



Lesson Plans & Curriculum-based Activities

Helpful tools to extend the magic before and after the mission



Name _____

Infinity Knights Job Application

In the near future you will embark on an exciting Dream Flight Adventures mission. You and your peers will become members of the *Infinity Knights*, the protectors of peace and justice throughout the universe. Together, you will operate a fantastic ship to accomplish a challenging mission. It will not be easy, and you will need to work as a team to be successful.

It is a great honor to serve with the *Infinity Knights*, and every station on your ship is important. Review the ship's stations at www.DreamFlightAdventures.com/simulators/. Pay attention to how your crew must work together and think about the stations that interest you most.

Identify the three stations where you'd most like to serve. Write a persuasive essay describing why you'd be a good choice for these positions. Describe why you are interested in the roles and how you think you would do a good job. Share how these positions relate to past experiences you've had or goals you have for the future. Use the space below or separate sheets of paper to write your persuasive essay.



Name _____

Pre-Mission Diary

Read the *Mission Introduction* for your upcoming Dream Flight Adventures mission. Write a journal entry describing how you feel about the mission. What do you think it will be like? What will you do? What challenges will you face, and how do you plan on handling them? Use the space below or a separate sheet of paper if you need more room.

[illegible]



Pompeii - Reading Comprehension

During the *Vesuvius* simulation, students will learn about volcanoes and how they affect the society around them. Students will apply their understanding to determine whether to evacuate or not. This mission is named after the famous volcano that erupted near Pompeii in 79 A.D. Consider using the following worksheet, provided by our partners at www.insideout.net, which teaches more about this important volcano in history.

This project can be done either **before** or **after** the *Vesuvius* simulation.

Pompeii

WORKSHEET A

On August 23rd, 79 A.D., in a room in western Italy, Pliny the Younger was busily noting down details of the phenomenon he was witnessing across the bay from where he was staying. For the past couple of days Mount Vesuvius had been making ominous noises and issuing a black plume of smoke from the crater at its centre. This plume of smoke drifted over the town of Pompeii, which lay eight kilometres south of the foot of the mountain. The people of Pompeii were aware of the threat from the volcano and most of the 20,000 citizens were frantically packing their personal belongings and moving quickly out of town.

Pliny the Younger's uncle (Pliny the Elder) made several trips across the Bay of Naples with a flotilla of fishing boats to help those in need.

The next day, Vesuvius erupted. Pliny the Younger described the huge, dark cloud, resembling a pine tree, coming out of the mouth of the mountain (later estimated by scientists to have reached 32 km in height). After that, a cloud of ash, gas and rock poured down the sides of the mountain onto the surrounding towns and villages. As the volcano erupted, there were several earth tremors which caused the sea to be sucked away and then thrown back with force, a phenomenon known these days as a tsunami. Day turned to night and even though Pliny the Younger and the other villagers were 30 kilometres from the eruption, they were forced to flee as rock and sheets of ash fell on them. They survived but Pliny the Elder was less fortunate; overcome by carbon dioxide fumes, he died on the shores of the Bay of Naples, trying to save the lives of those trapped in the seaside towns.

More than 2,000 people from Pompeii died and in all, the disaster claimed more than 3,500 victims. Thanks to Pliny the Elder many lives were saved and thanks to Pliny the Younger a record of the entire event exists in precise detail. Nevertheless, after the dust had settled, Pompeii lay buried under 23 metres of rock and ash for more than 1,400 years, believed by all to have been lost forever.

In 1599 an architect named Fontana was digging a new course for the River Sarno when he discovered Pompeii. It is rumoured that he was so embarrassed after finding some of the famous erotic paintings that he promptly re-buried them and mentioned nothing further. It was another 150 years before any serious excavations were made at Pompeii. Some startling discoveries were made which, in 1748, German archaeologist Johann Wincklemann brought to the attention of the world. The ash that covered Pompeii had mixed with rainwater and formed a hermetic seal over it, freezing it in time. As the seal was removed, a snapshot of Roman life in the 1st century began to emerge. The mosaics, paintings and statues were perfectly preserved and even evidence of 'street' Latin was found on the city walls which, when cleaned, revealed carved graffiti. One mosaic at the entrance of a house declared 'Cave canem', which means 'Beware of the dog', while another optimistically read 'Salve lucru', meaning 'Welcome money'.

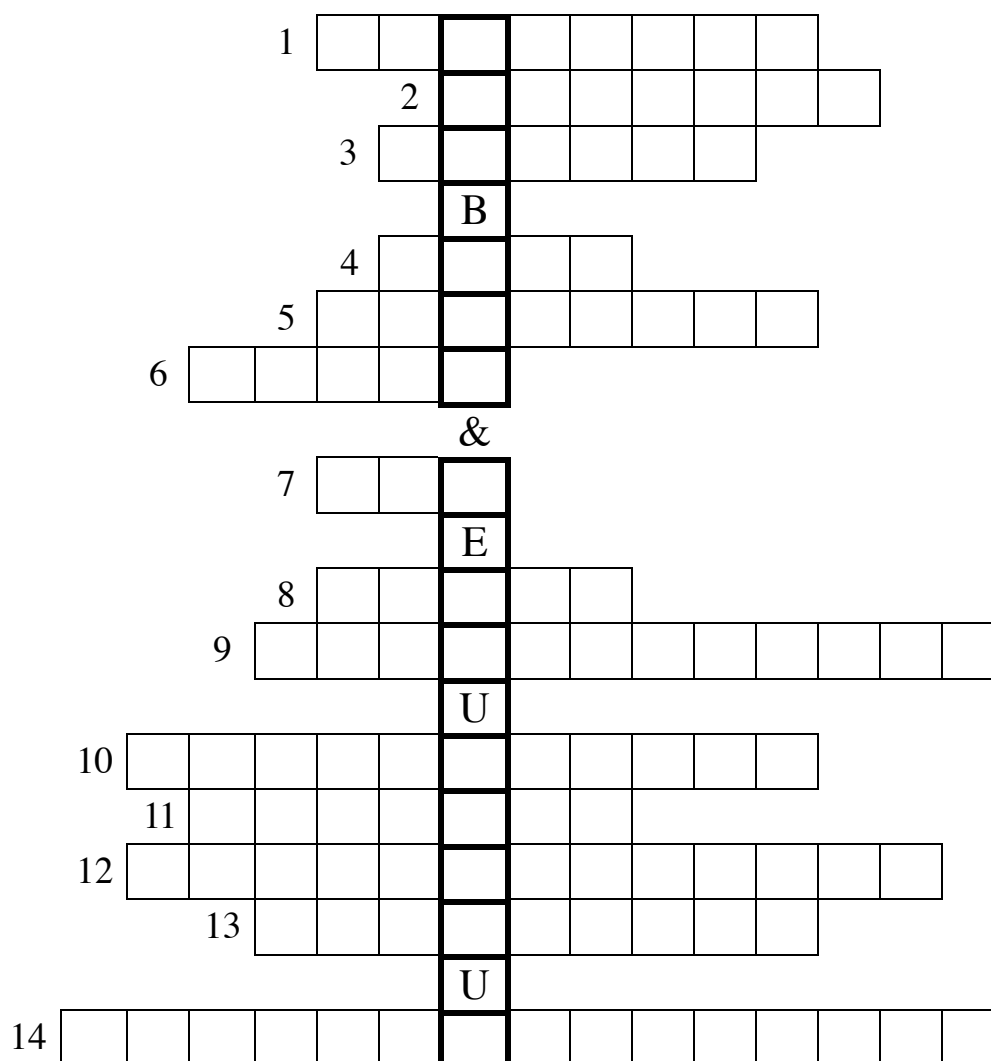
These days the foothills of Vesuvius are fertile; the famous wine Lachryma Christi is produced here. There are around three million people living in and around the area but they, like their ancestors before them, are playing a risky game. Vesuvius is not dead, it's only taking a nap. There have been more than 36 eruptions since 79 A.D., claiming many more lives. The last big eruption was in 1944 but nobody knows when the next will be.

Pompeii crossword

WORKSHEET B

Answer the questions. Write the answers in the crossword to complete the names of two other cities that were devastated by the eruption of the volcano.

1. What is the name of the volcano? (8)
2. What is the freak wave at sea after an earthquake known as? (7)
3. Pliny the Younger witnessed the tragedy from across the Bay of ... (6)
4. The cloud from the mountain resembled which type of tree? (4)
5. What was discovered on the city walls? (8)
6. An early warning sign from the mountain was a black plume of ... (5)
7. What mixed with rainwater to form a seal over Pompeii? (3)
8. What is the name of the river which runs near the site of Pompeii? (5)
9. What does 'Salve lucru' mean? (7)
10. What was the name of the archaeologist who told the world about Pompeii? (11)
11. What was the name of the architect who first found evidence of Pompeii? (7)
12. Pliny the Elder died when he was overcome by ... fumes (6,7)
13. How do you say 'Beware of the dog' in Latin? (4,5)
14. What is the name of the wine produced on the lower slopes of the mountain? (8,7)





Parts of a Volcano

During the *Vesuvius* simulation, students will learn about volcanoes and how they affect the society around them. Consider using the following worksheet, provided by our partners at www.teachervision.com which teaches more about volcanoes in general.

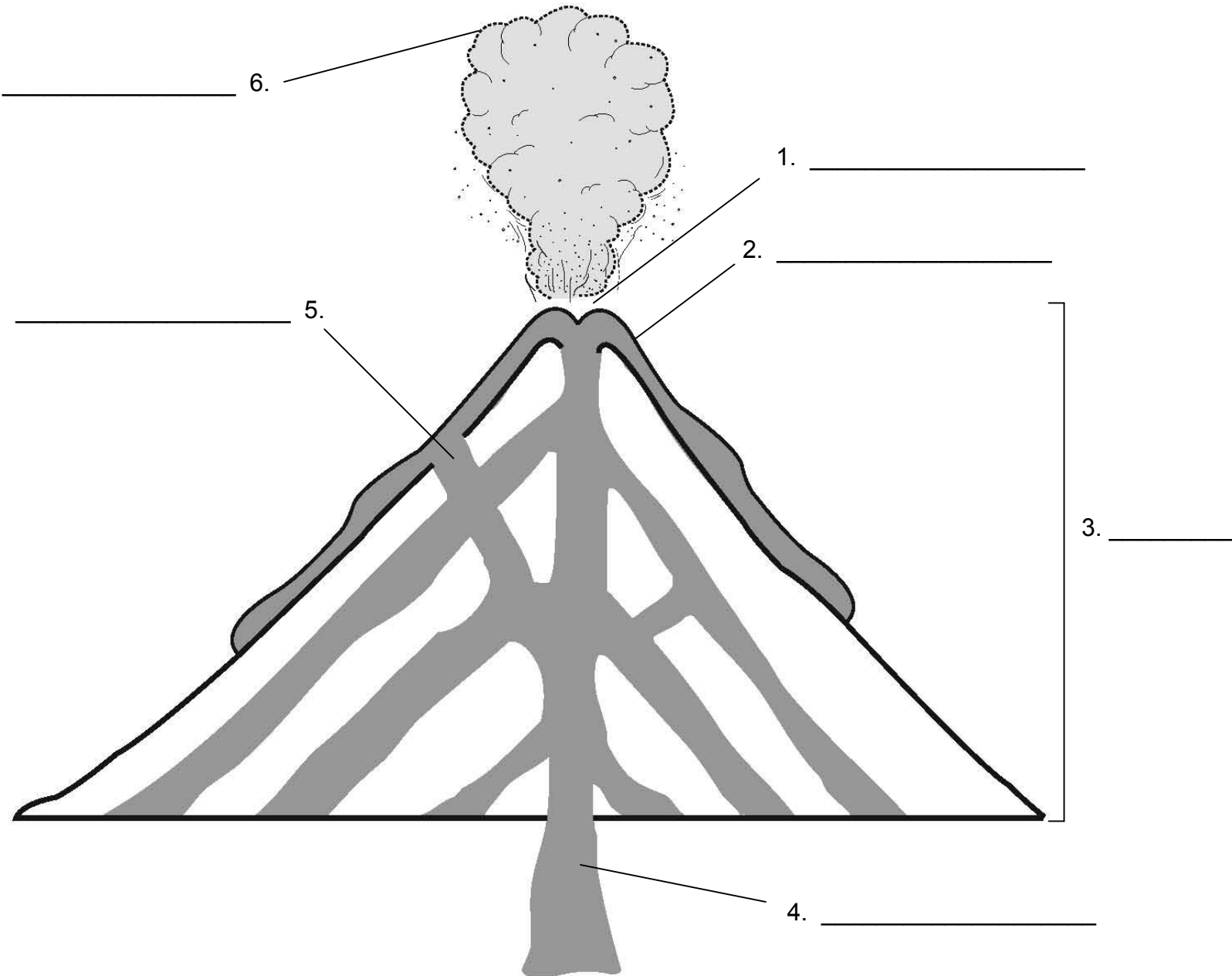
This project can be done either **before** or **after** the *Vesuvius* simulation.

Name _____

Date _____

Parts of a Volcano

Directions: Use the terms in the word bank to label the parts of the volcano.



Word Bank

magma

lava

vent

crater

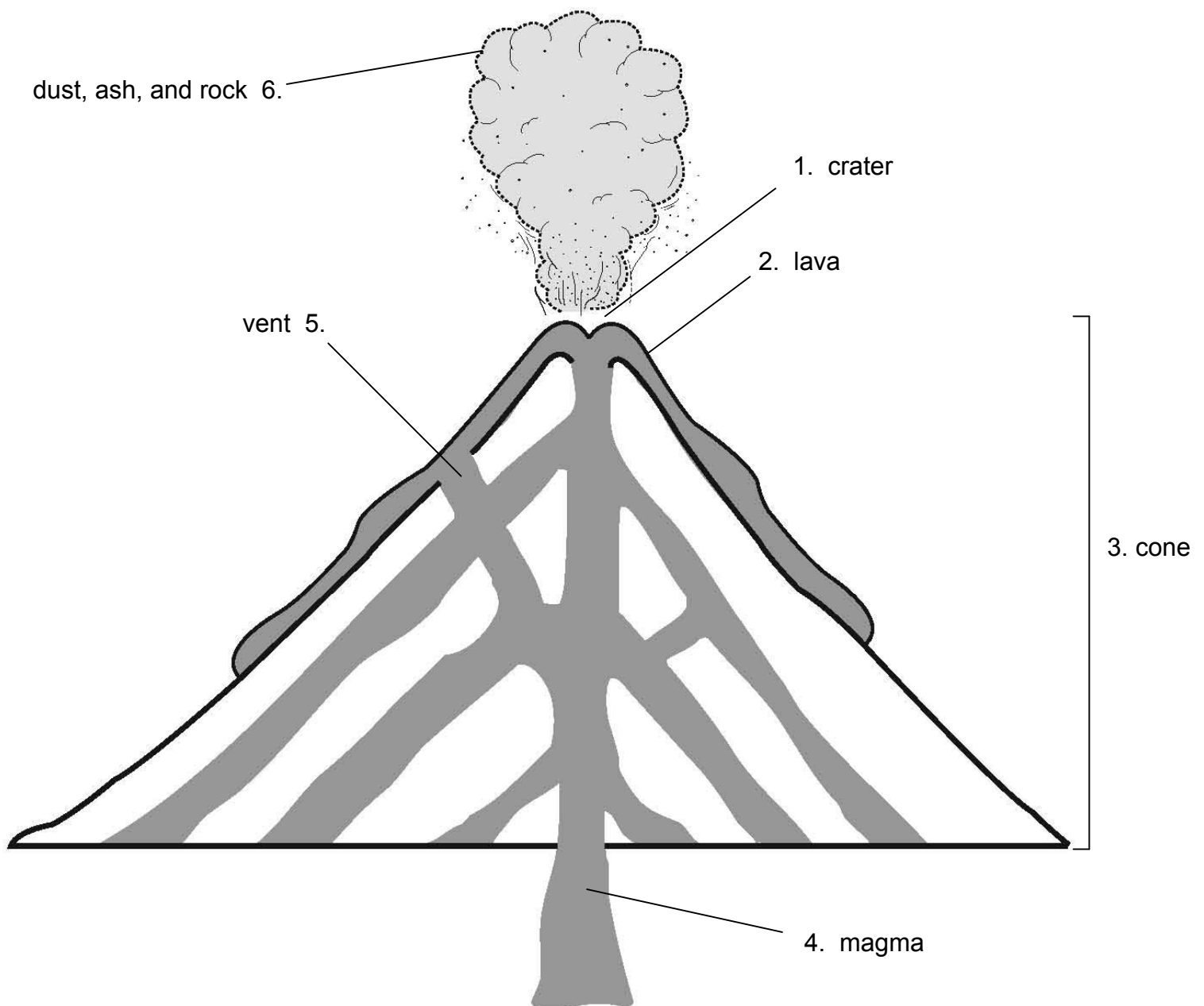
cone

dust, ash, and rock

Parts of a Volcano

Answer key

Volcanoes begin with a crack or a weak spot in the earth's surface. The crack reaches between 20 and 40 miles inside the earth to a pocket of melted rock called magma. This hot molten rock is slowly pushed up to the earth's surface. A volcanic cone and cup-shaped crater form at the top of the volcano. The pressure is released in a volcanic eruption. The magma, now called lava, pours from the crater. Some volcanoes throw out clouds of gas, steam, dust, ash, and rock many miles up into the atmosphere.





Mission Debrief Class Discussion Guide

Your students will encounter a wide variety of educational topics in their Dream Flight Adventures mission. After the mission is complete, use this guide to lead your students in a class discussion to explore these topics in more depth.

Consider dividing your students into small groups to discuss each question and then share their group's opinion with the entire class. Be sure to let every student's voice be heard. Dream Flight Adventure missions are multi-faceted, and each student is exposed to a slightly different part of the story. Let every student share their thoughts and experiences so the entire group can benefit.

Suggested thought-provoking questions for *Vesuvius* are:

How much stock should be put into scientific predictions?

When should safety concerns be allowed to disrupt daily life?

What is the value of reputation?

What natural characteristics are required for human settlements?

How can man and nature coexist?

If you were in Doctor Tephra's shoes and your reputation had been damaged, what would you have done?

How does the physical environment where we live affect our culture and society?

If you could do the mission again, what would you do differently?

How do you relate to the characters, events, or issues that you encountered during the mission?

What parts of the mission were the most challenging?

What new things did you learn during the experience?



Name _____

Multimedia Mission Memoir

Reflect on your recent Dream Flight Adventures mission and prepare a multimedia project that tells about your experience.

Be creative and draw upon any type of multimedia to create your project. Possible examples include posters, collages, short stories, PowerPoint presentations, dioramas, plays, podcasts, animations, videos, music, or comic books.

In your project, be sure to address the following questions:

What happened during your mission? Summarize the events.

What was your responsibility?

What did you do in your mission? What were the results?

If you could do the mission over again, what would you do differently?

How do you relate to the characters, events, or issues that you encountered during the mission?

What parts of the mission were the most challenging?

What parts of the mission were the most exciting?

What new things did you learn during the experience?

Did the mission change the way you think about anything? If so, what, and how has your perspective changed?

Be prepared to share your project with your peers and to describe why you chose the form of multimedia you did.