whales Foundation when you buy a ticket for a boat ride on the sea."

## Assignment: Webmercial Storyboard

Student Names: \_\_\_\_\_ Date: \_\_\_\_\_

*Directions: You and your group will create a storyboard for a webmercial about your project country. Your storyboard should be six to nine scenes long. Divide the work evenly among group members, and make sure everyone has tasks to complete. How you divide up the work depends on the strengths and interests of your group members. For example, one person writes a rough draft of the narration and everyone helps to revise and polish it. One person draws the graphics and works with another person who chooses camera shots. The whole group revises and polishes their work too. Someone else can design the sound element, deciding such issues as: What sort of person would do the voiceover? What sounds or music would you hear? The whole group polishes these ideas as well.*

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### Elements of a Storyboard

- **Theme:** What is the “big idea” you want to communicate to your traveler(s)? Does this theme speak to your traveler’s motivations? Make sure that all the elements of your webmercial fit your theme.
- **Plot:** Will your webmercial tell a story? Will there be dialogue between people? Will your commercial be a series of separate images, with little narration? Whatever you choose, make sure your commercial has a cohesive plot, with a *beginning* and an *end*.
- **Images:** What images will you use to attract your traveler(s)? Do these images stir up emotions and interest? Do they fit the overall theme?
- **Camera shots:** What camera shots will you choose, and why? How will these different angles enhance the overall impact of your webmercial?
- **Text:** What narration will you include in your webmercial? Does it fit the theme?
- **Flow:** Make sure that the scenes of your webmercial flow well together and make sense to viewers.

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### Procedure, Part One

#### Choose a Theme, Title, and Shot Sequence

As a group, brainstorm the overall theme for your webmercial and describe it in a sentence or a phrase:

*Example: A very special place where tourists can indulge themselves in environmentally responsible ways.*

Decide on a title for your storyboard that reflects your theme:

*Example: Ecotour in Hawaii*

**AOHT Geography for Tourism**  
**Lesson 12** Travelers and Trends in Tourism

Write a sentence or phrases describing what will happen in each of the six to nine scenes of your webmercial:

*Example:*

*Scene 1: Beautiful, serene ocean scene from the viewpoint of a snorkeler*

*Scene 2: Simple, quaint beach lodgings*

*Scene 3: Happy couple eating healthy food*

*Scene 4: Sea kayakers in a boat, watching a whale*

*Scene 5: Hikers in the rainforest, enjoying nature*

*Scene 6: Young couple sleeping on beach*

Note: Before you do any more planning, take some time to look over the sections on camera shots and narration.

## **Camera Shots to Consider**

How a scene is shot affects what viewers think of the people and places in it. For your storyboard, you can choose from wide, long, medium, or close-up shots. Below, you'll find an example of each shot, along with some ideas about when it's good to use each one.

### Wide Shot



- Taken from far away; people look small; often used at the beginning to orient viewers as to where a scene is set; allows people to survey the landscape

### Long Shot



- Closer than a wide shot; shows a person from head to toe and what's around them; associates people with their surroundings

### Medium Shot



- Shows a person from the waist up; shows a person's expressions and what they're doing with their hands

### Close-Up Shot



- Shows just the head of a person; used when it's important to see someone's expression (for example, scared or happy); using this shot too much can confuse viewers because it doesn't provide information about the rest of the person or the person's relationship with the surroundings, so use it selectively on important objects or people (like a cute little boy who makes viewers smile)

## Procedure, Part Two

### Plan and Sketch Your Shots

List the images, details, and camera shots that should be included in each scene:

*Example:*

*Scene 1: Long shot of sea turtle, colorful coral, tropical fish, blue water*

*Scene 2: Long shot of grass hut, hammock, man snoozing*

*Scene 3: Medium shot of couple; woman has flower in hair; colorful, fresh food (fish, bananas, taro, and so on)*

*Scene 4: Long shot of two kayakers in boat, whale tail out of water, lots of drama*

*Scene 5: Long shot of hikers, lush green plants and trees, dense forest*

*Scene 6: Long shot of man and woman, white beach, palm trees, soft breeze, sunset*

Now, sketch each of the images, details, and camera shots for each scene on a large sticky note, and set aside. Draw “stick figures” if no one in your group can draw people very well.

## Write the Script

Follow these guidelines when writing the script for your webmercial:

- Make sure your script moves your story along or adds value to your webmercial. Don't use words if your images tell the whole story.
- Choose a style of narration that fits what you are trying to do. Do you want a natural style, the way people really talk? Or a jingle? Do you want it to sound dreamy or poetic? Match the language in your script to the type of traveler you are trying to attract (for example, don't use slang if you're trying to attract an elderly traveler).
- Decide on the "voiceover"—the person who will read your script. Is it a man or a woman? What type of voice will he have? What will be her speaking style (fast, slow, accented, and so on)?

Write the narration script for each scene on a separate sticky note and set aside.

Remember that not every scene needs narration. Include words only if they contribute to the theme and overall effect of your webmercial:

*Example:*

*Scene 1: Hawaii: one of the special places on Earth, where sea turtles live in the warm, tropical sea*

*Scene 2: Where you can stay in cottages built with care to blend in with the natural surroundings*

*Scene 3: Where you can feast on meals cooked to exotic perfection, made from organic bounty gathered by local farmers and fishermen*

*Scene 4: Where you can help fund the Save the Whales Foundation when you buy a ticket for a boat ride on the sea*

*Scene 5: Where you can step back in time, experiencing the ancient lushness of the rainforest, and never leave a footprint of your own*

*Scene 6: Hawaii: the islands are beckoning, inviting you to become one of the travelers who always returns*

## Lay Out a Draft and Check the Flow

Divide a piece of notebook paper into three columns across and three rows down. Transfer all of your sticky notes to your paper. Place images above their corresponding words for each scene. Rearrange your sticky notes until you have a good draft of your storyboard.

Analyze the flow of your storyboard:

- Does it make sense?
- Does it have the right effect on viewers?
- Is there a scene missing?
- Would a different camera angle add interest to a scene?
- Should any images be switched out?
- Should any parts of the script be rewritten or edited?

## **Sketch the Final Storyboard**

When your group is satisfied with the flow, sketch your final storyboard. Color each scene with markers, pencils, and so on. Be creative. Make your storyboard as interesting and attractive as possible!

# AOHT Geography for Tourism

## Lesson 13

### Travel Barriers

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#### Student Resources

Resource	Description
Student Resource 13.1	Worksheet: Travel Barriers
Student Resource 13.2	Reading: Travel Barriers
Student Resource 13.3	Email: Travel Tips and Warnings Needed
Student Resource 13.4	Worksheet: Travel Tips and Warnings

Student Resource 13.1

# Worksheet: Travel Barriers

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: List at least two websites you can use to find information about travel barriers.

- 1.
- 2.

Use the chart below to help you list other examples and identify details about the four major travel barriers. One example has been provided for each barrier. Add more examples as you see them, and make sure to fill out the "How Can It Affect You?" section.

Barrier	Examples	How Can It Affect You?
<b>Political</b>	<i>US-Cuba travel restrictions</i>	
<b>Health</b>	<i>Diseases in Africa</i>	
<b>Safety</b>	<i>Drug violence in Central and South America</i>	
<b>Cultural/ Religious</b>	<i>Middle East—women face restrictions in some places</i>	

Student Resource 13.2

## Reading: Travel Barriers

# AOHT Geography for Tourism



## Unit 5, Lesson 13

### *Travel Barriers*



In this lesson, we will learn about:

- The four major types of travel barriers associated with destinations
- How travelers can find out about them

## Travel barriers are a fact of life

As you plan a trip for yourself or for a client, you need to be aware of problems or challenges that might affect your trip.

*Can you guess  
what some of  
these barriers  
might be?*



It would be nice to plan a trip without worrying about what might go wrong, but it's not realistic. Not only should you be aware of the challenges you might encounter when you travel, but if you work in the hospitality and tourism industry you will also need to be prepared for what your clients might face.

An important part of this profession is advising clients about the possible hazards and issues that arise in certain countries and regions. Tourists receive this information as they plan their travels or make reservations. They also need advice once they arrive at a destination on how to find their way around safely and smartly.

## To identify barriers, do your research



Use the Internet to stay aware of changing situations in the country or countries you plan to visit, but make sure to visit reliable websites with accurate information.

*Can you think of any websites you could use to find out if visiting a foreign country is safe?*

Today, the Internet is the best way to stay aware of potential travel barriers. It's important to make sure that you use reliable websites. The US State Department should be your first stop (<http://travel.state.gov/>). Another good place to check is World Travel Watch (<http://www.worldtravelwatch.com/>). For health information, you can check the Centers for Disease Control and Prevention (<http://www.cdc.gov/travel/default.aspx>).

You will probably be able to find some of this information on other travel sites, but they obtain their information from the State Department, so if you visit the State Department and World Travel Watch, you should have all the information you need.

Some people read online posts or comments of people who have traveled to a particular place. These comments can provide good information, as long as you remember that you're reading one person's experience. Other people will have different experiences and interpret them differently as well. Not everything you can find on the Internet is reliable as a source of information.

## Check for Travel Warnings and Travel Alerts

The US State Department issues Travel Warnings and Travel Alerts to keep US travelers safe abroad. These alerts can be found on the State Department website.



*Why do you think they have “alerts” and “warnings”? What’s the difference between the two?*

Travel Warnings are issued for long-term, ongoing situations that make a country dangerous or unstable. A Travel Warning is also issued when the US Embassy or Consulate is closed or has limited staff, because that could affect the US government’s ability to help its citizens in that country.

Travel Alerts are issued for short-term situations that pose imminent risks to the security of US citizens. These may include natural disasters, terrorist attacks, political coups, election-related demonstrations or violence, and high-profile events such as international conferences or regional sports events.

## There are four major travel barriers



Political



Health



Cultural/  
Religious



Safety

*Can you remember the examples we discussed for each barrier?*

Most travel barriers associated with tourist destinations fall into one of four categories:

- Political
- Health
- Safety
- Cultural/Religious

We will discuss all of these in more detail, but here is one example for each one:

**Political:** The US restricts travel to and from Cuba because the US is opposed to the Cuban government, which is communist and led by a dictator.

**Health:** Travel to Africa can expose US citizens to many diseases that are uncommon in the United States, such as malaria and yellow fever.

**Safety:** Travel in some countries in Central and South America may be more dangerous because of drug-related violence.

**Cultural/Religious:** In some Middle Eastern countries, women may face restrictions on their behavior or in their ability to access certain places.

## Travelers can face political barriers

Political barriers may exist because the United States limits travel to and from specific countries, or because of political issues within that country.



*Can you think of some countries that might have political barriers to travel?*

The US government limits travel to certain countries, such as Cuba, because the US government and the Cuban government have serious disagreements. Other countries, such as North Korea and Myanmar, limit travel within their borders for both tourists and residents.

Political barriers may also exist because of a country's political issues. The Arab Spring of 2011 affected many countries, such as Egypt, Libya, Yemen, Bahrain, and Syria. The US State Department warned US citizens to avoid areas of protest and conflict in these countries. As a result, tourism dropped. For example, in Egypt the number of tourists fell by 33%, and so did tourist revenue.

The news describes journalists and tourists who have been arrested and held in countries like Iran and North Korea. These events are rare, but it is important to be aware of whether or not something like that could happen in the country you plan to visit.

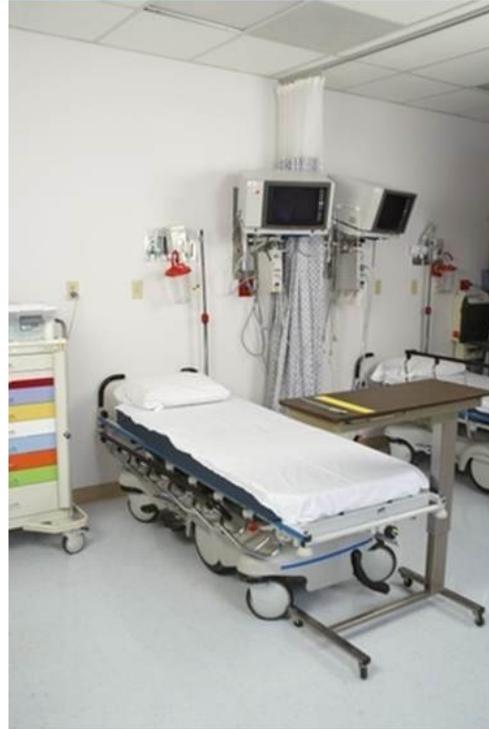
Politics can also affect the cost of travel. In addition to a passport, a visa is an official document that you have to have in order to visit certain countries. After 9/11 the US raised the cost of visas for foreigners to visit our country to help pay for increased security measures. In response, other countries greatly increased the cost of visas for Americans. Brazil and China charge Americans much more for travel visas than they charge visitors from other countries.

## Travelers can face health barriers

These may include:

- Lack of medical care in certain countries
- Risks of disease or injury in certain countries
- Risk of aggravating already existing medical issues because of conditions in certain countries

*Can you think of a health risk posed by a specific trip?*



If you are young and healthy and you're going to visit a major city, you probably don't need to worry about medical care. But if you're traveling to someplace that is remote, taking a trip that is physically hazardous, or you have health issues, then you need to know what kind of medical care is available.

Everyone needs to be aware of the health risks that exist in other countries. Diseases that are uncommon in the US can be more common overseas. The US State Department provides health information and vaccination recommendations for US travelers visiting specific countries.

If you have an existing medical condition, consider how conditions in the country you're visiting could affect you. Traveling to a place where the air is very polluted, such as Beijing in China, can be a problem if you have asthma. Traveling to hot and humid countries can cause all sorts of problems, from heatstroke to skin rashes, even in healthy people. Places like Africa and Asia have mosquitos that cause malaria. Every year 250 million people get malaria, and 1 million people die from it.

Do you remember seeing stories in the news about the H1N1 virus? That is an example of a health barrier. It was more common in some countries than others, which made people change their plans or take extra precautions if they needed to go to a country where it was prevalent.

## Travelers can face safety barriers



All travelers need to take basic safety precautions:

- Don't leave money lying around.
- Be careful with your passport and other documents.

*Besides the usual types of crime, what else might endanger tourists' safety? Can you think of any countries that might be dangerous?*

But certain countries pose other dangers to travelers' safety as well.

While every traveler needs to think about basic safety precautions, some places are more dangerous than others. As we've already discussed, some countries have political barriers due to violent protests about election issues or other internal problems. Other countries have ongoing violence because of terrorism, war, or high crime rates. In fact, many people in other countries are afraid to visit the United States because of the high crime rates that we have here.

All you have to do is watch the news at night, and you know that if you want a quiet, restful, and safe vacation, you're probably not going to visit Iraq—at least not right now. In other countries, American tourists may be the targets of kidnapping plots, because even people who are relatively poor by American standards can be seen as having a lot of money in another country. In 2010, some of these security worries included drug-related violence in Mexico, kidnappings-for-ransom in the Philippines, and terrorist activities in Algeria.

## Travelers can face cultural barriers



One of the best things about traveling to another country is experiencing its culture.

But different cultures have their own guidelines for appropriate behavior, and those can affect your plans.



*Why is it important to be aware of the cultural expectations of the places you visit?*

Different cultures have different expectations for appropriate behavior, gestures, and even body language. For example:

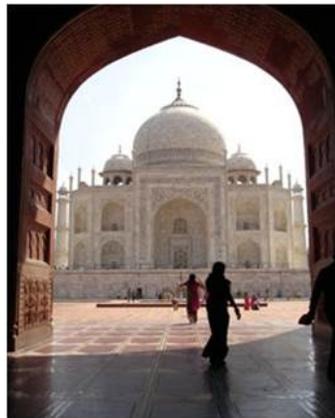
- In America, if you are cheering at a sporting event, you might whistle to show how excited you are. But in other parts of the world, a whistle is the same as booing.
- In America, eye contact is polite, but in other countries it can be seen as aggressive.

If you aren't aware of the culture, you might accidentally offend someone. For example, people in an Islamic country may not expect an American girl who is not Muslim to cover herself from head to toe, but they will be very upset if an American girl wanders down the street in a miniskirt and tank top!

Even if we think other cultures' manners or guidelines are weird or silly, we need to be respectful of them. As an American, you are a guest in someone else's country. You wouldn't go to a friend's house and insult the stuff they have in their room or the food they serve you, and it would be inappropriate to do the same thing in a foreign country. It can also be an issue of safety—by being disrespectful of important religious and cultural beliefs, you could make people very angry at you, and you might even be breaking the law of that country. Protecting and respecting cultural differences is part of being a socially responsible tourist and ensuring that travel to that country remains viable for future generations.

## Don't let barriers stop you from traveling!

It's important to be informed, but don't let these travel barriers keep you from exploring the world!



*Where would you like to go?*



You can't find a country in the world that will not present some barriers or challenges, and these barriers shouldn't discourage you from traveling. We face risks every day—people who never leave the United States can still get sick, be in a car accident, or get caught in the wrong place at the wrong time.

The important thing is to be prepared—know what challenges you might face and how you will handle them. If you stay aware of the political situations you might encounter, if you get your vaccines before you leave, if you try to avoid violent or dangerous situations, and if you are respectful of the cultural and religious expectations of that country, you will be a safe, smart, and polite traveler whom most of the world will welcome!

Student Resource 13.3

## Email: Travel Tips and Warnings Needed

*Directions: Read this email from your boss. Discuss how you will divide up these new responsibilities in your group so that you can work quickly and effectively together.*

*Hello, Team!*

*Thank you for keeping me updated on your progress as you complete the proposals for our website. It tells me that you are on track and working efficiently.*

*We just came out of a design meeting and decided that we need to do one more thing: point out anything that could be a problem for visitors to your destination. Please write out some clear warnings about anything currently happening in your country that could be dangerous or upsetting to tourists, and compile a list of basic tips about ongoing situations in your country.*

*Tips might include facts such as the vaccines visitors need in order to travel safely there, warnings about sanitation (is the water safe to drink?), weather issues (watch out for heatstroke if the location is hot and humid), and so on. You know the drill—check the US State Department, the Centers for Disease Control and Prevention, and the World Travel Watch websites. It wouldn't hurt to see what our competitors are saying about this country, too.*

*Your tips and warnings section should do the following:*

- *Identify any recent problems or problems expected to occur within the next year.*
- *Identify any health-related issues.*
- *Suggest whom to contact in the foreign country in case of an emergency.*
- *Include 15–20 tips and/or warnings.*
- *Be specific to your country. Don't just give general travel advice. Why does this piece of advice matter to someone visiting this country?*
- *Direct the reader to the sources of your information. Include the site name and web address for these sources in a section labeled "For More Information."*
- *It should be written neatly, without any spelling or grammar mistakes.*

*Please work effectively with your colleagues on this project, since we have a deadline coming up. Don't waste time! And make sure to split up the work among all of your teammates—I don't want just one person's ideas on this.*

*Keep up the good work!*

Su Jin

President, Globetrotters Travel, Inc.

Student Resource 13.4

## Worksheet: Travel Tips and Warnings

Student Names: \_\_\_\_\_ Date: \_\_\_\_\_

Project Country: \_\_\_\_\_

*Directions: Using the research materials and/or computers that are available, complete this worksheet to identify important situations, limitations, and advisories that travelers to your country should know. Make sure that the tips you find are relevant to the current situation in your project country. For example, has the political situation changed so recently that the tip is out of date? Has the country experienced a devastating weather event that changes what you want to say for a health-related tip?*

*Before you begin, read through all of the instructions on this worksheet and read the assessment criteria at the end of the worksheet to make sure you understand how your work will be assessed.*

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### Dividing Up the Work

*You need to divide up the work so that each member of your group is researching a specific type of travel barrier. Use the chart below to determine who will work on what.*

Barrier	Who Will Work On It
Political	
Health	
Safety	
Cultural/Religious	

## Doing the Research

You need to find about five tips for your barrier type and write them in the chart provided below. An example is provided. Once you each have completed your individual research, you will work together to create a separate document that includes the most important travel tips and warnings for your country.

Tip or Warning	Reason or Background Information	Source or Who to Contact
<p><i>Example:</i>            Country: United States</p> <p><i>Any liquids that you are bringing in your carry-on luggage must be in 3 oz. containers or smaller, and all must fit into a one-quart transparent zip-top bag.</i></p>	<p><i>American national security authorities believe that this measure helps reduce the possibility of a terrorist bringing explosive materials on board a plane.</i></p>	<p><i>The packing do's and don'ts make up a very long list, and to remember everything, many passengers visit the Transportation Security Administration's website, <a href="http://www.tsa.gov">www.tsa.gov</a>.</i></p>

Tip or Warning	Reason or Background Information	Source or Who to Contact

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**Lesson 13 Travel Barriers**

<b>Tip or Warning</b>	<b>Reason or Background Information</b>	<b>Source or Who to Contact</b>

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**Lesson 13** Travel Barriers

*Now work together to choose the most important tips and warnings in each category and combine them with your group mates'. Create a final document that lists approximately 15 tips or warnings that address all four travel barriers.*

Check to make sure your final document meets or exceeds the following assessment criteria:

- The final document includes approximately 15 tips or warnings that address all four travel barriers.
- The tips or warnings are accurate and specific to the project country.
- The tips or warnings reflect an understanding of the current circumstances of the project country.
- The final document is neat and uses proper spelling and grammar.
- You used class time effectively and divided the work evenly.

AOHT Geography for Tourism

# Lesson 14

## Working in Tourism

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### Student Resources

Resource	Description
Student Resource 14.1	Reading: Careers in Travel
Student Resource 14.2	Worksheet: My Dream Travel Job
Student Resource 14.3	Reading: Sample Travel Resume
Student Resource 14.4	Worksheet: Project Checklist

### Student Resource 14.1

## Reading: Careers in Travel

The hospitality industry is huge and offers many different types of employment. The service sector, the part of the economy that includes hospitality and tourism, is growing rapidly, and a strong knowledge of geography can be very helpful in many different careers.

According to the US government's Bureau of Labor Statistics, the mean annual salary for a geographer was \$72,890.00 in 2010. Ticket agents and tour guides earned \$28,000 in 2009. A travel agent earned \$33,950 in 2010 and a cartographer, or mapmaker, earned \$59,000 in 2009.

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### Jobs That Require Knowledge of Geography

There are many jobs in which knowledge of geography is useful. Here are a few examples from within the hospitality and tourism industry:

**Cartographer:** A cartographer makes maps. Maps and other displays of detailed geographic information are necessary for lots of reasons, and cartographers work in a variety of fields including publishing, government, surveying, and conservation. Today, most maps are created using digital Geographic Information Systems (GIS), so an understanding of computers is very important. Of all the geography-related careers, this one is growing the fastest today. Typically, cartographers spend their time designing maps, researching and evaluating data, and using desktop publishing software to edit and design the maps.

Cartographers also use maps and data to analyze geographic patterns. This work is important to figure out trends in tourism: where tourists are originating and what they may need in the future. Will new tourism accommodations need to be built? What about new attractions? Transportation systems? Cartographers also use maps to study the potential impact that the expansion of tourism may have on natural environments, social communities, and business districts.

While cartographers spend a lot of their time at their desks, they do go out into the field to collect data, make observations, and make presentations to local officials and tourism leaders. To become a cartographer, you may want to take courses in physical and applied sciences, urban and regional planning, civil engineering, earth sciences, computing, and mathematics. In addition, cartographers need analytical ability and problem-solving ability. They need strong attention to detail and the ability to work independently.

**Destination marketing professional:** Destination marketing professionals promote tourist destinations and provide information to people looking for particular travel experiences. They use modern technology extensively to reach their target market—tourists. In addition to being extremely knowledgeable about effective use of the Internet, these marketing professionals also promote destinations through Convention and Visitor Bureaus, attractions of all types, and resorts. This job requires a high degree of familiarity with the physical and cultural geography of a destination and how best to market those aspects of the destination to tourists. Marketing is especially geographic in nature because it involves shaping how people perceive and experience places. Many of our expectations about destinations are shaped by brochures, travel guides, TV commercials, and Internet promotions created by marketing professionals. If a brochure does not accurately reflect the physical and cultural geography of a destination, then travelers will be displeased and perhaps not return in the future, thus hurting tourism. A good marketing professional emphasizes knowing the many cultural and physical features of a destination. But they also promote the natural and cultural aspects of a destination to make sure that they are treated with respect and conserved for future generations.

**Travel writer:** Travel writers write reviews and descriptions of lodging, food and beverage, destinations, or attractions to help people decide where to visit. They may write for online travel websites or for travel

guidebooks. They may be on staff for a publisher or a magazine, or they may work freelance, taking different projects from different employers. Travel writing can be very exciting, because the writers need to go visit most of the places they write about. Travel writers need to have very strong writing skills and also have good research skills, because they need to find out where the best hotel is or what the history of an ancient monument is. Travel writing is also very competitive, so writers need to put together a strong portfolio with examples of their work, and they need to be able to deliver their articles on time without missing deadlines.

**Tour guide:** Tour guides lead individuals or groups on sightseeing tours through cities, regions, or specific attractions. Guides are responsible for managing their groups, whether the group is made up of students, retired people, or families on a summer vacation. They need to make sure their group is safe and follows the rules of the specific location they are visiting. Guides also need to be knowledgeable about their location. They should be able to talk about the history, geography, and culture of their location. Guides who speak multiple languages are especially valuable. Guides may spend some time at a desk, planning tours, but a lot of their time is outside the office, giving tours and helping customers. Tour guides need to be good at public speaking and have strong customer service skills. They also need to be sensitive to the different cultures of their customers and be good at problem solving.

A good tour guide anticipates the questions and needs of tourists. A tour guide is not just a source of information or service provider. Sometimes, the tour guide is the first and only local that travelers will meet and speak with in depth during their trip. Tour guides play an important role in helping tourists navigate the destination community, not just in terms of where to go (and not go) but also in terms of how to interact with locals in responsible ways that avoid conflict and reflect a deeper understanding of the destination as a place.

**Location scout:** A location scout finds the locations where a movie needs to be filmed. Sometimes these locations are in a nearby neighborhood, but if you're filming the next big international spy movie, you'll probably need to find some more exotic locations. A location scout has to read the script and talk to the filmmakers to make sure that he or she understands exactly what they want. Then the scout does research to find possible locations. The scout travels to the possible locations and takes pictures to show the filmmakers. Scouts do a lot of traveling and a lot of research. They also need good photography skills and good people skills, because they may have to convince homeowners or government officials to allow the movie to be filmed there.

Scouting out a location for filming can have an important impact on the community where the movie will be shot. Shooting a movie brings with it film crews, catering crews, actors, directors, and producers—all of whom will spend money and contribute to the local economy. After the film has been released, the movie location may continue to attract visitors interested in seeing where a movie was made. This is called film-induced tourism. Consequently, location scouts can play a critical role in putting a destination on the map.

**Travel agent:** A travel agent plans and sells trips to their customers. The agent consults with the customer to determine the destination, how they'll get there, when they'll go, what they'll do when they're at the destination, and how much they're willing to spend. Once these things are decided upon, the travel agent will book the trip for the customer. The travel agent may also promote specific travel packages that are already put together by other companies. A good travel agent will provide clients with brochures and other materials about the destination that point out regulations, risks, customs, and points of interest. Travel agents need outstanding customer service skills. They need to be good active listeners and good communicators to ensure that they understand what the customer wants and that the customer has a clear understanding of what their vacation will be like. They also need good sales and marketing skills and a strong knowledge of world geography and world cultures. Today, most of a travel agent's work is done on a computer, so good basic computer skills are important.

While some tourists come to an agent with a clear idea of where they want to travel, agents can play an influential role in helping choose the destinations based on the traveler's motivations, their previous travel experience, and whether they are a traditionalist or an innovator. Some travelers put a lot of responsibility in the hands of the agent by asking the agent to help them select the "right" destination. It is

also the responsibility of the travel agent to make travelers aware of certain warnings and barriers associated with certain destinations.

**Jobs outside of hospitality and tourism:** There are many jobs outside of the hospitality industry in which knowledge of geography is helpful. Many scientific and research jobs in fields as varied as archaeology and biology need geographic knowledge. If you discover an artifact from an ancient civilization or you find a new species of animal life, you need to know what country you're in! Politicians and government employees also need geographic knowledge, because they need to understand the different locations around the world where events occur. City planners need to know the local geography very well so they can best meet the needs of growing and changing communities. There are some businesses in which geography is very important, too. For example, oil companies need to know locations around the world where oil might be obtained, and mining and timber companies need to understand and manage their natural resources to minimize environmental damage.

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## Getting Started

These jobs have very different requirements for getting started. A travel agent, for example, needs a high school diploma and good computer skills. More and more travel agencies prefer students with college degrees, particularly in business, but there are also special schools just for becoming a travel agent. Location scouts and tour guides don't require college degrees, but in both cases a degree can increase your chances of getting hired.

Travel writers almost always have Bachelor of Arts degrees from a college or university. They often earn degrees in journalism, English literature, or communications. Writing well on a wide range of topics requires a strong background in subjects that are sometimes lumped together under "liberal arts." Examples of subjects that would be in this category include history, world literature, art, geography, anthropology, archaeology, political science, economics, and biology—all of these subjects would give a writer a great background from which to draw when writing articles and books. A good travel writer is in love with learning and with communicating that enthusiasm to readers.

Student Resource 14.2

## Worksheet: My Dream Travel Job

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

*Directions: Use this worksheet to describe your ideal travel job. Before you begin, read through all of the prompts on this worksheet, and read the assessment criteria at the end of the worksheet to make sure you understand how your work will be assessed.*

My dream travel job is...

This job appeals to me because...

This job is a good match for my personality and skills because...

The first steps I think I'd need to take to get this job are...

Check to make sure your assignment meets or exceeds the following assessment criteria:

- All four prompts are complete.
- The worksheet provides a thoughtful explanation for why a particular job is appealing.
- The worksheet includes at least two specific reasons that this job is a good fit for you.
- The worksheet includes at least three steps to take to get this job.
- The assignment is neat and uses proper spelling and grammar.

Student Resource 14.3

## Reading: Sample Travel Resume

**Derek Masozi**

897 Royal St.  
New Orleans, LA 70112  
(504) 555-1212  
masozi@derekmasozi.com

### OBJECTIVE

An assistant editor position with a travel guidebook publishing company.

### WORK HISTORY

**Lead Writer, Moon Guides: New Orleans, 2010**

- Wrote approximately 50% of new post-Katrina guide to New Orleans.

**Contributing Writer, Moon Guides: Florida Gulf Coast, 2009**

- Wrote dining and nightlife sections for multiple cities in internationally published guidebook.

**Contributing Writer, Moon Guides: Austin, San Antonio, and the Texas Hill Country, 2008**

- Wrote section on San Antonio for internationally published guidebook.

**Editor, KatrinaSurvivorStories.Net, September 2006–December 2007**

- Served as editor for website publishing stories of Hurricane Katrina survivors.

**Freelance Writer, June 2007 to present**

- Articles have appeared in *Good Housekeeping*, *Cosmopolitan*, *Bridal Guide*, *Southern Living*, the *Times-Picayune*, and others.
- Articles have also appeared on TravelToday.com, FamilyTrips.net, and TheKnot.com.

### EDUCATION

**Bachelor of Arts, English, with a minor in Journalism, May 2009**

Tulane University, New Orleans, LA

### COMMUNITY SERVICE

Volunteer, Music Rising, 2008–2010

Volunteer, Habitat for Humanity New Orleans, Summer 2009

### EXTRACURRICULAR ACTIVITIES

Defensive Back, Tulane University football team, 2005–2006, 2007–2008

References available upon request.

Student Resource 14.4

## Worksheet: Project Checklist

*Directions: Your country's website section is almost ready to be launched! Use this checklist to make sure you have everything completed.*

Your final project should include the following:

- A one- to two-page introduction to your country and description of its geography, typed and double-spaced (based on Student Resource 6.6)
- A climate profile of your country (Student Resource 7.3)
- A completed timeline emphasizing key events in your country's history (Student Resource 8.3)
- A summary of the cultural heritage of your country (Student Resource 9.4)
- Two tour itineraries that are thematically different and that appeal to specific target audiences (Student Resource 11.3)
- A storyboard for a webmercial that promotes your country (based on Student Resource 12.4)
- A list of travel tips and warnings that are appropriate for your country (based on Student Resource 13.4)
- A master bibliography in which all sources are properly cited (Student Resource 6.5)

Now use the chart on the next page to make sure you have completed everything.

Item	Status	Comments
<i>Example: Timeline</i>	<i>Finished</i>	<i>Sonia will make a few changes based on the comments we got and then put it back in our folder.</i>
<b>Country Introduction</b>		
<b>Climate Profile</b>		
<b>Historical Timeline</b>		
<b>Cultural Heritage</b>		
<b>Tour Itineraries</b>		
<b>Webmercial Storyboard</b>		
<b>Tips and Warnings</b>		
<b>Bibliography</b>		

AOHT Geography for Tourism

# Lesson 15

## Final Presentation and Course Closure

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### Student Resources

Resource	Description
Student Resource 15.1	Worksheet: Planning for Your Presentation
Student Resource 15.2	Feedback Form: Project Presentation

Student Resource 15.1

## Worksheet: Planning for Your Presentation

Student Names: \_\_\_\_\_ Date: \_\_\_\_\_

*Directions: You need to give a brief overview of your entire proposal for the website, using some of the artifacts of your project to support your explanation. The presentation should be five to eight minutes long, and everyone in your group needs to participate. Use the chart below to figure out who is going to talk about which element of your project. You should also be prepared to display your timeline and your storyboard as you present and turn in the other items listed in your project after your presentation.*

### What Should Our Presentation Include?

Section of the Presentation	Details, What Assignments to Look At	Section Leader(s) (Who Will Talk about It)
Country's introduction and geography	Student Resource 6.6, Assignment: Country Introduction	
Country's climate	Student Resource 7.3, Assignment: Country Climate Profile	
Country's history	Student Resource 8.2, Worksheet: Country Historical Research, and Student Resource 8.3, Email: Timeline and Tours Needed	
Country's cultural heritage	Student Resource 9.4, Worksheet: Cultural Research Report	
Tour itineraries	Brief description of two tours (Student Resource 11.3)	
Storyboard	Brief description of the storyboard and its target market (Student Resource 12.4, Assignment: Webmercial Storyboard)	
Tips and warnings	Tips and warnings for project country (Student Resource 13.4, Worksheet: Travel Tips and Warnings)	

## Writing Presentation Notes

Speakers make notes to themselves on index cards or a sheet of paper so that they remember everything that they want to say. These notes help speakers stay focused and can also help keep them from feeling too nervous. Without the notes, you might find yourself saying your part in the wrong order, rambling on and boring your audience, or saying stuff you never meant to say.

Presentation notes don't include every word of your presentation; they are really a list of reminders. When you write them, think about good details and interesting ways to express your information so that the audience is truly listening and enjoying your part.

Here is an example of one student's presentation notes. The project was on how to change what you eat to be healthy, and her part was on drinks.

- One can of soda has the equivalent of six teaspoons of sugar in it.
- Rots your teeth; makes your blood sugar spike so you feel jittery and then tired when you crash.
- If you are overweight, it's one of the main reasons.
- Instead, when you're home, drink:
  - Juice spritzers: describe how to make one.
  - Tea, any kind. Even if you like it with sugar, you will only put two teaspoons in. Explain antioxidants.
  - Skim or 1% milk for protein and calcium for bones. Drinking milk at our age helps prevent our bones from breaking when we're grandparents. Describe osteoporosis.
  - Ice water with a little lemon.

Practice your presentation with a partner, using your presentation notes. When you practice, glance at your notes, but mostly look at your audience. Smile, stand tall but try to look relaxed (it might help you feel relaxed!), and speak slowly and clearly. People usually talk too quietly and quickly; if you sound too slow and loud to yourself, you are probably speaking so that people can hear and understand you.

Good luck!

Student Resource 15.2

## Feedback Form: Project Presentation

Country: \_\_\_\_\_ Students: \_\_\_\_\_

Based on this presentation, would you choose to visit this country? Why or why not?

List three elements of the presentation the group did well.

- 1.
- 2.
- 3.

List three elements of the presentation you thought they could have done better.

- 1.
- 2.
- 3.