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Crosscountry Canada 2

TEACHER RESOURCE GUIDE

C-1079

Crosscountry Canada 2 ISBN Numbers

Home/Retail CD-ROM Win/Mac Hybrid 7202H
School CD-ROM Win/Mac Hybrid 7204H
Lab Pack CD-ROM Win/Mac Hybrid 7206H
Network/Site License CD-ROM Win/Mac Hybrid 7208H

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NOTES

Commodity assignments

The 50 commodities were taken from three major commodity groups: agricultural, manufactured, and minerals.

Assignment of the agricultural commodities to a particular city is difficult because production is regional and not concentrated in cities. Assignment to a city was made by first determining which provinces were the largest producers of an agricultural product, examining the regional distribution of that commodity within the province and assigning it to a city within that region. The manufactured commodities were selected from the standard classification system used by the Manufacturing Industries of Canada. Cities were ranked by their production of a particular manufacture. The total dollar contribution to the Canadian economy was the basis for assigning a commodity to a city.

Minerals were selected based on whether or not Canada is an important world producer of that mineral. As mining is not usually done in major centres, assignment to a city was based on the regional characteristics of production.

INSTALLATION GUIDE

There are four editions of Crosscountry Canada 2: one for retail or home users, and three for schools. Each edition has its own installation procedure. You can verify which edition you have by looking at the lower-left corner of the front of your Crosscountry Canada 2 package, or by looking at the sticker affixed to the CD-ROM sleeve.

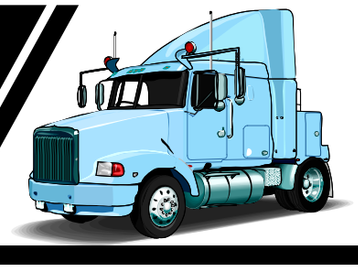
The Installation section of this guide is organized with pages for each of the different editions intended for use in schools. Before you start the installation, we encourage you to read the Pre-planning section. This section explains some of the choices you will be making and gives you space to document your selections.

Get ready

For all steps of any installation of this program, you should:

- Sign in as Administrator, so that you have full privileges on the server and/or workstation.
- As with any installation procedure, close all programs that are running on the computer.
- Disable any security system that might prevent a successful installation (DeepFreeze, Fortres101, etc.)
- Read the section "Pre-planning for all School Installations" in this Teacher Resource Guide and make any notes you think you'll need.

Official Crosscountry Trucking License



CROSSCOUNTRY CANADA 2

CA2-494-0187-9592

CLASS		RESTRICTIONS		
DATE OF BIRTH				
MALE / FEMALE	HEIGHT	WEIGHT	EYES	HAIR

Having diligently completed the required study and performed the prescribed exercises. With all the rights, honors, and prerogatives so pertaining.

This license is awarded to: _____

Date: _____ / _____ / _____

Examiner: _____

Driver's Signature: _____

i) What should you do when darkness falls so that you can keep on driving?

_____

ii) If it starts to rain, what do you need to do? _____

iii) You are getting low on gas. What should you do if you can't find a gas station and you run out of gas before you get to the next city?

_____.

iv) What are the two options you may choose from if you get a flat tire?

_____

PRE-PLANNING FOR ALL SCHOOL INSTALLATIONS

Several options are presented during installation. You may want to consider your choices in advance and make some notes for yourself. Bear in mind that you may not be the only person supporting the installation of Crosscountry Canada 2 at your school. By documenting your selections here, you make things much easier for other technicians who might be called in to deal with the program in your absence. Having this information handy when contacting Ingenuity Works for technical support will also help you, as our specialist will often need this information to diagnose your problem.

Product Code - You can find your code printed on a sticker affixed to the CD-ROM sleeve from your Crosscountry Canada 2 package.

Product Code: _____

Server Installation - This option is only available in the Network/Site License edition of the program. A Server Installation is a central installation that makes it easier to install/update the Client Installations. The Server Installation uses our new synchronization technology. For performance reasons, we recommend that you DO NOT use the Server to run the Crosscountry Canada 2 program. Running from the Server Installation is possible, though, provided your network can carry the graphics traffic that will result. The Server Installation is not a central database for keeping student records.

If you choose to make a Server Installation, then all of your Client (student and teacher workstations) can be installed from that central copy. Any future program updates need only be installed on your Server Installation. The Client Installations will automatically synchronize with the Server Installation. In order for synchronization to work to optimum

advantage, the Client users must have read privileges for the Server Installation folder, and read/write privileges for the local Client Installation folder. If the synchronization process ever fails due to lack of privileges, it will quietly proceed to run the Crosscountry Canada 2 program without synchronization, and will not generate error messages that might confuse students.

Specify the folder on the server where the Server Installation should go.

Destination folder: _____

Client Installation - This option is only available in the Network/Site License edition of the program. If you will be using a Server Installation, it's possible for all users (students and teacher) to run from the Server Installation. For maximum performance and better graphics, we recommend that you also complete a Client Installation on each student or teacher workstation.

Specify the folder on the client (student and teacher) workstations where their local Client Installations should go.

Destination folder: _____

Standalone Client Installation - With the School and Lab Pack editions of the program, all installations will be of the Standalone type. With the Network/Site License edition, this option is available if desired. If your workstations are not networked, or if you choose not to use our synchronization technology, then you should perform a Standalone Client Installation on each student or teacher workstation. You might also prefer to use Standalone Client Installations in cases where "server push" technologies are used to broadcast programs or drive images from a single installation to the user workstations (Norton Ghost, Network Assist, ZenWorks, and others).

What direction of travel will take you from:

i) Brandon to Flin Flon _____ ii) Thompson to Winnipeg _____

iii) Kenora to Winnipeg _____

5. Vision is important. Record the results of your vision test below.

Uncorrected: L _____ R _____ Corrected: L _____ R _____

6. Look at the dashboard and use it to help you answer the questions on the next page:

3. Write a brief description of Crosscountry Canada 2 and the goal of the program.

_____

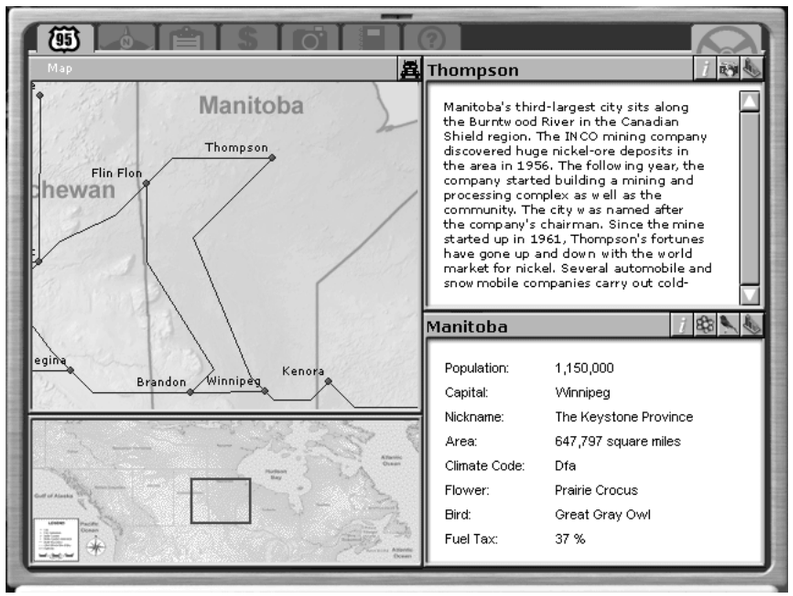
_____

_____

_____

_____

4. Below is one of the maps that you will see when you are playing Crosscountry Canada 2. Answer the following questions about travelling.



You might also choose this option if you have a Windows NT Terminal Services or a Citrix network. Just install the Standalone Client Installation on your application server. It is also possible to install one copy of the Standalone Client Installation on the server and have multiple workstations access that central copy. Be aware that the high graphic and animation content may lead to slow performance. For this reason, Terminal Services, Citrix, and centralized installations are not recommended except where you know that your computers and network have the capacity to deliver the performance you want.

Specify the folder on the client (student or teacher) workstations where their local Standalone Client Installations should go, or specify the folder on the server where the shared Standalone Client Installation should go.

Destination folder: _____

Color Setting - Crosscountry Canada 2 comes with 2 sets of graphics files. The recommended setting is optimized for 16-bit color displays (generally known as "High Color" on Windows computers, and "Thousands of Colors" on Macs). This selection will give the most pleasing display, provided your equipment can handle the higher resolution. A second setting for 8-bit color graphics is provided for those computers that can display only 256 colors.

If you need to support both levels for the computers in your school, and if you are using a Server Installation, it's easy. Just do separate Server Installations for each of the color settings.

16-bit or 8-bit color: _____

Graphic Compression Setting - New technology in your Crosscountry Canada 2 program can store the many graphics elements of the program in compressed files to save space on your hard drive. A typical compressed installation will consume about 100 MB of space on

the hard drive, but will run slower due to the processor overhead required to uncompress the files on the fly. A typical uncompressed installation will consume about 170 MB of space. We recommend uncompressed graphics, except in cases where hard drive space is severely limited.

If you need to support both levels for the computers in your school, and if you are using a Server Installation, just do separate Server Installations for each of the compression settings.

Uncompressed or Compressed: _____

Data File Locations - The program will, during normal operation, have three types of data files that users might need to save. You may want to choose locations on the local computers' hard drives or diskette drives, or on a server hard drive. You must specify these locations during a Server Installation, but you must do so in terms that the Client users (students and teachers) will be able to access. This means that the drives you specify will need to be mapped or mounted by the users at the time they are running Crosscountry Canada 2.

You will need to ensure that users have the necessary write privileges. Bear in mind that sometimes teachers might be permitted to save files, while students might not. Make whatever configuration settings you decide upon using the tools of your operating system and your security software.

Some schools have a single folder that will be shared by all users, while other schools have private folders set up for each student. If you want files to be saved in private folders for each student, you must use the tools of your operating system (i.e. login scripts) to configure the users in such a way that they will all find their private folders by the same, identical means. Any value that you put into the fields below will be used by every user.

The Saved Scenario folder is of particular concern. Any scenarios that the user creates are

CROSSCOUNTRY CANADA 2 - DRIVER'S LICENSE APPLICATION FORM

Name of applicant: _____

Class _____ Examiner_____

Complete the activities below and return this form to your examiner. Successful applicants will be awarded a Crosscountry Canada 2 driver's license.

1. Choose a commodity from Crosscountry Canada 2 and write a paragraph on its importance to us -- for good and bad. Try to find out some interesting statistics about it.

_____

_____

_____

_____

_____

_____

2. Choose a city or town from Crosscountry Canada 2 and write a paragraph on the things that make it important. Try to find out its population, its major industries and some interesting things to do there.

_____

_____

_____

Your computer resources and the age and ability of your students will determine whether or not you need to divide the class into teams and how large they need to be. With younger students, it is often preferable to have teams of a "driver" and a "navigator." Then two teams play against each other at the computer. Talk to the school nurse or health resource person about appropriate ways to measure vision and to enlist their support in performing the evaluation.

Getting started

- Explain the purpose of Crosscountry Canada 2.
- Explain that students will be allowed to use it on the target date provided they have completed the application form.
- Show the students the software using the large-screen monitor. Make sure to point out the important items noted above.
- Pass out copies of the "Application Form."

Students can complete the forms over a period of several days, although you may want to schedule specific times for the vision test and library research.

Once the students complete the "Application Form," review it and determine if it merits the awarding of a "Driver's License." Don't worry too much about the technical aspects of interacting with the program. Students should use their application form to test their theories when they encounter specific situations in the program.

exactly the same file type as the pre-programmed scenarios that come with Crosscountry Canada 2. If you want users to be able to access and play both the pre-programmed scenarios and their own scenarios, then you must specify the same folder that contains the standard scenarios. On their own local hard drives, this will be a subfolder named "scenarios" within the Destination Folder where their program is installed. If you want Saved Scenarios to become accessible to all users, and if you are using a Server Installation, then you could consider saving the scenarios into the "scenarios" subfolder within the Server Installation folder on the server. If you plan to give users access to the scenarios subfolders, use your operating system or your security software to protect the pre-programmed scenarios.

Saved Game folder: _____

Students can save uncompleted games so that they can be resumed later

Saved Travel Log folder: _____

Students can save a plain-text log of their game play for teacher review

Saved Scenario folder: _____

Teachers and students can design their own custom-designed "assignments"

CROSSCOUNTRY CANADA 2 DRIVER'S LICENSE

As this is a written activity, it will be most appropriate with upper elementary students. Feel free to add or omit steps in the activity to fit the sophistication and ability of your class.

Materials required

- Complete Crosscountry Canada 2 package.
- A variety of maps of Canada.
- Access to an encyclopedia and other source material on Canadian commodities and cities.
- Source material on the rules of the road. Check with your local motor vehicle branch.
- Class set of "Crosscountry Canada 2 Driver's License" photocopied from the manual.
- Class set of "Crosscountry Canada 2 Driver's License" application forms.
- Vision chart (see the school nurse).
- Large-screen monitor.

Before you start

Make sure that you have a basic familiarity with the program. You should know the following:

- How to start the truck.
- How to check to see what commodities you need.
- How to drive.
- How to get gas.
- What to do when you get tired or hungry, darkness falls, you run out of gas, etc.

OTHER THINGS TO THINK ABOUT!

- Regina was originally known as Pile O' Bones - or Oskunah-Iasis-Take in the Cree language. It was renamed Regina in honour of Queen Victoria.
- The CN Tower in Toronto, ON is the world's tallest free-standing structure. Next door is SkyDome--the first stadium to have a retractable roof.
- Canada has the longest coastline of any country in the world. It's 243 972 km long. That's almost 2/3 of the way to the moon!
- In Canada, male life expectancy at birth is 74.7 years. Female life expectancy is 81.7 years.
- Canada has 8890 km of international border -- all with the United States.
- According to recent census figures, the average Canadian family had 3.1 members and an annual income of $57,339.
- The number of frost-free days ranges from 4 in Alert, NT to 216 in Vancouver, BC

INSTALLATION - SCHOOL EDITION

This edition of the program licenses a school to install one copy of the program on one computer only.

The installation must be done directly onto the workstation.

1. Insert the Crosscountry Canada 2 CD-ROM into the CD-ROM drive of your computer. The Setup program should start automatically, but if it doesn't:

WINDOWS USERS

- Click "Start," and then click "Run."
- Type "d:\setup.exe" (where "d:" represents your CD-ROM drive).

MAC USERS

- Double-click on the Crosscountry Canada 2 CD-ROM icon on the desktop.
- Double-click on the Setup application program icon.

2. Enter your Product Code. You will find the code printed on the paper sleeve in which the CD-ROM was shipped. Click "Next."
3. Read the terms of the Software License Agreement. Click "Yes" to accept the terms of the Agreement and proceed with installation, or click "No" to decline the terms of the Agreement and stop installation.
4. Read the on-screen information about Registration. Click "Next."
5. Select the Registration Method at the top of the screen. "Email" will send your completed form over the Internet. "Print for fax" will print your completed form for you to fax or mail to Ingenuity Works. "Later" will allow you to skip the registration. Then complete the form (red

fields are required). Click "Next."

6. Select the desired Color Setting … "16-bit color" or "8-bit color." Click "Next."
7. Select the desired Graphic Compression Setting … "Uncompressed" or "Compressed." Click "Next."
8. Specify the Destination Folder. This is the location on the hard drive where you want this installation placed. If you use the Browse button, you can browse to any mapped or mounted drive, and select the desired folder. The Setup program will place some sub-folders within the selected folder. If you type in the desired folder name, your program will be installed directly into that folder. Click "Next."
9. Read the information about Data File Locations. Click "Next."
10. Type in your Data File Locations. These MUST be typed in completely and accurately. Remember: the Setup program cannot necessarily verify that the folder names you type are accurate, as these folder names are meant to be interpreted from the perspective of the end users at the time they are running the program. Click "Next."
11. Icon Settings allows you to specify whether or not you wish to have Icons (shortcuts/aliases) created in your Program Folder (Start Menu on Windows, and Apple Menu on Macs), and on your desktop. Click "Next."
12. Confirm Current Settings in the scrolling window. Click "Install" to start file copying, or click "Back" to go back through the previous screens to make adjustments to your selections.

Installation of your files will now begin. The process can take several minutes. When file copying is complete, you will have the option to view the Read Me file. We suggest you take a moment to do so, as there may be important information that could not be included in these instructions.

DID YOU KNOW ?

Biggest Province: Québec (1 542 056 sq. km)

Smallest Province: Prince Edward Island (5660 sq. km)

Largest Island: Baffin, NT (507 451 sq. km)

Highest Community: Lake Louise, AB (1540 m)

Longest River: Mackenzie, NT (4241 km)

Largest lake entirely in Canada: Great Bear Lake, NT (31 328 sq. km)

Deepest Lake: Great Bear Lake, NT (614 m)

Highest mountain: Mount Logan, YT (5951 m)

Highest temperature: Midale and Yellow Grass, SK reached 45°C on July 5, 1937

Lowest temperature: Snag, YT reached -63°C on February 3, 1947

Warmest City: Victoria, BC has a mean annual temperature of 10.4°C

Coldest City: Yellowknife, NT has a mean annual temperature of -5.4°C

Sunniest City: Saskatoon, SK averages 2,450 hours of sunshine per year

Heaviest snowfall in one day: Lakelse Lake, BC had 118.1 cm on Jan. 17, 1974

Strongest Wind: Cap Hopes Advance on the Ungava peninsula in Québec experienced winds of 203 km per hour on November 18, 1931

August - Take in the musical play *Anne of Green Gables* at the Charlottetown Summer Festival. Started in 1965, the festival has become Prince Edward Island's most popular tourist attraction.

September - Enjoy the last weekend of summer, take in a parade or picnic on Labour Day, the first Monday in September. The day honours the contribution of organized labour and has been celebrated since 1872.

October - Visit Churchill, MB and see the polar bears migrate to their wintering grounds on the ice of Hudson Bay. How much can a polar bear weigh?

November - Take in the last bit of the annual Shaw Festival at Niagara-on-the-Lake, ON. It is the only festival dedicated to the works of George Bernard Shaw and his contemporaries.

December - Have your camera ready and go to Nathan Phillips Square in Toronto for the annual Ice Sculpture Competition. Teams of professional and amateur sculptors will turn blocks of ice and snow into three-dimensional ice art.

INSTALLATION - LAB PACK EDITION

This edition of the program licenses the school to install a copy of the program on up to five computers only. No network synchronization of the programs is allowed under this license.

The installation must be done for each workstation.

1. Insert the Crosscountry Canada 2 CD-ROM into the CD-ROM drive of your computer. The Setup program should start automatically, but if it doesn't:

Windows users

- Click "Start," and then click "Run."
- Type "d:\setup.exe" (where "d:" represents your CD-ROM drive).

Mac users

- Double-click on the Crosscountry Canada 2 CD-ROM icon on the desktop.
- Double-click on the Setup application program icon.

2. Enter your Product Code. You will find the code printed on the paper sleeve in which the CD-ROM was shipped. Click "Next."
3. Read the terms of the Software License Agreement. Click "Yes" to accept the terms of the Agreement and proceed with installation, or click "No" to decline the terms of the Agreement and stop installation.
4. Read the on-screen information about Registration. Click "Next."
5. Select the Registration Method at the top of the screen. "Email" will send your completed form over the Internet. "Print for fax" will print

your completed form for you to fax or mail to Ingenuity Works. “Later” will allow you to skip the registration. Then complete the form (red fields are required). It is not necessary to send us Registration for each workstation. If you have already Registered once, use the “Later” Registration method. Click “Next.”

6. Select the desired Color Setting : “16-bit color” or “8-bit color”. Click “Next.”
7. Select the desired Graphic Compression Setting … “Uncompressed” or “Compressed”. Click “Next.”
8. Specify the Destination Folder. This is the location on the hard drive where you want this installation placed. If you use the Browse button, you can browse to any mapped or mounted drive, and select the desired folder. The Setup program will place some sub-folders within the selected folder. If you type in the desired folder name, your program will be installed directly into that folder. Click “Next.”
9. Read the information about Data File Locations. Click “Next.”
10. Type in your Data File Locations. These MUST be typed in completely, and accurately. Remember: the Setup program cannot necessarily verify that the folder names you type are accurate, as these folder names are meant to be interpreted from the perspective of the end users at the time they are running the program. Click “Next.”
11. Icon Settings allows you to specify whether or not you wish to have Icons (shortcuts/aliases) created in your Program Folder (Start Menu on Windows, and Apple Menu on Macs) and on your desktop. Click “Next.”
12. Confirm Current Settings in the scrolling window. Click “Install” to start file copying, or click “Back” to go back through the previous screens to make adjustments to your selections.

Installation of your files will now begin. The process can take several minutes. When file copying is complete, you will have the option to view the Read Me file. We suggest you take a moment to do so, as there may be important information that could not be included in these instructions.

EXTENSION ACTIVITIES

Every month there's something fun to do in Canada!

Here is a list of some of the interesting and unusual festivals. Using a highway map, plot the route you would use to go from one to the other. How many kilometres would you have to drive? Which are the five nearest to you?

January - Ring in the new year at the Polar Bear Swim in Vancouver, BC. Join 2,000 or so hardy souls at English Bay. Have a warm house to go to afterwards.

February - Have your picture taken with “Bonhomme Carnaval” at the Québec Winter Carnival in Québec City, QC.

March - Celebrate the end of winter in Yellowknife, NT at the 3-day Caribou Carnival festival. What celestial event marks the end of winter?

April - Visit Narcisse, MB near Winnipeg and witness the mating of red-sided garter snakes. Tens of thousands form a frenzied, writhing carpet for up to three weeks before they suddenly vanish into the marsh.

May - Celebrate the birthdays of Queen Victoria and Queen Elizabeth II on the Victoria Day holiday. When was this holiday first celebrated?

June - On June 24, celebrate Québec's distinct culture and provincial holiday on Saint Jean Baptiste Day.

July - Get your cowboy boots and take in the world famous Calgary Exhibition and Stampede.

INSTALLATION - NETWORK / SITE LICENSE EDITION

This edition of the program licenses the school to install the program on any number of computers within one school building. Network synchronization of programs is allowed.

Server installation

If you have decided to use Standalone Client installations (see the Pre-planning section of this guide), skip the Server Installation and go directly to Standalone Client Installation.

The Server installation can be done from the server computer, or from any workstation connected to the server. If you are creating a Server Installation to be used for synchronizing Windows clients, then you need to be on a Windows computer. Use a Mac if you are creating a Server Installation for Macs.

Bear in mind that more than one Server Installation might be required. If you have a mix of workstations with differing color capabilities or hard drive space availability, you might need up to 4 possible Server Installations (16-bit color/uncompressed, 16-bit color/compressed, 8-bit color/uncompressed, 8-bit color/compressed). Further, you might also need to create Server Installations for Windows clients and for Mac clients. This could require up to 8 Server Installations in the most extreme cases. In such cases, the naming of your destination folder will be of particular importance. Don't panic. The installs are easy, and our synchronization technology will make future updates virtually effortless.

1. Insert the Crosscountry Canada 2 CD-ROM into the CD-ROM drive of your computer. The Setup program should start automatically, but if it doesn't:

WINDOWS USERS

- Click "Start," and then click "Run."
- Type "d:\setup.exe" (where "d:" represents your CD-ROM drive)

MAC USERS

- Double-click on the Crosscountry Canada 2 CD icon on the desktop
- Double-click on the Setup application program icon

2. Enter your Product Code. You will find the code printed on the paper sleeve in which the CD-ROM was shipped. Click "Next."
3. Read the terms of the Software License Agreement. Click "Yes" to accept the terms of the Agreement and proceed with installation, or click "No" to decline the terms of the Agreement and stop installation.
4. Read the on-screen information about Registration. Click "Next."
5. Select the Registration Method at the top of the screen. "Email" will send your completed form over the Internet. "Print for fax" will print your completed form for you to fax or mail to Ingenuity Works. "Later" will allow you to skip the registration. Then complete the form (red fields are required). Click "Next."
6. Select the desired Installation Type … ensure "Server" is selected. Click "Next."
7. Select the desired Color Setting: "16-bit color" or "8-bit color." Click "Next."
8. Select the desired Graphic Compression Setting … "Uncompressed" or "Compressed." Click "Next."
9. Specify the Destination Folder. This is the location on the server drive where you want this Server Installation placed. If you use the Browse button, you can browse to any mapped or mounted drive and select the desired folder. The Setup program will place some sub-folders within the selected folder. If you type in the desired folder name, your program will be installed directly into that folder. Click "Next."
10. Read the information about Data File Locations. Click "Next."

ROUTE PLANNING GUIDE

Name_____ File Name_____ Date_____

Starting City_____ Commodity Table _____

Destination City _____ Month_____

	Cities Available	Kilometres /Map Coordinates
Commodity_____	_____	_____
Current Location _____	_____	_____
	_____	_____
Commodity_____	_____	_____
Current Location _____	_____	_____
	_____	_____
Commodity_____	_____	_____
Current Location _____	_____	_____
	_____	_____
Commodity_____	_____	_____
Current Location _____	_____	_____
	_____	_____

	STARTING CITY	DESTINATION	COMMODITIES
8.	Fort Nelson, BC Sept-Îles, PQ	Vancouver, BC Fort Simpson, NT	Furs, Potash Pulp and Paper, Lead
9.	Yarmouth, NS Campbell River, BC	Brandon, MB Inuvik, NT	Lobster, Maple Syrup Molybdenum, Furs
10.	Kamloops, BC Vancouver, BC	London, ON Edmonton, AB	Natural Gas, Books Furs, Crude Oil
11.	Truro, NS Hamilton, ON	Summerside, PE Quebec City, PQ	Coal, Potatoes, Quartz Beef, Lumber, Pulp and Paper
12.	Victoria, BC Digby, NS	St. John's, NF Prince Rupert, BC	Canola, Wine, Uranium, Cars, Nickel, Software, Lead Communications Equipment, Lobster, Crude Oil, Wheat, Natural Gas, Salmon, Gold

11. Type in your Data File Locations. These MUST be typed in completely and accurately. Remember: the Setup program cannot verify that the folder names you type are accurate, as these folder names are meant to be interpreted from the perspective of the end users at the time they are running the Client Installations. Click "Next."
12. Confirm Current Settings in the scrolling window. Click "Install" to start file copying, or click "Back" to go back through the previous screens to make adjustments to your selections.

Installation of your files will now begin. The process can take several minutes. When file copying is complete, you will have the option to view the Read Me file. We suggest you take a moment to do so, as there may be important information that could not be included in these instructions.

Client installation

If you have decided to use Standalone Client installations (see the Pre-planning section of this Guide), skip the Client Installation, and go directly to Standalone Client Installation. The Client installation needs to be done on each client (student or teacher) computer.

Remember that more than one Server Installation might exist on the server. See the Server Installation notes above for more information.

1. Use the tools of your operating system to browse to the Server Installation that matches the configuration for the workstation you are working on.
2. Double-click on the Setup application program
3. Enter your Product Code. Click "Next."
4. Read the terms of the Software License Agreement. Click "Yes" to accept the terms of the Agreement and proceed with installation, or click "No" to decline the terms of the Agreement and stop installation.

5. Read the information about Registration. Click "Next."
6. Select the Registration Method at the top of the screen. "Email" will send your completed form over the Internet. "Print for fax" will print your completed form for you to fax or mail to Ingenuity Works. "Later" will allow you to skip the registration. Then complete the form (red fields are required). It is not necessary to send us Registration for each workstation. If you have already registered once, use the "Later" Registration method. Click "Next."
7. Select the Installation Type- ensure "Client" is selected. Click "Next."
8. Specify the Server Folder. The default value will be filled in to match the Server Installation folder you are installing from. You should always just accept this default. Click "Next."
9. Specify the Destination Folder. This is the location on the local hard drive where you want this Client Installation placed. If you use the Browse button, you can browse to any mapped or mounted drive and select the desired folder. The Setup program will place some sub-folders within the selected folder. If you type in the desired folder name, your program will be installed directly into that folder. Click "Next."
10. Icon Settings allows you to specify whether or not you wish to have Icons (shortcuts/aliases) created in your Program Folder (Start Menu on Windows, and Apple Menu on Macs) and on your desktop. Click "Next."
11. Confirm Current Settings in the scrolling window. Click "Install" to start file copying, or click "Back" to go back through the previous screens to make adjustments to your selections.

Installation of your files will now begin. The process should only take a few moments. When file copying is complete, you will have the option to view the Read Me file. We suggest you take a moment to do so, as there may be important information that could not be included in these instructions.

Setup only installs the basic synchronization technology onto the client workstation. The

SIMILAR GAMES

Crosscountry Canada 2 comes with pre-constructed scenarios that are designed to be similar in expense, if correct decisions are made.

	STARTING CITY	DESTINATION	COMMODITIES
1.	Timmins, ON Sault Ste. Marie, ON	Québec City, PQ Chicoutimi, PQ	Aircraft Parts, Cars Corn, Hockey Equipment
2.	Winnipeg, MB Vancouver, BC	Prince Rupert, BC Thompson, MB	Zinc, Communication Equipment Pulp and Paper, Aircraft Parts
3.	Edmundston, NB Bathurst, NB	St. John's NL Argentia, NL	Milk, Potatoes Scallops, Pulp and Paper
4.	Yellowknife, NT Inuvik, NT	Dawson, YT Fort St. John, BC	Canola, Furs Diamonds, Inuit Art
5.	Halifax, NS Sydney, NS	Saint John, NB Moncton, NB	Scallops, Potatoes Potatoes, Scallops
6.	Rouyn-Noranda, PQ Prince Rupert, BC	Prince Rupert, BC Fredericton, NB	Aircraft Parts, Zinc Natural Gas, Wine
7.	Campbell River, BC Yarmouth, NS	Regina, SK Kenora, ON	Aluminum, Coal Gold, Milk

first time you execute the newly installed program, it will perform its first synchronization, which will normally take a few minutes. This should be done as part of the installation, signed in with Administrator privileges, to ensure that all files can be created properly.

Standalone client installation

Use this option only in cases where you do not wish to have the user's program synchronize to a Server Installation (see the Pre-planning section of this Guide).

The Standalone Client installation must be done for each workstation, except in cases where "Server Push" technologies such as Norton Ghost, Network Assist, and Zenworks are used to replicate programs or drive images from a central installation to the user workstations.

1. Insert the Crosscountry Canada 2 CD-ROM into the CD-ROM drive of your computer. The Setup program should start automatically, but if it doesn't:

Windows users

- Click “Start,” and then click “Run.”
- Type “d:\setup.exe” (where “d:” represents your CD-ROM drive).

Mac users

- Double-click on the Crosscountry Canada 2 CD-ROM icon on the desktop.
- Double-click on the Setup application program icon.

2. Enter your Product Code. You will find the code printed on the paper sleeve in which the CD-ROM was shipped. Click “Next.”
3. Read the terms of the Software License Agreement. Click “Yes” to accept the terms of the Agreement and proceed with installation, or click “No” to decline the terms of the Agreement and stop installation.
4. Read the information about Registration. Click “Next.”

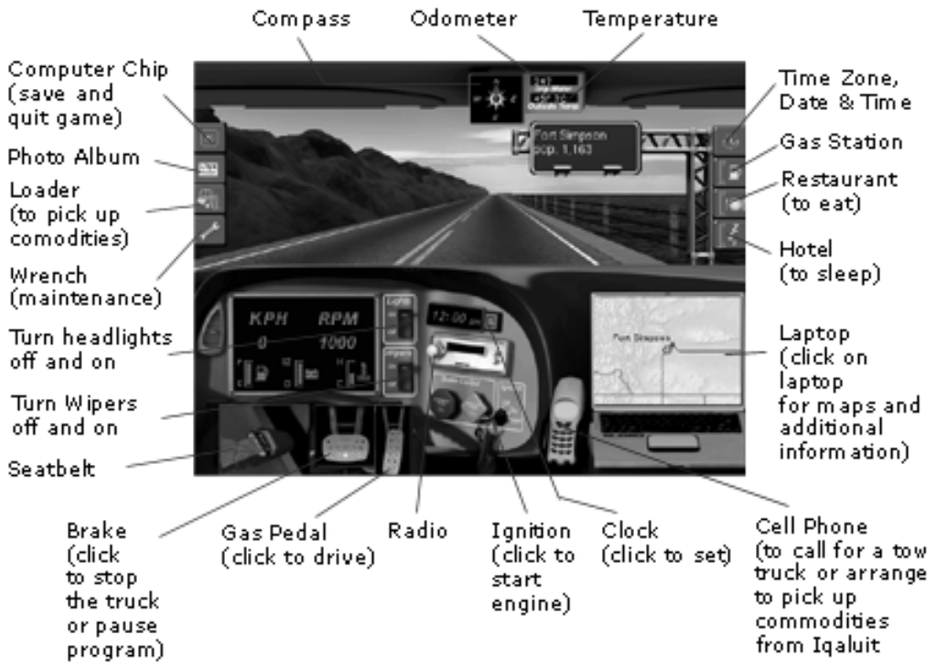
5. Select the Registration Method at the top of the screen. “Email” will send your completed form over the Internet. “Print for fax” will print your completed form for you to fax or mail to Ingenuity Works. “Later” will allow you to skip the registration. Then complete the form (red fields are required). It is not necessary to send us Registration for each workstation. If you have already registered once, use the “Later” Registration method. Click “Next.”
6. Select the desired Installation Type- ensure “Standalone Client” is selected. Click “Next.”
7. Select the Color Setting:“16-bit color” or “8-bit color.” Click “Next.”
8. Select the desired Graphic Compression Setting: “Uncompressed” or “Compressed.” Click “Next.”
9. Specify the Destination Folder. This is the location on the local hard drive (or the server drive) where you want this Standalone Client Installation placed. If you use the Browse button, you can browse to any mapped or mounted drive and select the desired folder. The Setup program will place some sub-folders within the selected folder. If you type in the desired folder name, your program will be installed directly into that folder. Click “Next.”
10. Read the information about Data File Locations. Click “Next.”
11. Type in your Data File Locations. These MUST be typed in completely and accurately. Remember: the Setup program cannot verify that the folder names you type are accurate, as these folder names are meant to be interpreted from the perspective of the end users at the time they are running the Standalone Client Installations. Click “Next.”
12. Icon Settings allows you to specify whether or not you wish to have Icons (shortcuts/aliases) created on your Program Folder (Start Menu on Windows, and Apple Menu on Macs), and on your desktop. Click “Next.”
13. Confirm Current Settings in the scrolling window. Click “Install” to start file copying, or click “Back” to go back through the previous screens to make adjustments to your selections.

CANADIAN POSTAL ABBREVIATIONS

ALBERTA	AB
BRITISH COLUMBIA	BC
MANITOBA	MB
NEW BRUNSWICK	NB
NEWFOUNDLAND & LABRADOR	NL
NOVA SCOTIA	NS
NUNAVUT TERRITORY	NU
NORTHWEST TERRITORIES	NT
ONTARIO	ON
PRINCE EDWARD ISLAND	PE
QUÉBEC	QC
SASKATCHEWAN	SK
YUKON TERRITORY	YT

Installation of your files will now begin. The process can take several minutes. When file copying is complete, you will have the option to view the Read Me file. We suggest you take a moment to do so, as there may be important information that could not be included in these instructions.

The Dash

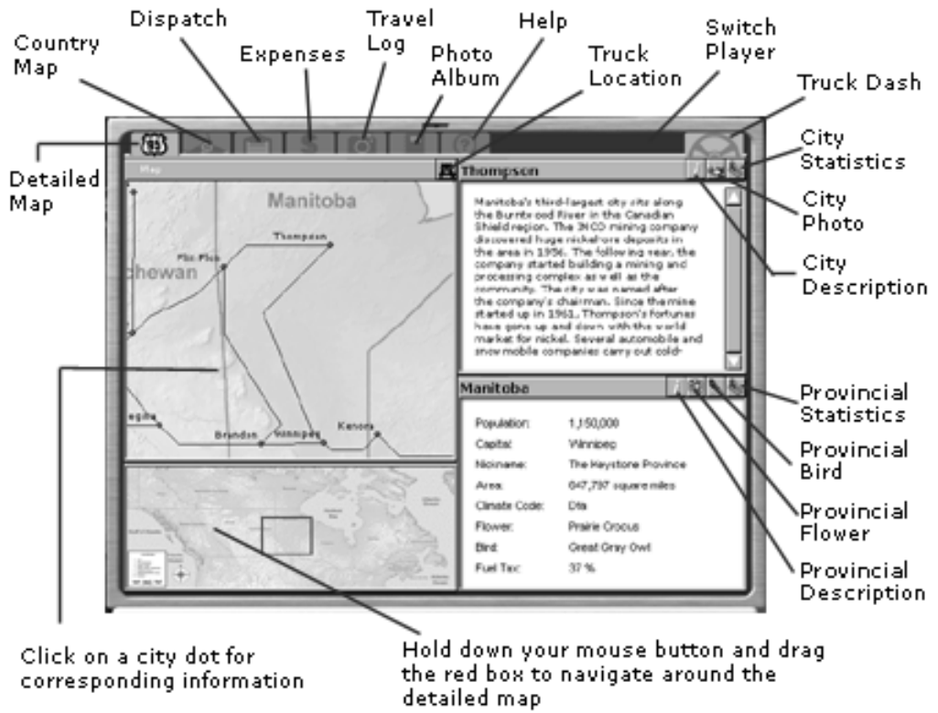


	COMMODITY	CITIES AVAILABLE	
32.	Natural Gas	Edmonton, AB Prince Albert, SK	Fort Nelson, BC
33.	Nickel	Thompson, MB	Sudbury, ON
34.	Potash	Moncton, NB	Saskatoon, SK
35.	Potatoes	Saint John, NB	Summerside, PE
36.	Pulp & Paper	Corner Brook, NL Grande Prairie, AB Sault Ste. Marie, ON	Edmundston, NB Nanaimo, BC Thunder Bay, ON
37.	Quartz	Sept- Îles, QC	
38.	Salmon	Campbell River, BC	Prince Rupert, BC
39.	Scallops	Digby, NS	
40.	Ship Parts	Charlottetown, PE Vancouver, BC	Saint John's, NL
41.	Silver	Bathurst, NB Sudbury, ON	Dawson City, YT Trail, BC
42.	Software	Vancouver, BC	Montréal, QC
43.	Swine	Calgary, AB	
44.	Tires	New Glasgow, NS	
45.	Titanium	Trois-Rivières, QC	
46.	Uranium	Key Lake, SK	
47.	Wheat	Brandon, MB	Medicine Hat, AB
48.	Whitefish	Channel-Port aux Basques, NL	Hay River, NT
49.	Wine	Kelowna, BC Québec City, QC	Niagara Falls, ON
50.	Zinc	Flin Flon, MB Trail, BC	Bathurst, NB

	COMMODITY	CITIES AVAILABLE	
15.	Cranberries	Vancouver, BC	
16.	Crude Oil	Fort McMurray, AB Sydney, NS	St. John's, NL
17.	Diamonds	Yellowknife, NT	Iqaluit, NU
18.	Eggs	Chicoutimi, QC	
19.	Furs	Fort Simpson, NT Watson Lake, YT	Inuvik, NT
20.	Gold	Chibougamau, QC Rouyn-Noranda, QC Yellowknife, NT	Dawson City, YT Timmins, ON
21.	Gypsum	Cranbrook, BC Halifax, NS	Corner Brook, NL
22.	Hockey Equipment	Kingston, ON	Trois Rivières, QC
23.	Honey	Grande Prairie, AB	
24.	Inuit Art	Hay River, NT Iqaluit, NU	Inuvik, NT
25.	Iron	Labrador City, NL	
26.	Lead	Bathurst, NB Trail, BC	Sudbury, ON Whitehorse, YT
27.	Lobster	Saint John, NB	Yarmouth, NS
28.	Lumber	Chibougamau, QC Fort Nelson, BC Prince George, BC	Edmundston, NB Kenora, ON
29.	Maple Syrup	Ottawa, ON	Québec City, QC
30.	Milk	Trois-Rivières, QC Windsor, ON	Truro, NS
31.	Molybdenum	Kamloops, BC	

The Laptop

Click on the following tabs and buttons to view photos and information.



COMMODITY-CITY CROSS-REFERENCE

	COMMODITY	CITIES AVAILABLE	
1.	Aircraft Parts	Lethbridge, AB Montréal, QC	London, ON
2.	Aluminum	Prince Rupert, BC	Sept-Îles, QC
3.	Apples	Kelowna, BC Drummondville, QC	London, ON
4.	Beef	Calgary, AB Kitchener, ON	Kamloops, BC Saskatoon, SK
5.	Books	Montréal, QC	Toronto, ON
6.	Canola	Fort St. John, BC	Saskatoon, SK
7.	Cars	Drummondville, QC Kitchener, ON	Hamilton, ON Windsor, ON
8.	Cheese	Brandon, MB	Québec City, QC
9.	Chickens	Brandon, MB	Chicoutimi, QC
10.	Chocolate	Toronto, ON	Victoria, BC
11.	Coal	Cranbrook, BC Fort St. John, BC	Fort McMurray, AB Sydney, NS
12	Communications Equipment	Fredericton, NB Ottawa, ON Regina, SK	Lethbridge, AB Toronto, ON Winnipeg, MB
13.	Copper	Chibougamau, QC Thompson, MB Whitehorse, YT	Kamloops, BC Timmins, ON
14.	Corn	Chicoutimi, QC Windsor, ON	London, ON

CITY NAME	COMMODITIES
Vancouver, BC	CRANBERRIES, SHIP PARTS, SOFTWARE
Victoria, BC	CHOCOLATE
Watson Lake, YT	FURS
Whitehorse, YT	COPPER, LEAD
Windsor, ON	CARS, CORN, MILK
Winnipeg, MB	COMMUNICATIONS EQUIPMENT
Yarmouth, NS	LOBSTER
Yellowknife, NT	DIAMONDS, GOLD

A SAMPLE GAME

This is the fastest way to learn the basics of Crosscountry Canada. This game will acquaint you with Crosscountry Canada in about 15 minutes.

Follow these learning steps

Make sure that you have the large wall map with the commodity-city cross-reference chart on hand.

Launch the Crosscountry Canada program and click on the "Load Scenario" button.

Choose the "1 player option" and the scenario "sample.scn".

Click on the "Load Scenario" button. Your "Dispatch Assignment" will appear.
This assignment gives you critical information that you need to play your sample game.

Click on the "Country Map" tab (second tab on the top left-hand corner of the screen). A map of Canada appears, showing you where your truck is currently located, your destination city, and where your commodities are located. You may look at this screen at any time in the game.

In the sample scenario, your truck is in Flin Flon, Manitoba, your destination city is Saskatoon, Saskatchewan, and you need to pick up chickens and communication equipment. For this sample game, pick up chickens first. According to the map, you will find chickens in Brandon, Manitoba and Chicoutimi, Québec. Since Brandon is closest to Flin Flon, go to Brandon.

Click on the "Map" tab to plan your route.

Click on the "Dash" button (top right-hand corner of the screen) to start driving.

Click on the seatbelt to buckle up.

Click on the key in the ignition. The key will turn to the "on" position.

On your compass at the top of the windshield, click on the direction in which you would like to go (all possible directions are lit up in green). In this case, choose “S” (south).

Finally, click the gas pedal and you will start to drive.

You are now driving through southern Manitoba, headed for Brandon.

While you are driving, keep an eye on the Sleep (ZZZ) and Eating (dinner plate) icons on the right-hand side of your screen to ensure that you are not tired or hungry. If you decide to eat or sleep, click on the appropriate icon.

The cost will then be added to your expenses.

Once you arrive in Brandon, click on the "Loader" button on the left-hand side of the windshield. If the warehouse is closed (warehouses are only open between 6 a.m. and 10 p.m.), you will have to click on the "Wait" button in order to pass time. You must wait until it opens or find another way to pass time. When the warehouse opens, click on the "Load" button.

The next commodity you'll need to pick up is communication equipment. After looking at your country map, you see that communication equipment is available in Fredericton, NB, Lethbridge, AB; Ottawa, ON; Toronto, ON; Regina, SK; and Winnipeg, MB. Use the large wall map or click on the "Map" tab to consider which city to visit. Remember that you have to deliver your cargo to Saskatoon, Saskatchewan. We recommend picking up communication equipment in Regina. Click on the "Dash" button to get back to the cab of the truck.

CITY NAME	COMMODITIES
Ottawa, ON	COMMUNICATIONS EQUIPMENT, MAPLE SYRUP
Port Hardy, BC	-
Prince Albert, SK	NATURAL GAS
Prince George, BC	LUMBER
Prince Rupert, BC	ALUMINUM, SALMON
Québec City, QC	CHEESE, MAPLE SYRUP, WINE
Regina, SK	COMMUNICATIONS EQUIPMENT
Roberval, QC	-
Rouyn-Noranda, QC	GOLD
Saint John, NB	LOBSTER, POTATOES, SHIP PARTS
Saskatoon, SK	BEEF, CANOLA, POTASH
Sault Ste. Marie, ON	PULP & PAPER
Sept- Îles, QC	ALUMINUM, QUARTZ
St. John's, NL	CRUDE OIL
Sudbury, ON	LEAD, NICKEL, SILVER
Summerside, PE	POTATOES
Sydney, NS	COAL, CRUDE OIL
Thompson, MB	COPPER, NICKEL
Thunder Bay, ON	PULP & PAPER
Timmins, ON	COPPER, GOLD
Toronto, ON	BOOKS, CHOCOLATE, COMMUNICATIONS EQUIPMENT
Trail, BC	LEAD, SILVER, ZINC
Trois-Rivières, QC	HOCKEY EQUIPMENT, MILK, TITANIUM
Truro, NS	MILK

CITY NAME	COMMODITIES
Fort Simpson, NT	FURS
Fort St. John, BC	CANOLA, COAL
Fredericton, NB	COMMUNICATIONS EQUIPMENT
Grande Prairie, AB	HONEY, PULP & PAPER
Halifax, NS	GYPSUM
Hamilton, ON	CARS
Hay River, NT	INUIT ART, WHITEFISH
Inuvik, NT	FURS, INUIT ART
Iqaluit, NU	DIAMONDS, INUIT ART
Jasper, AB	-
Kamloops, BC	BEEF, COPPER, MOLYBDENUM
Kelowna, BC	APPLES, WINE
Kenora, ON	LUMBER
Key Lake, SK	URANIUM
Kingston, ON	HOCKEY EQUIPMENT
Kitchener, ON	BEEF, CARS
Labrador City, NL	IRON
Lethbridge, AB	AIRCRAFT PARTS, COMMUNICATIONS EQUIPMENT
London, ON	AIRCRAFT PARTS, APPLES, CORN
Medicine Hat, AB	WHEAT
Moncton, NB	POTASH
Montréal, QC	AIRCRAFT PARTS, BOOKS, SOFTWARE
Nanaimo, BC	PULP & PAPER
New Glasgow, NS	TIRES
Niagara Falls, ON	WINE

Select west on your compass (by clicking on "W") and click on the gas pedal.
The program notifies you when you cross time zones. When you arrive in Regina, set your clock (click the button beside the clock on your dash) to be sure that the time is accurate and click on the "Loader" button.

If you run out of gas between cities, you can rescue yourself by selecting "Tow Truck" from the cell phone.

You have picked up all of your assigned commodities. Now you have to deliver them to your destination city, Saskatoon.

Once you arrive in your destination city, you will have completed the game.
Study your travel log. Did you make good choices?

If so, congratulations!

CITY-COMMODITY CROSS-REFERENCE

CITY NAME	COMMODITIES
Argentia, NL	-
Baie-Comeau, QC	-
Banff, AB	-
Bathurst, NB	LEAD, SILVER, ZINC
Brandon, MB	CHEESE, CHICKENS, WHEAT
Calgary, AB	BEEF, SWINE
Campbell River, BC	SALMON
Channel-Port aux Basques, NL	WHITEFISH
Charlottetown, PE	SHIP PARTS
Chibougamau, QC	COPPER, GOLD, LUMBER
Chicoutimi, QC	CHICKENS, CORN, EGGS
Corner Brook, NL	GYPSUM, PULP & PAPER
Cranbrook, BC	COAL, GYPSUM
Dawson City, YT	GOLD, SILVER
Digby, NS	SCALLOPS
Drummondville, QC	APPLES, CARS
Edmonton, AB	NATURAL GAS
Edmundston, NB	PULP & PAPER
Flin Flon, MB	ZINC
Fort McMurray, AB	COAL, CRUDE OIL
Fort Nelson, BC	LUMBER, NATURAL GAS
Fort Providence, NT	-

USING CROSSCOUNTRY CANADA 2 IN YOUR CLASSROOM

Crosscountry Canada 2 is an interactive geography program designed to teach and strengthen many different skills. Students become long-distance truck drivers and are assigned to pick up commodities on their journey. The program allows the student to have fun while they learn:

- Facts about Canada (weather, terrain, cities, population, and more)
- Basic map-reading and map-interpretation skills
- How to budget (time, distance, and expenses)

The program may be played on different levels.

Younger children tend to use the program at an introductory level. They learn basic facts about map reading and the differences in terrain across the country. Crosscountry Canada also teaches students where cities and provinces are located, as well as where commodities are produced.

Older children tend to use the program on a more complex level. They learn the facts, but they also learn methods for determining the fastest, most cost-effective route to their destination.

The game is an excellent tool to promote geographical literacy. It also helps broaden children's knowledge about Canada while developing higher-level thinking skills.

For more information about the Educational Objectives of Crosscountry Canada 2, please turn to page 30.

Recommended classroom use

Crosscountry Canada 2 can be used in the classroom (grades 4 through 9) in a variety of ways:

- One player on one computer
- Two players or two groups of two on one computer
- As group activities

We recommend two players (or two groups of two) play on one computer. This strategy promotes collaboration, teamwork, and communication.

Crosscountry Canada 2 picks starting and finishing cities on opposite coasts and then calculates a game. The program makes these games reasonably equal in terms of kilometres travelled. If you would like to use games that are pre-designed, then you should turn to page 83 and read about the Similar Games.

You may want to laminate the...

- Crosscountry Canada 2 wall map
- Crosscountry Canada 2 reference card

Educational objectives

Crosscountry Canada 2 can be seamlessly integrated into a regular social studies/geography program and complement a textbook, direct instruction, and class assignments. It is a valuable instructional tool that adds excitement and variety to the concepts and skills covered in class.

Through multimedia, students can interactively learn basic skills related to map reading and

GAME MATERIALS

Things You May Photocopy

The following materials may be copied when needed for classroom use:

City-Commodity Cross-Reference: A complete listing of all 79 cities and the commodities available in each.

Commodity-City Cross-Reference: A complete listing of all 50 commodities and the cities in which they can be found.

Provincial Postal Abbreviations

Similar Games: A listing of predetermined game scenarios that are similar in distance.

Route Planning Guide: A sheet to help you plan your journey across Canada by filling in city names and commodity locations, as well as the distances from one city to another.

Extension activities: A list of some interesting and unusual festivals and facts about Canada.

Crosscountry Canada 2 Driver's License application form and certificate

Complete program vocabulary and special words:
A list of all the words that Crosscountry Canada 2 recognizes.

map interpretation, plan routes, make decisions, and learn about Canadian geography.

Crosscountry Canada 2 is a "real-life" simulation program. While driving across Canada, students learn about the relationship between time, distance, and money. Students can make decisions and then analyze their travel log to determine if they made wise choices. For example, the dispatcher may offer the player a $350 bonus to pick up a specified commodity. This decision is entirely up the player. The player will need to compare the cost and amount of gas it will take to pick up the commodity versus the $350 bonus.

Skills and knowledge

The following skills and knowledge will be reinforced by Crosscountry Canada 2:

- Map reading, direction, interpreting symbols, calculating and estimating distances, latitude and longitude, and locating information.
- Political geography: locating cities, provinces, capitals, and commodities.
- Spatial relationships and distances between cities and provinces.
- Economic geography: major national commodities and their relevance to the Canadian economy.
- Physical geography: some knowledge of terrain.
- Higher level thinking skills such as decision making, problem solving and strategy planning.
- Time zones: Crosscountry Canada 2 can be used to teach the concept of changing time zones.

The Social Studies elements that Crosscountry Canada 2 supports are:

- Distinguish among city, province, and nation.
- Describe land forms and climates of various regions of Canada.
- Identify major economic resources of regions of Canada.
- Describe the physical, cultural, and economic features of Canada.

- Describe the geographic regions of the country.
- Locate places of historical significance in Canada.
- Describe the role of major industries in the economic development of Canada.

METHODOLOGY

INTRODUCE

Discuss the skill or concept being taught. Before introducing Crosscountry Canada 2, your students should have basic knowledge of Canadian geography. We recommend that you cover the following vocabulary: region, province, commodity, economy, direction, and compass. You might also consider using our Crosscountry Canada 2 Driver's License Activity to introduce the program to your students (see page 91).

DEMONSTRATE

Using a projector, show your students how to use the program. Make sure that your students know where to access information on which to base their decisions. After you have demonstrated the program, go to the travel log to discuss with the students how they might have taken a different route. Have students predict the outcome if alternate routes were taken.

MOTIVATE

Set the goals. Encourage the students to collaborate and work as a team. Explain to them what they should do and approximately how long they will have to accomplish the task. For example, "You will break your group into two teams. After 20 minutes, I will check to see that each team has picked up at least one commodity." Depending upon the number of computers available, divide students into teams of trucking firms. The ideal group size is

SCENARIO CREATOR

In Crosscountry Canada 2, a scenario is a truck-driving assignment. A scenario includes your starting city, your destination city, and the commodities you need to pick up along the way. Please note that neither your starting nor your ending city can be Iqaluit.

You can create your own scenarios by clicking on the "Scenario Creator" button on the Main Menu. Choose your starting and ending cities (the starting and ending cities cannot be the same). Next, choose the needed commodities by highlighting the commodity of your choice and clicking on the "Add" button. You can only add 1 commodity at a time to a maximum of 12, and all the commodities must be different. Finally, choose a bonus commodity. If you have made a mistake, click the "Clear" button to start over again.

All scenarios are saved as 2-player games; however, you can choose the 1-player option when you start the game. The file name for your scenario must be less than 27 characters and will automatically be given the extension ".scn".

To find out the directory in which your scenarios will be automatically saved, click on the "Options" button on the Main Menu. All of your directories are listed there.

DELETING SAVED GAMES

To delete saved games, go to the Main Menu and click on the "Options" button. All saved games are located in the "Saved Games Directory" in the Crosscountry Canada 2 folder. It's easy to delete games, so be careful. Go to the directory and simply delete all of the games inside the file.

contribute to the skills needed by a professional long-distance truck driver.

5. Have students create personal inventories of their own interests, attributes, and strengths.

6. Ask students to assess how well their personal inventories match the career directions they are considering.

Assessment

During the class discussion of skills needed by truck drivers, look for evidence of logical analysis. Collect the students' personal inventories and job matches. Look for thorough content (specific abilities and traits supported by specific examples) in the inventories. Look for valid compare-contrast analysis of personal profiles and job characteristics.

Extensions

Interview a professional truck driver about the nature of his or her job. Interview a trucking company employer about what she or he looks for when hiring drivers. Identify a job you would probably dislike, given your personal profile, and explain why.

between two and four players per team. While Team 1 is playing their planned game at the computer, Team 2 is planning their game. The small maps in the box and the route planning guide on page 85 (which may be photocopied) can be used to help plan the game.

Observe

This is an excellent time to observe individual student and team performance. Once a commodity has been assigned by the computer, the students should consult the reference card or map to find out where it is available. Transfer this information to the route planning guide. Consult the large map to find the current location of the truck. Students then locate the various cities that contain the needed commodity and estimate which one is closest.

Calculators may be used to add up the distance between cities for an accurate measurement of the distance. Students then use this information to decide their route. The shortest route may not always be best. We recommend that the large map be located away from the computer so that students transfer their route plan from the large map to the small map and use that for a reference when using the computer. This reinforces map reading and knowledge of the location of cities. The small map and route planning guide give the students a written record of game decisions so that they can see a relationship between their expenses and the routes they took.

Summarize

Have students discuss the strategies they used. Encourage groups to suggest different methods and procedures that would yield success. Remember: there is more than one way to solve most problems. Compare and calculate gas mileage at the end of the trip. In Crosscountry Canada 2, gas costs $1.00 per litre. Speeding and driving through mountain terrain increases fuel consumption.

Apply

Apply skills and concepts to other situations. Extension activities provided at the back of this manual build upon the learning encouraged in Crosscountry Canada 2.

Group activity

We recommend Crosscountry Canada 2 group activities when you have only a small number of computers or as an introduction to the program.

Materials

- A computer.
- A projector located at the front of the class.
- A game "Scenario." You can use a "Similar Game" or use the Scenario Creator program to make your own. These games are described in the "Help" section of the program.
- Reference cards, maps, and/or work maps included with the program.

Procedure

- Divide the class into two groups of "trucking companies."
- Pass out the "work maps" to each student.
- Photocopy the Route Planning Guide and pass out to the students. (See page 85. This is optional.)
- Enter instructions given to each team.

GRADES 8/9 UNIT

Lesson 3: The Occupation of Long-Distance Truck Driver (Career Skills Awareness)

Educational Objective

Students will explain how personal interests, attributes, and strengths are related to transferable skills.

Time: 2 hours

Procedure

1. Preparation: Students should have played at least one four-commodity game of Crosscountry Canada before this lesson begins. They need to have some virtual experience with the challenges facing long-distance truck drivers in order to analyze the skills this job demands.

2. Introduce the topic of how people choose careers that suit them. Have students brainstorm definitions for the terms: interests, attributes, strengths, and transferable skills. Discuss these words in the context of occupation.

3. Remind students that the winner in the Crosscountry Canada game is the driver who has earned the most money at the end of the mission. Ask questions to generate cause-effect analysis about how one could keep costs down on such a road trip. What specific choices or actions help the driver save money? (Don't speed; eat and sleep regularly; choose routes that save gas, time and wear on truck; pick up bonus loads when it's economical to do so; arrive at warehouse when it's open; wear seat belt.)

4. Ask students to identify what personal interests, attributes, and strengths would

Start with the Canada. Review what students know about climate and landforms in the various regions of Canada. Next, focus on your region. How is our town and the commodities it produces influenced by its biogeoclimatic zone? How, in turn, does our town affect this zone?

5. Activity: Divide class into co-operative learning pairs. Have students colour-code, on a map, the major biogeoclimatic zones of their province or territory. Ask them to add a description of each zone: climatic conditions, geological features, and plant and animal life that would inhabit these areas.

6. Follow-up discussion: When students have completed the maps, ask them how their research provided new insights about the locations of communities, commodities and roads. Ask them to consider whether past planners have made mistakes. If they had been the settlement or transportation planners, what would they have done differently?

Assessment

- Collect maps and look for evidence of accurate and thorough content. Show the class the best versions, pointing out the major features.

Extension Activity

- Your legislature wants to improve the province's income from trade and tourism, so they've decided to build more roads. Propose a new highway route that might produce new revenue without damaging ecosystems. Support your proposal with specific references to resources and biogeoclimatic zones.
- In the game, the winner is the driver who spends the least amount of money. Ask students to consider the relationship between economic choices and environmental choices. Can saving money be compatible with saving the environment? Have students research some examples of development issues involving economic and environmental choices.

Time required

A 4-commodity mission will require about 40 minutes of actual play. A 10-commodity game takes about 1 1/2 hours.

Allow for 10 minutes at the end of a game to evaluate the choices made and discuss if the player(s) could have made more-efficient choices. A good project would be for each student to write a short summary of their trip.

Long games

An excellent mission is "Similar Game 12" on page 84. It requires both teams to drive similar distances and travel through most of Canada. Shorter games are also available on page 83 "Similar Games." **Note: Your position can be saved and restarted at any point.**

Running the program

Each team's decisions are entered by the teacher or selected student. You may divide responsibilities amongst the team members. Each team makes group decisions on when to eat, sleep, and buy gas, and which city to travel to next. You may assign the route planning to one student or a group of students, or leave it as a group decision. Other members may be responsible for recording the routes taken, cities visited, city populations, province locations, and features. When the game is over, a winning team will be declared.

Small group or independent activity

We recommend Crosscountry Canada 2 small-group activities when you have enough computers. Read the "Methodology" section of this guide (page 32) before allowing the players to start Crosscountry Canada 2 on their own.

Materials

- One computer per student or small group.
- Reference cards, maps, and/or work maps included with the program.

Procedure

- Introduce the program, or follow the steps in the Driver's License Activity.
- Photocopy the Route Planning Guide and pass out to the students.
- Pass out the "work maps" to each student.
- Have students launch the program and let Crosscountry Canada 2 set up a game or use a game "Scenario" (see page 69 for more information about the Scenario Creator).
- After students have finished their game, have them print their travel log.
- You may want to do one or more of the activities described in this manual.

Time Required

A 4-commodity mission (2 players) will require about 40 minutes of actual play. A 10-commodity game takes about 1 1/2 hours.

Using the program in a cross-curricular environment:

ESL activity

Go over the Crosscountry Canada 2 Complete Vocabulary List with your students. Then arrange them in small groups of 2 or more. Encourage students to work as a team and discuss the best route to take to pick up all assigned commodities, using the optimal route. Assign one student in the team to record the names of the cities, provinces, and provincial capitals as they travel along the highway. Choose one person in each group to present to

GRADES 8/9 UNIT

Lesson 2: Biogeoclimatic Zones (Science)

Educational objective

Students will compare and contrast the major biogeoclimatic zones of their province or territory.

Time: 4 hours

Procedure

1. Preparation: Set up a research centre that includes:
   - atlases with specialized maps (landforms, vegetation zones, mineral resources, agricultural lands, forestry, population distribution)
   - books and articles on regional ecosystems.

2. Have students play a two- or four-commodity game within their own region. Tell them to record details about each leg of the trip (cities, compass directions, mileage, type of landscape they're driving through).

3. Introduce the term "biogeoclimatic zone." Review what the students may already know about this topic. Conduct a class discussion on the elements that make up such a zone: climate, geology, landforms, plants, and animals.

4. Discuss how the location of communities, commodities, and transportation routes on the Crosscountry Canada map have been influenced by the environment. Have students brainstorm elements within biogeoclimatic zones (mountains, flood areas, swamps, conservation area, farmlands, forests, mineral deposits, rivers, lakes, rainfall).

4. Introduce the concept of "primary" and "secondary" causes. Explore how the factors influencing settlement patterns are usually interrelated in a complex matrix of geographical, historical, and social causes.

5. Have students play a game, recording cities they visit, in the order they visit them (this will give them a record of the routes they took). Have them read and take notes on the GPP (Gross Provincial Product) statistics provided along the way. (After clicking on "local maps," players will see a box displaying economic statistics on that province's products.) This information will help them understand location factors.

6. Research activity: Have students choose one of the cities on their trip and find information on why that city is located in that particular spot. Tell them to consult historical, political, resources, and landform versions of maps in atlases as well as books and community websites.

7. Report assignment: Have students present their findings in an expository essay or a multimedia report entitled "Why Town X Exists."

Assessment

Read essays or observe multimedia presentations, checking for accurate, thorough content showing valid cause-effect analysis.

Extensions

History: Have students make connections between early fur trade routes and trading posts and modern roads and cities.

Physical geography: Have students research how landforms and climate have influenced the development of their province or territory.

the class their team's route using the large map as a visual. The "presenting" student must describe the route saying each city name, province and capital that they visited on their trip.

Teach database or spreadsheet concepts

You must have your own database or spreadsheet program to complete this activity. Design a database or spreadsheet template and then allow each student to open up a copy of this template and save it with their own names. Each record may be used to record a city, the province in which it is located, its population, available commodities, and points of interest. Students can also collect other information like provincial birds, provincial flowers, etc.

After the data has been collected, students can analyze the data to determine the most common provincial bird or flower, 10 largest cites in Canada, etc.

Teach about heritage sites

Crosscountry Canada 2 may also be used to focus on history. The program includes UNESCO World Heritage sites located in Canada. While your students are on a driving assignment, ask them to take note of all of the postcards they are able to pick up. Each student chooses one postcard (heritage site) to research and write about. If you like, you can use the Scenario Creator to make trips that ensure the students pick up postcards.

The following are research links for students:

The World Heritage List:
http://whc.unesco.org/heritage.htm

UNESCO World Heritage Education site:
http://whc.unesco.org/education/index.htm

Teach survival math skills

Crosscountry Canada 2 may be used to focus on math. Design a scenario or just start Crosscountry Canada 2, and have your students estimate the amount of gas it will take to reach their ending city. Allow them to play the game, and then check their estimates. Prior to starting their trip, have students estimate their expenses. Have them check their estimates after the game is played.

Activities to develop geographic literacy

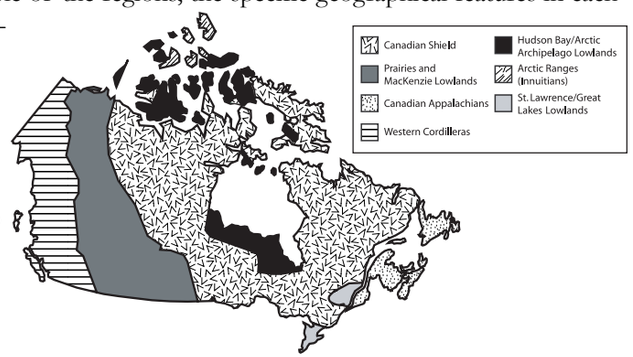
Write a report on a Crosscountry Canada commodity.

Write a report on a commodity which is not in Crosscountry Canada but should, in the student's opinion, be included in the program.

Discuss or write a report on water as it relates to cities and towns. What does water mean to different communities? Find cities or towns where water was not important in their formation or development. Are they a minority?

Using an outline map of Canada, draw where the various natural regions of Canada are and color them in. Make a table of the regions, the specific geographical features in each region, and the kinds of activities carried out there.

There are many ways of dividing Canada into its regions. What other ways might there be of dividing up Canada into regions?



GRADES 8/9UNIT

Lesson 1: Canadian Settlement Patterns (Social Studies)

Educational objective

Students will assess how settlement patterns were influenced by geographical, historical, and economic factors.

Time: 3-4 hours

Procedure

1. Preparation: Set up a research centre with atlases, books, and a list of relevant websites.

2. Display Crosscountry Canada map. Explain that this is the map the students will use to plan their routes as they pick up and deliver commodities across the country. Point out the routes and cities shown in your province. Choose two or three of these communities; ask students to offer explanations for the location of each city or town.

3. Have students brainstorm a list of all of the factors that could play a role in determining the location of a community. Encourage them to be as specific as possible. Possible factors could include:

   - historical
   - economic (resources)
   - political
   - geographical (landforms, climate)
   - social
   - religious.

4. Explore and qualify "renewable" concept. Are forest resources automatically renewable? Why?

5. Review what students may already know about conservation and ecosystems, focusing on how a change in any element usually affects the whole system.

6. Have students identify the commodities picked up on their four-load trip as renewable or non-renewable.

7. Have students choose one of the renewable commodities (or a commodity that depends on a renewable resource) and research what is being done in one region of Canada to ensure this resource will continue to be available in the future.

Assessment

Collect reports and look for evidence of accurate and thorough content presented in a clear, well-organized format.

Extension

Language Arts: Have students read newspapers for a week and clip any articles discussing conservation. Ask them to consider whether there's a "green" or "anti-green" bias in an article. Words chosen for headlines can be revealing: "Logging giant threatens Cathedral Grove on Vancouver Island."

Compare the lives of people living far from each other but in the same geographic setting. i.e. fishers on the east and west coasts; oil field workers in Alberta and Newfoundland.

Compare the characteristics of life on the farms of the interior plains with farms in similar areas of the world (e.g. Australia, the American Midwest, the Ukraine, and/or the interior of Argentina).

Activities for Personal Planning and Social Responsibility

- Encourage students to participate in discussions of the importance of geography in shaping our lives.
- Encourage students to participate in discussions as to how the role of physical geography has changed over time. Is it more or less important to our lives now than in the past?
- Encourage students to discuss how all living things are influenced by geography, and how people act to influence geography.
- Discuss the cultural activities that are related to specific geographical areas (e.g. sea festivals, agricultural fairs).
- Discuss how geography shapes the way communities are similar and different.
- Discuss the rules of the road from a truck driver's perspective (e.g. specific difficulties in eating or sleeping).
- Discuss or write a report on commodities in Crosscountry Canada 2 that can be serious health hazards if misused.
- Invite a resource person from industry or government to tell about the importance of a local commodity.
- Invite an older person or local historian to tell about life in the early years of your community.
- Discuss how geography makes groups feel related or distant from each other. For example, why do people in Maine feel closer to New Brunswick than

to New York? How does living on an island affect one's perceptions?

GRADES 6/7 UNIT

Lesson 3: Renewal Resources (Science and Social Studies)

Educational Objectives

Students will:

- develop critical-thinking skills through differentiation
- locate and record information from a variety of sources
- organize information into a presentation

Time: 3 hours

Procedure

1. Preparation: Set up a research centre on the topic of renewable resources. Students should have completed at least one four-commodity Crosscountry Canada trip.

2. Introduce the topic of natural resources. Have students brainstorm a list of natural resources in their province or territory.

3. Introduce concept of "renewable and "non-renewable."

    - Hold up a pencil.
    - What is this pencil made of?
    - Where do these materials come from?
    - Are they renewable? (wood is renewable; graphite is non-renewable). Establish criteria for "renewable" and "non-renewable" (usually an inorganic, non-living substance; cannot be replaced once it is used up).

recommendations about how costs could have been reduced.
- Give examples of recommendations based on sample log/report.

3. Have each team analyse its Trip Log and Expense Report to find ways to reduce costs. Then ask students to summarize their cost-cutting recommendations in a list. Each point on this list should include the original decision or action, the recommended decision or action, and an explanation of how this recommendation would reduce costs. If they can find no room for improvement, have them justify each major decision, showing how it was the most economical choice.

Assessment

Collect students' lists and check for evidence of valid cause-effect analysis linked to specific decisions.

Extension

Math: Have students calculate and compare the percentage of total expenses for various items such as gas, food, and mishaps.

GUIDE TO CROSSCOUNTRY CANADA LESSONS

These lessons offer a few examples of the many educational uses of Crosscountry Canada. The lesson plans are organized into three units: Grades 4/5, Grades 6/7, Grades 8/9. Each unit consists of three lessons with generic learning objectives.

To complete the central activity or assignment in each lesson, students must have played the game, and most of the assignments also require trip logs.

Have students keep trip logs of their missions (see "Trip Log" template on page 42 "Sample Trip Log" on page 45). Creating these logs will help students keep track of where they're going, choose the best routes, be aware of time passing, pay attention to health factors (food, sleep), and generally make informed decisions.

The "Time" estimates for the lessons do not include the time students spend playing the game.

The scheduling of the game time (when students play the game) varies according to the procedures in the lessons. Sometimes the entire lesson is designed to be presented after a game session. Other times, the lesson requires a pre-game instruction period.

Game Overview

The player is a long-distance truck driver assigned commodities to pick up and deliver on a journey through Canada. The winner of the game is the driver who earns the most amount of money on a mission. Mission choices range from two commodities to twelve commodities. A 4-commodity game takes about 40 minutes; a 10-commodity game takes about 90 minutes.

TRIP LOG FOR CROSSCOUNTRY CANADA

Total number of commodities to be picked up: _____

Dispatch Notice

Time and date:_____

Current location:_____

Delivery destination:_____

First commodity:_____

First Commodity Journey

Location choices:_____

My route choice: _____

_____

_____

_____

Loaded first commodity at: _____ (date and time)

Dispatch Update

Next commodity:_____ Bonus commodity:_____

GRADES 6/7 UNIT

Lesson 2: Analysis of Team Trip Costs (Lifeskills)

Educational Objectives

Students will:

- practice co-operative decision making
- practice budgeting skills
- evaluate decisions they have made

Time: 3 hours

Procedure

1. Preparation: To do this assignment, students need to complete a detailed Trip Log for at least one Crosscountry Canada team mission. They also need a copy of their mission's "Expense Report." Before students play the team game, emphasize how success in the game depends on the truck driver's decisions. Discuss all of the factors that have a direct influence on costs (speed, seat belt use, food and sleep breaks, route choices, bonus commodities). Tell the teams to keep these factors in mind as they make group decisions during the journey.

2. After students have completed the team missions, demonstrate how a Trip Log and Expense Report can reveal opportunities for cost reduction.

   - Show Sample Log (Whitehorse to Vancouver trip) and Expense Report on overhead transparency.
   - Tell students to pretend they work in the trucking company's accounting department. Ask them to assess the log and expense report for cost effectiveness, making

to research and write a report on all of the reasons this commodity is available at that particular location. Students should use prior knowledge, deductive reasoning and the research materials to find the answers. Have each group summarize its findings in a short report.

Note: This exercise will be more interesting and challenging if students choose products for which the answer isn't fairly obvious. For example, it's easy to explain why Kenora, Ontario produces lumber, but why does Victoria produce chocolate?

Assessment

Collect students' reports and look for evidence of thorough and accurate analysis.

Extensions

- Organize a class field trip to the production site of a commodity produced in your region.
- Have students research and write a report on how changes in resources or attitudes and policies concerning resources have affected a community.

Second Commodity Journey

Location choices:_____

My route choice: _____
_____
_____
_____

Loaded second commodity at: _____ (date and time)

Mission completed on: _____ (date and time), at _____ (place)

Expense Report

Gas	_____
Hotel	_____
Food	_____
Tickets	_____
Ferries	_____
Mishaps	_____
Wear	_____
Credits	_____
Total	_____
Starting Balance	_____
Commodity Revenue	_____
Total earnings	_____

GRADES 6/7 UNIT

Lesson 1: Communities and Commodities (Social Studies)

Educational Objective

Students will analyse the relationship between the development of communities and their available resources.

Time: 4-6 hours

Procedure

1. Preparation: Set up a research centre containing materials on the location and development of Canadian natural resources.

2. Introduce the topic of how resources play an important role in the development of communities. Discuss the following terms, giving examples of each: natural resource, commodity, primary and secondary industry, raw material processing. Explain that sometimes the natural resource is the area's access to an energy source that allows economical processing or manufacturing.

3. Display the Crosscountry Canada map. Discuss what factors might influence the type of commodities produced in a few of the towns on this map (density of population, skills, interests, culture, education of people living there, climate, terrain, history, natural resources). Start with questions about your local area: "How do people earn a living in our town? What is this area known for? Why?"

4. Research activity: Divide class into small groups. Assign one of the commodity/location pairs on the cross-reference card to each group. Tell them

SAMPLE TRIP LOG

Total number of commodities to be picked up: 2

Dispatch Notice
Time and date: 9:00, August 1
Current location: Whitehorse
Delivery destination: Vancouver
First commodity: aluminum

First Commodity Journey
Location choices: Prince Rupert, BC or Sept- Îles, QC
My route choice: Drove to Watson Lake on way to Prince Rupert

- Arrived in Watson Lake at 2:02. Drove to Prince Rupert; checked health and found I was exhausted (14 hours on road). Checked into a hotel and slept 8 hours, then had a meal.
- Warehouse now open; therefore, loaded first commodity, aluminum. Loaded first commodity at: 14:15 on August 2.

Dispatch Update
Next commodity: chocolate

Second Commodity Journey
Location choices: Victoria or Toronto
My route choice: Took ferry south to Port Hardy on the way to Victoria

- Got on ferry headed to Port Hardy at 17:04. Ferry cost $450, 1140 min. to sail.
- Arrived in Port Hardy at 17:20. Checked health; needed sleep so checked into hotel and slept 8 hours.
- Woke up; it was raining in Port Hardy. Chose route to get to Campbell River.
- Arrived in Campbell River at 4:01. Checked gas; OK.

- Arrived in Nanaimo at 5:47.
- Arrived in Victoria at 6:57. Checked health; needed sleep, so checked into hotel. Slept 8 hours and had a meal.

Loaded second commodity at: 15:27 on August 4.

- Boarded ferry to Vancouver (ferry cost $65).

Fill up gas tank to determine amout of gas used for trip.
Mission completed on: August 04 at 17:52, at Vancouver, BC.

Expense Report
Gas: $ 135.00
Hotel: $150.09
Food: $10.70
Tickets: $0.00
Ferries: $515.00
Mishaps: $0.00
Wear: $350.28
Total: $1161.07

Starting Balance: $10,000.00
Commodity Revenue: $700.00

Total earnings: $9,538.93

sequence, provide supporting detail, and express ideas in clear, correct sentences using appropriate and correctly spelled words.

Extension

Students write their trip summaries in the form of a telephone conversation between themselves and someone back home. Emphasize that the dialogue should be informative (closely tied to what actually happened during the trip) and interesting (supported with some specific details, facts, and descriptions). Two students perform this conversation in a question-and-answer format.

Assessment of Extension

Observe oral presentations and look for clear links between the original Trip Log and the information and personal responses presented during the conversation.

Advantages	**Disadvantages**
can listen to radio, play CDs; talk to fellow truckers on CB radios	can't ever totally relax while driving
can wear casual clothes	a fairly solitary working day; no co-workers
freedom - can take breaks when you want	long periods of separation from friends and family
get to eat at restaurants	restaurant food not always healthy; not much choice in remote locations

3. Ask students to suggest how the long-distance truck driver could keep in touch with people back home (telephone, e-mail, postcards, letters).
4. Have students write a short letter about the trip to a friend or family member. The letter should include both facts (where he went, what he saw along the way, what commodities he picked up, things he learned) and personal responses (surprised that so much chocolate was produced in Victoria; enjoyed the long ferry ride to Port Hardy - saw Beluga whales and many seabirds, met some interesting people, etc.).

Sample assignment:

You've just finished your Whitehorse to Vancouver mission. Now, before starting your next long haul, you're taking a day off to relax and enjoy some of the sights of Vancouver. Before you leave the hotel, write a short letter or e-mail message to a friend or family member. Include where you went, what you saw, what you learned, and what you enjoyed the most and the least.

Assessment

Collect students' letters and look for evidence of ability to organize information in a logical

GRADES 4/5 UNIT

Lesson 1: Canadian Commodities (Social Studies)

Educational Objectives

Students will:

- locate information using a cross-reference resource
- understand vocabulary in economic context: goods, services, commodities
- demonstrate the ability to reorganize information

Time: 2 hours

Procedure

1. Discuss the meaning of "the G.S.T." (The Goods and Services Tax is a 7 % federal tax applied to almost every sale of good and services in Canada. It was instituted in 1991, and replaced the Manufacturers' Sale Tax.)

Print "G.S.T." on board; ask students what it stands for and whether they've paid it. Show examples of bills with GST costs included.

2. Ask students the difference between "goods" and "services." Have students brainstorm examples of each.

3. Introduce the word "commodity." Ask for definition. Dictionary: "Any article that is bought and sold." Emphasize that commodities are “movables” (items that can be transported from one place to another).

4. Introduce topic of truck transportation.

- Ask students how products get to the stores from all over Canada and the world (air, water, rail, road).
- Ask which method of transportation is used the most in Canada and why.

5. Demonstrate how to use the Crosscountry Canada "City-Commodity Cross Reference" card.

- Explain the term "cross-reference." Show some examples.
- Ask students how the city-commodity card is a "cross-reference."
- Ask students to find the location of a product; then ask them to find what commodities are available in the capital city of their province.

6. Assignment: Have students use the city-commodity cross reference card and the "Canadian Postal Abbreviations" (p. 81) to create a table showing all of the commodities produced in each province or territory.

Chart entry example:

Province or Territory	**Commodities produced**
British Columbia	aluminum, apples, beef , canola, coal, copper, cranberries, gypsum, lumber, molybdenum, natural gas, pulp and paper, salmon, ship parts, software, zinc

Assessment

Collect the charts and check whether content is accurate and complete.

Extensions

- Give students blank maps of their province or territory, and have them

GRADES 4/5 UNIT

Lesson 3: Writing a Personal Letter (Language Arts)

Educational Objective

Students will create a personal and informational communication using logical sequences.

Time: 2 hours

Procedure

1. Preparation: Before introducing this lesson, collect and check each student's Trip Log. To do this writing assignment, students must have played at least one game of Crosscountry Canada (either alone or as part of team) and kept a detailed record of experiences on the trip.

2. Conduct class discussion on the occupation of long-distance truck driver. Have students brainstorm what they consider would be the advantages and disadvantages of this job. List their suggestions on board or transparency.

Examples:

Advantages	**Disadvantages**
get to visit many parts of Canada	don't have time to sightsee, visit museums, or enjoy festivals along the way
not stuck in an office	have to sit behind wheel for long hours

health and safety by eating so little? Maybe he/she packed food from home?
- Are hotel costs for two nights high or low? Where do you stay on family trips? What's the cost of Motel 6? Hotel Vancouver?

3. Chart Assignment: Ask students to analyze and draw conclusions about their own trip logs and expense reports, and then present these conclusions in a chart format.

Note: Students could use calculators to translate gas total into mileage.

Example:

	Item Cost	**What this reveals**
Food	$10.70	Driver didn't eat much! Maybe he/she packed food from home?
Tickets	$ 0.00	Driver doesn't speed; good for safety and gas consumption.
Ferries	$515.00	Expensive, but saves wear on truck and driver; 19-hour ferry trip to Port Hardy gave driver chance to relax.
Mishaps	$0.00	Driver follows health and safety rules.

Assessment

Collect charts and look for evidence of students' ability to draw a valid and clearly stated conclusion about each item.

illustrate these maps with commodity pictures or symbols in the correct location.
- Have students keep a vocabulary list of any commodity names they don't understand. Some, for example, might not know what "software," "communications equipment," or "molybdenum" means. Tell them to use the dictionary to find definitions, and also let them know that during the game, if they pick up the commodity and click on their photo album, they can find more information.

GRADES 4/5 UNIT

Lesson 2: Analysis of Trip Log and Expenses (Lifeskills)

Educational Objectives

Students will:

- point out the impact of their decisions
- describe options for saving money and other resources

Time: 2 hours

Procedure

1. Preparation: To do this assignment, students need a detailed trip log and a copy of the expense report for at least one mission of Crosscountry Canada.
2. Display (on transparency or handout) a sample trip log and expense report for one mission. Generate discussion about what this information reveals about the trip and the driver.

Sample questions:

- What is the biggest expense item?
- Could the driver have avoided this big ferry expense? Should the driver have taken the ferry from Prince Rupert to Port Hardy? Would it have been cheaper to take the interior land route to Vancouver, and then take a ferry to Victoria to pick up the chocolate?
- What does this list tell you about this trucker's driving habits or personality? (no tickets or mishaps; therefore a safe, careful driver)
- What's the lowest cost item? Food was only $10.70 for 3 days. Is this low, normal, or high? Did the driver eat enough? Was he/she risking his/her