

Tips for Teachers

Making the Most of  
Electronic Field Trips

to

*Colonial*

*Williamsburg*



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**C**ongratulations, you and your students are preparing to embark on an exciting and innovative journey. Electronic Field Trips to Colonial Williamsburg, like all good field trips, provide new and exciting learning environments, the opportunity for students to interact directly with experts, and an unforgettable learning experience.

For those of you preparing for your first electronic field trip, here's what to expect. Colonial Williamsburg Electronic Field Trips consist of three parts, the Teacher's Kit, the Internet Site and the central part of the package, the live broadcast. On the day of the live broadcast, your students will view dramatic reenactments of early American history, or fascinating documentary material about eighteenth-century life. During the broadcast there will be opportunities for your students to call us and talk directly with Colonial Williamsburg character interpreters or historians. All it takes is a television and a telephone. If you have Internet access we also provide the opportunity for your students to ask questions of the characters or experts, or form a discussion group with students in other schools.

Electronic Field Trips, like other field trips, also require careful preparation if your class is to make the most of its journey to Colonial Williamsburg. This booklet, along with the other materials in your teacher's packet and on the Internet site, will help you make that journey a rich and unforgettable learning experience.

**The Teacher's Packet** contains the materials you need to take full advantage of the Electronic Field Trips to Colonial Williamsburg. In addition to this booklet it contains:

1. Teacher's Guide
2. Introductory Tape
3. Numbers to Remember
4. Outline of the Broadcast
5. Classroom Poster

*The Teacher's Guide* is a most important tool to help you prepare for a successful Electronic Field Trip. The teacher's guide provides material for several lessons. Each teacher's guide includes historical background material, lesson plans, and facsimiles of original documents and prints.

***Historical Background Material*** - Each teacher's guide begins with an introductory article to give you the background to guide your students through the Electronic Field Trip. Written by Colonial Williamsburg's research staff and edited by our educational specialists, these background pieces set the historical stage for the upcoming field trip. In addition to the background piece, the teacher's guide may include a time line and a glossary of terms.

***Lesson Plans*** - Each teacher's guide contains suggested lessons for use before the broadcast, after the broadcast, and as a final evaluation activity. Wherever possible, the lesson plans incorporate the use of primary documents and prints and integrate history and social studies lessons with language arts, math, science, art, government, and other curriculum areas. By utilizing these lessons your class will be well prepared to take full advantage of the live broadcast and the interactive opportunities.

***Primary Source Documents*** - Each teacher's guide includes facsimiles of original documents and prints incorporated into the lesson plans. Students can use these materials to begin to do their own historical research and draw their own conclusions.

***The Introductory Tape*** provides an introduction to Colonial Williamsburg, guides you through the steps you'll need to take to get the most from your Electronic Field Trip, and gives you a preview of the programs included in the Electronic Field Trip series. You may find that showing your class the segment *Welcome to Colonial Williamsburg* will give them a picture of the historic restoration, museum, and people that make up Colonial Williamsburg.

***Numbers to Remember*** is a handy reference to the information you will need to participate in Electronic Field Trips. You will find the toll-free numbers to reach our historians during the broadcast, addresses and passwords for the Internet Site, and a number to call for technical assistance. Please make sure to keep these numbers at hand on the day of the broadcast.

***The Program Outline*** is a brief description of the segments of the live broadcast. Please take advantage of this outline to help your students prepare relevant questions for the call-in segments.

***A classroom poster*** is included in your teacher's packet. We hope you will collect the whole series and enjoy them in your classroom.

***Standards of Learning*** are an important part of nearly every state curriculum. In this booklet, we have included a guide to help you determine what standards each program addresses. Our guide has been developed based on the National Standards of Learning and can be readily adapted to the Standards of Learning for your state.

**The Internet Site** - Each Colonial Williamsburg Electronic Field Trip includes a specially designed website that can be accessed only by registered classrooms. These websites are your link to Colonial Williamsburg resources for the entire school year. Please use them often to take full advantage the multimedia learning activities and electronic forums that allow students to participate in discussions with Colonial Williamsburg historians and other history students across the country. In addition, the website contains this guide, as well as the teacher's guide in PDF format, satellite coordinates for schools receiving a direct satellite feed, an email link to featured characters, and any bulletins of added features.

***Voting Issues*** A new feature this year is on-line voting. In response to teacher evaluations, we have removed the voting segments from the live broadcast. This year your students will be able to discuss and vote on issues and register their votes before the broadcast through our Internet sites. We will report on the results of the vote during the program.

Enter the site at <http://www.history.org/trips>. Choose 1999-2000 Electronic Field Trips and then choose the field trip site you wish to access. You will be prompted to enter your User ID and Password. Remember, these can be found on your ***Numbers to Remember*** reference Sheet. Please take full advantage of the resources in these sites. The direct email link will be activated the week of the field trip, however the forum and the rest of the special activities are available to your students throughout the school year. Please feel free to give the passwords to your students for home use.



## The Live Broadcast

- The lessons and the Internet activities all lead up to the live event, the Electronic Field Trip. Please make sure you have access to the broadcast through a local PBS, cable station, or a direct satellite downlink. The Electronic Field Trip will be broadcast live at 10 AM and 1PM Eastern Time. If you are not downlinking the satellite feed directly, please check with your provider for program times in your area. If you are unsure of how to receive the program, consult your technical coordinator, the technical appendix in this guide, or call the technical assistance number, (800) 761-8331.

On the day of the broadcast, bring to the viewing room the *Numbers to Remember* sheet and the *Program Outline*. Make sure your television, phone and Internet connections are working before the scheduled time.

The broadcast will consist of dramatic or documentary lesson segments followed by live, interactive call in segments. The live call-in segments provide a means for your students to talk directly to Colonial Williamsburg historians. This opportunity is only available to students in classrooms who subscribe to the program. The toll-free number can be found on your *Numbers to Remember* sheet. It will NOT be shown on the television screen.

Classrooms wishing to participate in the live call-ins should keep the following in mind.

1. We have a team of Colonial Williamsburg historians available to answer questions from your students both during the live broadcast and for one hour afterwards. We will make every effort to answer your calls. These historians can also be reached through the forum and the email link on the special Internet site.
2. A message will appear on the screen when it is time to begin calling. If you hear a busy signal, hang up and call again.

3. Calls can only be accepted from students. Since time is extremely limited, the student who is going to ask the question must be on the phone when our operator answers.
4. Students should be prepared to give their name, grade, city and state, and question to the Electronic Field Trip operator.
5. We will answer as many questions as possible on the air, however we receive many more calls than can be answered in the live broadcast. Remember, historians behind the scenes are answering questions too. We try to get the most interesting, comprehensive, and relevant questions on the air. Also make sure your students have more than one question in case their question has already been asked.
6. If your student's question is chosen to go on air, he or she will be placed on hold. He or she will be able to hear the program through the telephone handset. When the student's name and city are announced on the air, he or she should ask their question in a strong, clear voice.
7. It is very important that you make sure to turn down the TV in the classroom when your student goes on the air with a live question. Otherwise, feedback will make it hard to hear your student's question.
8. At the end of each call in segment, we will clear the phone lines to ensure that the questions asked in the next segment are appropriate for the new material. Students waiting to go on-air at that time will have their questions answered by our behind-the-scenes historians so don't hang up.
9. Continue to call in for one hour after each broadcast and make use of the email and Internet sites.

## Technical Tips

We at Colonial Williamsburg are working to obtain coverage through PBS and cable stations throughout the country. We have found that stations are most likely to distribute our programs when teachers from their viewing audience request the coverage. Please call the station in your area to verify whether they are carrying the program live or on a tape-delayed basis and call again a few days before the program airs to confirm. If you need assistance determining what station may be available in your area, call our registration line at 800-761-8331.

### **Special Instructions for Schools with Their Own Satellite Dish**

If your school has its own KU or C-band satellite dish, you can down-link the program directly. The satellite coordinates will be mailed to you approximately six weeks before each program. They can also be found on the website for each program.

1. In the weeks before the program, test your dish and ensure that all the school's equipment is working well. Make certain your satellite dish is functioning, and that you can tune the satellite dish. Remember, a satellite dish needs periodic maintenance. If you have not used your dish recently, it may need to be serviced. You may call Colonial Williamsburg at (800) 761-8331 during the week before the field trip to check that you are receiving the correct signal.
2. Check the website for any updated satellite information.
3. A satellite signal is available for testing one-half hour before each broadcast. You should see a Colonial Williamsburg graphic, the name of the program, and hear music. Schools planning to participate in the second program are advised to test their satellite dish during the first program.
4. Make sure your television is set to receive the satellite

5. Find the correct satellite.
6. Turn to the correct transponder. Note: the transponder number is not always the same as your channel number.
7. Set the polarization vertical or horizontal.
8. Fine-tune the audio and video receiver.
9. Verify the connection from the receiver equipment to the television set. Make certain the television set is tuned and set up properly.
10. You may call Colonial Williamsburg for technical assistance the day of the program, however please be aware that there are many different types of equipment on the market today. It is very unlikely that we will be able to assist with anything but basics information. Please test your dish early and consult your satellite dish maintenance company for assistance with your particular equipment.

If you cannot obtain a live feed from a satellite dish or a local television station, upon request Colonial Williamsburg will mail you a videotape of the program within a few weeks after it has aired.



## 1999-2000

# Electronic Field Trip Schedule

**October 7, 1999**

**Crossroads**

How did people travel in colonial times? Experience the ordeal of travel and transportation in eighteenth-century Virginia.

**November 4, 1999**

**Enslaved**

Why did slavery occur in the British colonies? This field trip examines the systems of indentured servitude, apprenticeship, and slavery in colonial America.

**December 2, 1999**

**Washington: Man and Myth**

George Washington, at Mount Vernon, looks back on his early years as a young soldier and politician in Virginia where he learned the skills to lead a new nation.

**January 13, 2000**

**A Day in the Life**

This field trip explores life in colonial Williamsburg focusing on a day in the life of an apprentice boy, a girl from a gentry family, and an enslaved boy.

**February 17, 2000**

**Trail of Whispers**

To survive slavery, African-Americans developed a network of “whispered” news and information that kept them informed and drew their community close together.

**March 16, 2000**

**Call to Arms**

Experience the American Revolution through the eyes of a young recruit as he prepares to enter battle for the first time.

**April 13, 2000**

**Building History**

Today tradesmen and researchers restore and rebuild the houses and buildings of Colonial Williamsburg. See how they rediscover the secrets of eighteenth-century builders and discover the mysteries of Colonial Williamsburg’s old buildings.

All field trips air at 10 a.m. and 1 p.m. Eastern Time.

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## 2000-2001

# Electronic Field Trip Schedule

**October 5, 2000**

**Missions to America**

Travel to America's first English settlement, a French Great Lakes trading post, and a Spanish mission in the Southwest to explore how different European nations colonized America.

**November 2, 2000**

**Potions, Ails and Smallpox Tales**

Through the eyes of an apprentice, visit an eighteenth-century apothecary to learn about medical practices, materials, and equipment of the time.

**December 7, 2000**

**The Case of the Shuttered Room**

Join young history sleuths who enlist the aid of Colonial Williamsburg curators, historians, and archaeologists to learn how the artifacts from the William Waters house help solve the mystery of the people who lived there.

**January 18, 2001**

**Buying Respectability**

Investigate the eighteenth-century consumer revolution with dress and fashions from Margaret Hunter's Millinery Shop.

**February 15, 2001**

**Flames of Freedom**

Explore how African Americans resisted slavery. Fredrick Douglass narrates this history of slave rebellions from colonial times to John Brown's raid on Harper's Ferry.

**March 15, 2001**

**Order in the Court**

How did eighteenth-century courts treat young people? Observe three cases taken directly from Virginia court records. These 200-year-old trials could have come from today's newspapers.

**April 26, 2001**

**The April Conspiracy**

March with British troops in April 1775 as they seize colonial weapons and powder in Virginia and Massachusetts. Join the Patriots in the confrontations at Lexington, Concord and Williamsburg that launched a Revolution.

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All field trips air at 10 a.m. and 1 p.m. Eastern Time.

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# Standards of Learning

## Crossroads

### STANDARD 1. CHRONOLOGICAL THINKING

- A. Distinguish between past, present, and future time.
- B. Identify in historical narratives the temporal structure of a historical narrative or story.
- G. Explain change and continuity over time.

### STANDARD 2 HISTORICAL COMPREHENSION

- D. Evidence Historical perspectives.
- G. Draw upon Visual data presented in photographs, paintings, cartoons, and architectural drawings

### STANDARD 3. HISTORICAL ANALYSIS AND INTERPRETATION

- A. Formulate questions to focus their inquiry or analysis.
- C. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
- D. Analyze historical fiction.
- E. Distinguish between fact and fiction.
- F. Compare different stories about a historical figure, era, or event.
- G. Analyze illustrations in historical stories
- H. Consider multiple perspectives.
- I. Explain causes in analyzing historical actions.
- J. Challenge arguments of historical inevitability.
- K. Hypothesize influences of the past.

### STANDARD 4. HISTORICAL RESEARCH CAPABILITIES

- A. Formulate historical questions.
- B. Obtain historical data.
- C. Interrogate historical data.
- D. Marshal needed knowledge of the time and place, and construct a story, explanation, or historical narrative.

**STANDARD 5. HISTORICAL ISSUES-ANALYSIS AND  
DECISION-MAKING**

- A. Identify issues and problems in the past.
- B. Compare the interests and values of the various people involved.
- C. Suggest alternative choices for addressing the problem.
- D. Evaluate alternative courses of action.
- E. Prepare a position or course of action on an issue.
- F. Evaluate the consequences of a decision.

# Standards of Learning

## Enslaved

### STANDARD 1. CHRONOLOGICAL THINKING

- A. Distinguish between past, present, and future time.
- B. Identify in historical narratives the temporal structure of a historical narrative or story.
- G. Explain change and continuity over time.

### STANDARD 2. HISTORICAL COMPREHENSION

- A. Reconstruct the literal meaning of a historical passage.
- B. Identify the central question(s) the historical narrative addresses.
- C. Read historical narratives imaginatively.
- D. Evidence historical perspectives.
- G. Draw upon the visual data presented in photographs, paintings, cartoons, and architectural drawings.

### STANDARD 3. HISTORICAL ANALYSIS AND INTERPRETATION

- A. Formulate questions to focus their inquiry or analysis.
- B. Identify the author or source of the historical document or narrative.
- C. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
- D. Analyze historical fiction.
- E. Distinguish between fact and fiction.
- F. Compare different stories about a historical figure, era, or event.
- G. Analyze illustrations in historical stories
- H. Consider multiple perspectives.
- I. Explain causes in analyzing historical actions.
- J. Challenge arguments of historical inevitability.
- K. Hypothesize influences of the past.

**STANDARD 4. HISTORICAL RESEARCH CAPABILITIES**

- A. Formulate historical questions.
- B. Obtain historical data.
- C. Interrogate historical data.
- D. Marshal needed knowledge of the time and place, and construct a story, explanation, or historical narrative.

**STANDARD 5. HISTORICAL ISSUES-ANALYSIS AND DECISION-MAKING**

- A. Identify issues and problems in the past.
- B. Compare the interests and values of the various people involved.
- C. Suggest alternative choices for addressing the problem.
- D. Evaluate alternative courses of action.
- E. Prepare a position or course of action on an issue.
- F. Evaluate the consequences of a decision.

# Standards of Learning

## Washington Man and Myth

### STANDARD 1. CHRONOLOGICAL THINKING

- A. Distinguish between past, present, and future time.
- B. Identify in historical narratives the temporal structure of a historical narrative or story.
- C. Establish temporal order in constructing their [students'] own historical narratives.
- G. Explain change and continuity over time.

### STANDARD 2. HISTORICAL COMPREHENSION

- A. Reconstruct the literal meaning of a historical passage.
- B. Identify the central question(s) the historical narrative addresses.
- C. Read historical narratives imaginatively.
- D. Evidence historical perspectives.
- G. Draw upon the visual data presented in photographs, paintings, cartoons, and architectural drawings.

### STANDARD 3. HISTORICAL ANALYSIS AND INTERPRETATION

- A. Formulate questions to focus their inquiry or analysis.
- B. Identify the author or source of the historical document or narrative.
- C. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
- D. Analyze historical fiction.
- E. Distinguish between fact and fiction.
- F. Compare different stories about a historical figure, era, or event.
- G. Analyze illustrations in historical stories
- H. Consider multiple perspectives.
- I. Explain causes in analyzing historical actions.
- J. Challenge arguments of historical inevitability.
- K. Hypothesize influences of the past.

**STANDARD 4. HISTORICAL RESEARCH CAPABILITIES**

- A. Formulate historical questions.
- B. Obtain historical data.
- C. Interrogate historical data.
- D. Marshal needed knowledge of the time and place, and construct a story, explanation, or historical narrative.

**STANDARD 5. HISTORICAL ISSUES-ANALYSIS AND DECISION-MAKING**

- A. Identify issues and problems in the past.
- B. Compare the interests and values of the various people involved.
- C. Suggest alternative choices for addressing the problem.
- D. Evaluate alternative courses of action.
- E. Prepare a position or course of action on an issue.
- F. Evaluate the consequences of a decision

# Standards of Learning

## A Day in the Life

### STANDARD 1. CHRONOLOGICAL THINKING

- A. Distinguish between past, present, and future time.
- B. Identify in historical narratives the temporal structure of a historical narrative or story.
- G. Explain change and continuity over time.

### STANDARD 2. HISTORICAL COMPREHENSION

- C. Read historical narratives imaginatively.
- D. Evidence historical perspectives.

### STANDARD 3. HISTORICAL ANALYSIS AND INTERPRETATION

- A. Formulate questions to focus their inquiry or analysis.
- C. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
- D. Analyze historical fiction.
- E. Distinguish between fact and fiction.
- F. Compare different stories about a historical figure, era, or event.
- G. Analyze illustrations in historical stories
- H. Consider multiple perspectives.
- I. Explain causes in analyzing historical actions.
- J. Challenge arguments of historical inevitability.
- K. Hypothesize influences of the past.

### STANDARD 4. HISTORICAL RESEARCH CAPABILITIES

- A. Formulate historical questions.
- C. Interrogate historical data.
- D. Marshal needed knowledge of the time and place, and construct a story, explanation, or historical narrative.

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**STANDARD 5. HISTORICAL ISSUES-ANALYSIS AND  
DECISION-MAKING**

- A. Identify issues and problems in the past.
- B. Compare the interests and values of the various people involved.
- C. Suggest alternative choices for addressing the problem.
- D. Evaluate alternative courses of action.
- E. Prepare a position or course of action on an issue.
- F. Evaluate the consequences of a decision.

# Standards of Learning

## Trail of Whispers

### STANDARD 1. CHRONOLOGICAL THINKING

- A. Distinguish between past, present, and future time.
- B. Identify in historical narratives the temporal structure of a historical narrative or story.
- G. Explain change and continuity over time.

### STANDARD 2. HISTORICAL COMPREHENSION

- A. Reconstruct the literal meaning of a historical passage.
- B. Identify the central question(s) the historical narrative addresses.
- C. Read historical narratives imaginatively.
- D. Evidence historical perspectives.
- E. Draw upon data in historical maps.
- G. Draw upon the visual data presented in photographs, paintings, cartoons, and architectural drawings.

### STANDARD 3. HISTORICAL ANALYSIS AND INTERPRETATION

- A. Formulate questions to focus their inquiry or analysis.
- B. Identify the author or source of the historical document or narrative.
- C. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
- D. Analyze historical fiction.
- E. Distinguish between fact and fiction.
- F. Compare different stories about a historical figure, era, or event.
- G. Analyze illustrations in historical stories
- H. Consider multiple perspectives.
- I. Explain causes in analyzing historical actions.
- J. Challenge arguments of historical inevitability.
- K. Hypothesize influences of the past.

**STANDARD 4. HISTORICAL RESEARCH CAPABILITIES**

- A. Formulate historical questions.
- B. Obtain historical data.
- C. Interrogate historical data.
- D. Marshal needed knowledge of the time and place, and construct a story, explanation, or historical narrative.

**STANDARD 5. HISTORICAL ISSUES-ANALYSIS AND DECISION-MAKING**

- A. Identify issues and problems in the past.
- B. Compare the interests and values of the various people involved.
- C. Suggest alternative choices for addressing the problem.
- D. Evaluate alternative courses of action.
- E. Prepare a position or course of action on an issue.
- F. Evaluate the consequences of a decision.

# Standards of Learning

## Call to Arms

### STANDARD 1. CHRONOLOGICAL THINKING

- A. Distinguish between past, present, and future time.
- B. Identify in historical narratives the temporal structure of a historical narrative or story.
- D. Measure and calculate calendar time.
- G. Explain change and continuity over time.

### STANDARD 2. HISTORICAL COMPREHENSION

- A. Reconstruct the literal meaning of a historical passage.
- B. Identify the central question(s) the historical narrative addresses.
- C. Read historical narratives imaginatively.
- D. Evidence historical perspectives.
- G. Draw upon the visual data presented in photographs, paintings, cartoons, and architectural drawings.

### STANDARD 3. HISTORICAL ANALYSIS AND INTERPRETATION

- A. Formulate questions to focus their inquiry or analysis.
- B. Identify the author or source of the historical document or narrative.
- C. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
- D. Analyze historical fiction.
- E. Distinguish between fact and fiction.
- F. Compare different stories about a historical figure, era, or event.
- G. Analyze illustrations in historical stories
- H. Consider multiple perspectives.
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- A. Formulate historical questions.
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**STANDARD 5. HISTORICAL ISSUES-ANALYSIS AND DECISION-MAKING**

- A. Identify issues and problems in the past.
- B. Compare the interests and values of the various people involved.
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- E. Prepare a position or course of action on an issue.
- F. Evaluate the consequences of a decision.

# Standards of Learning

## Building History

### NATIONAL HISTORY STANDARDS

#### STANDARD 1. CHRONOLOGICAL THINKING

- A. Distinguish between past, present, and future time.
- D. Measure and calculate calendar time.
- E. Interpret data presented in time lines.
- F. Create time lines.
- G. Explain change and continuity over time.

#### STANDARD 2. HISTORICAL COMPREHENSION

- E. Draw upon the data in historical maps.
- F. Draw upon visual and mathematical data presented in graphics.
- G. Draw upon the visual data presented in photographs, paintings, cartoons, and architectural drawings.

#### STANDARD 3. HISTORICAL ANALYSIS AND INTERPRETATION

- A. Formulate questions to focus their inquiry or analysis.
- B. Identify the author or source of the historical document or narrative.
- C. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
- E. Distinguish between fact and fiction.
- F. Compare different stories about a historical figure, era, or event.
- G. Analyze illustrations in historical stories
- H. Consider multiple perspectives.
- J. Challenge arguments of historical inevitability.
- K. Hypothesize influences of the past.

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## STANDARD 4. HISTORICAL RESEARCH CAPABILITIES

- A. Formulate historical questions.
- B. Obtain historical data.
- C. Interrogate historical data.
- D. Marshal needed knowledge of the time and place, and construct a story, explanation, or historical narrative.

## STANDARD 5. HISTORICAL ISSUES-ANALYSIS AND DECISION-MAKING

- A. Identify issues and problems in the past.
  - B. Compare the interests and values of the various people involved.
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# NATIONAL SCIENCE STANDARDS

## CONTENT STANDARD A:

As a result of activities in grades K-8, all students should develop

- Abilities necessary to do scientific inquiry
- Understanding about scientific inquiry

## CONTENT STANDARD F:

As a result of activities in grades K-8, all students should develop understanding of

- Characteristics and changes in populations
- Types of resources
- Changes in environments
- Science and technology in local challenges

## TEACHING STANDARD B:

Teachers of science guide and facilitate learning. In doing this, teachers

- Focus and support inquiries while interacting with students.
- Orchestrate discourse among students about scientific ideas.
- Encourage and model the skills of scientific inquiry, as well as the curiosity, openness to new ideas and data, and skepticism that characterize science.



# Licensing Agreement for Individual Schools

**The purchase of this Electronic Field Trip allows each school to:**

1. Receive and use one copy of the teacher's packet. Teachers may copy or download the materials from the website for classroom use only. Additional copies of the teacher's packet may be purchased from Colonial Williamsburg. Call (800) 761-8331 for information.
2. Access the Electronic Field Trips through a local PBS station, cable station, or via satellite transmission (either C-band or KU-band).
3. Make and retain one videotape copy of each purchased program.
4. Access the Internet components of the Electronic Field Trip through special Internet addresses and passwords and to use the Internet components for educational purposes.

**The purchasing school agrees to the following conditions:**

1. The school may make a single videotaped copy of the program for educational use within the school.
2. The school will not duplicate, sell, rent, or part with possession of the recorded copy of the Electronic Field Trip.
3. The school will not edit, alter, or exhibit the taped program unless Colonial Williamsburg has granted permission to do so. In all instances, the complete copyright notice and Electronic Field Trip credits must remain a part of the videotaped program.

