



Mapping the Mediterranean: Lesson Plan

Hotel Development on a Greek Island

A Classroom Activity

Subject Area: Geography and History

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For Grade Levels: 11-12

NCSS Standards: I; III; IV a,b; VII a, d, e, f, g, h, i.

Time Required: 3-5 days (flexible)

Objectives: Students will create a hotel development to encourage tourism on the island of Santorini that balances economic development with historic site preservation.

Objectives in this lesson surround the practical application of geographic visualization skills, map reading, information organizing and applying historic sensitivity to modern economic development by assigning students to build a hotel development on the island of Santorini in the area of Thera, near the ruins of a great ancient civilization.

The challenge in this lesson is to encourage appropriate sensitivity to historic preservation in the context of the demands of a modern (global) economy. In this lesson

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students must balance the realities of the Greek economy, that being dominated by the service and international tourism industry, with the compromising task of preserving and promoting national historic sites without disturbing the aura created by the ruins. In short, students must create development without compromising that which attracts various tourists to begin with.

Materials:

- Map of Thera. A high quality PDF is accessible on the following web site
http://www.aiys.org/aodl/public/medmaps/MEDMAPS_site/Essay_pages/Thera.htm or use Attachment A
- Access to computers for internet research on the historic information on Thera.
Suggested sites: www.santorini.net
<http://www.sailingissues.com/greekislands/santorini.html>
- Sketch materials: pens, pencils, markers, paper, etc.

Procedure:

Scenario:

The Greek tourist board and Historic Preservation Committee want to construct a hotel on the island of Santorini near the historic site of Thera. You and your partners work as team of planners for a Greek hotel developer that is competing for the development contract with several other teams. The Tourist Board and Preservation Committee's mission is to create a plan for a hotel on the island that will stimulate the local economy, balance the growing needs of tourists as well as preserves and maintains deep respect for the historic value of the sites on the island.

Working knowledge:

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*The historic importance of Santorini (Thera) to western civilization [some brief internet research—one 45 min. class period—on specific sites on the island can provide enough background information to complete this lesson.]

*The map & Baron von Gaertringen_

The volcanic island of Santorini has fascinated travelers, archaeologists and historians for centuries. The German archaeologist Baron Friedrich Hiller von Gaertringen (1864-1947) began work in Santorini in 1895 where he carried out excavations for several years, supporting a group of archaeologists at his own cost. The main focus of their work was the excavation of the ancient capital of the island, which is extensive. The ruins of the capital date mostly from the 4th century B. C. The map exhibited here depicts the southeastern part of the island in great detail, showing the location of ancient Thera on the promontory between Kamari and Perissa. Modern archaeological excavation in Santorini is focused on the late Minoan (ca.1550 B.C.) ruins at Akrotiri.

[http://www.aiys.org/aodl/public/medmaps/MEDMAPS_site/Essay_pages/Thera.htm]

*From the precipice at Thera to the coast (following a 45 degree angle from the precipice at south west to the coast) at Cape Exomiti is slightly more than 2 miles.

*68% of Greek workforce find employment in the service industry, with 15% of total workforce in tourism.

Procedure:

1. Students should read the following steps and discuss as a group what research information is necessary to complete the project.

Step 1: Select a location on the map provided.

- Use your knowledge of maps and explain the characteristics of the physical location and the ephemeral characteristics of the place that make it stand out as an ideal location.
- Be prepared to justify the capital investment in this place,

3

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identify the benefits in relation to other locations, and remember you are working under a tight budget.

- Such benefits should also address economic cost/benefits to Santorini and Greece as a whole.

Step 2: Create a rough plan/sketch and outline for the hotel at the selected location.

Include the following:

- Total desired occupancy
- The desirable features of a resort hotel that are appropriate to the location: pool, patio, balcony views, restaurant, café, gift shop, etc.
- An “architectural” drawing of the hotel and environment.

Step 3: Mark your proposed hotel development onto the map provided, and create a new map key with appropriate symbols, that include the following items:

- Arrows indicating scenic views (as best understood by only using a physical map!)
- Indicate access to all highways and roads leading *to* and *from* the hotel (especially consider access to sea/ferry ports and/or airport.)
- Paths for walking tours of historic areas (no more than 15 miles.)
- Identify all historic sites on the map provided.

Step 4: Create a brochure that focuses on historic and nature site tourism to accommodate the needs of your guests and to satisfy the selection committee. The brochure should include the following:

- A logo for the hotel on the front of the brochure
- A written (1-2 paragraph) historic and geographic overview of Thera
- A map with walking tours leaving from and returning to the hotel that contains site information or what you will see and its significance to western civilization.
- Pictures/sketches of the sites

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3. Students will conduct internet/library research (1 class period)
4. Students should complete steps 1-4 (2-3 class periods)
5. Students should display and present projects (5 min) to team of judges for evaluation. (1-2 class periods—depending upon length of presentation)

Evaluation/Rubric:

The grade should be determined by committee to model the Historic Preservation Committee and the Greek Tourism Board. Ideally to stimulate greater school community other two other faculty/administrators should act as judges (one as HPC and GTB) and the lead teacher can grade overall performance. If not, one member from each non-presenting group can serve as judge using the material from the following rubric.

Teacher: Select the foci from the following criteria you wish to emphasize with your students:

- | | | |
|-----------------------------|----------------------|-------------------|
| *Creativity | *Marketability | *Presentation |
| *Attention to detail | *Teamwork | *Logo |
| *Argument | *Site selection | *Logic |
| *Poster board | *Brochure- [content] | *Individual Essay |
| *Map-organization/clarity | *Feasibility | |
| *Development sketch/outline | | |

Each foci can be placed on a grade card and thus rated 1-5 [1= poor, and 5=excellent]. The weighted average from all judges can form the overall grade—this, however, depends upon how the teacher chooses to evaluate his/her students.

Attachment A: Thera

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