

New Additions 2011

A TO Z, SINGLES ONLY!

Vary



See individual listings below

A

THE ADVENTURES OF THE DISASTER DUDES

Safety
1992

1 15-min. Program
Grades K-5
Teacher's Guide

Disaster can strike quickly and without warning. While these events can be frightening for adults, they can be traumatic for children—if they don't know what to do. It's important that children learn how to respond. Helping children prepare for disaster can give them a sense of power over a disaster situation. The Federal Emergency Management Agency's (FEMA) Family Protection Program and the American Red Cross developed this program to help make educating children about disaster preparedness as easy as possible. It contains information on how to build partnerships and talk with children about family disaster preparedness. It also offers suggestions for other types of classroom activities.

The program opens with three friends (Alex, Chris, and Stacey) coming home from school. They talk about what they did during the day, commenting on the "disasters" they experienced such as a pop quiz in math, missing a shot in basketball practice, and the lack of food in Alex's kitchen. While Alex and Chris are deciding what to eat, Stacey turns on the television and sees a news story on a disaster taking place in another part of the country. As she tries to

explain to Alex and Chris what a real disaster is, Chris grabs a video recorder and starts to "tape" Stacey, who is now an on-the-scene reporter. In this new role, Stacey defines what a disaster is and talks with children who have experienced disaster.

In the second segment, Alex, Chris, and Stacey become "Disaster Masters" by learning what they can do to prepare for disaster and why, while playing a computer game.

In the last segment, Chris lets his overactive imagination take him into a cartoon world. Chris encounters other families and learns how to prepare for disaster by developing a Family Disaster Plan.

B

BIG DEAL AT GETTYSBURG: A VALUE OF PLACES THROUGH HISTORY

Virginia and U.S. History
2010

1 60-min. Program
Grades 8-12
Website

This program is designed to be shown in three segments (approx. 20 mins. each), with online discussion- circle questions and activities for each segment. Teachers will be able to use these tools to bring their social studies, language arts and citizenship lessons to life. The program and accompanying lessons were designed in accordance with the National

Council for the Social Studies curriculum standards and themes.

Business executive Elizabeth Hoover has been given a task to secure key Gettysburg properties for her firm and the trip to Gettysburg holds more in store for her than she could have ever imagined. Will her endeavors earn her a promotion or will she leave Gettysburg understanding that historic value sometimes trumps property value? Follow her journey with her teenage son from the historic George Spangler farm to the Gettysburg Railroad Station, to the David Wills House and the Soldiers' National Cemetery as she rediscovers the significance of the battle and a president's speech that shaped a nation.

Gettysburg is the best-known and most visited Civil War battlefield in America and for many of our visitors has become a touchstone of the symbolic struggle that decided the future of our nation as one "dedicated to the proposition that all men are created equal." Gettysburg's African Americans, who most likely understood the roots of the conflict better than the town's white residents, were suddenly thrust into the center of a battle that threatened not only their property, but their freedom as well.

Social Studies: VUS.3, VUS.6, VUS.7

Additional Resource Information:

The website to support this series is found at www.nps.gov/gett/forteachers/index.htm



A BILL OF RIGHTS: WHAT NO JUST GOVERNMENT SHOULD REFUSE

U.S. History Civics Government 1991

1 30-min. Program
Grades 7-12
Teacher's Guide
SOL Correlations

In 1791 America ratified the first ten amendments to the Constitution. The Bill of Rights, as these amendments are known, proclaim the sanctity of individual liberty and prohibit the government from abridging fundamental freedoms. The Bill of Rights has endured for 200 years, despite dramatic changes in the political and social life of the nation. While Americans remain committed to his document, they also continue to debate its meaning. This program was underwritten by the Virginia Commission on the Bicentennial of the United States Constitution with additional funding from Newport News Shipbuilding.

In telling the story of the creation of the Bill of Rights, the program offers a historical perspective on current controversies over the interpretation of rights. The program also looks at how the Bill of Rights has changed since the time of the founders. Together, the historical and contemporary stories address the questions: (1) Whom does the Bill of Rights protect? (2) When there is controversy over interpretation of a particular provision of the Bill of Rights, how do we decide what it means? (3) How does the Bill of Rights protect unenumerated rights?

The program begins in the winter of 1788-89, with Thomas Jefferson, then America's minister to France, discussing events in the United States with French associates. During the heated battle over the Constitution, James Madison, principal architect of the Constitution, had argued that a bill of rights was unnecessary. According to Jefferson, Madison had changed his mind after the Constitution was ratified, but his previous opposition to a Bill of Rights was threatening to keep him from being elected to the First Congress.

The program leaves France for Orange County, Virginia, where Baptist constituents ask Madison why the federal Constitution lacks the protection of rights provided by the Virginia Declaration of Rights and the Virginia Statute of Religious Freedom. Madison pledges that he will propose amendments if elected.

In Congress, Madison proposes several changes, one of which guarantees protection for the freedom of conscience and prohibits the establishment of a national religion. Does the Bill of Rights now provide the protection that Madison sought to provide his Orange County constituents? The program addresses this question with interviews of Stephen Engel (co-plain-

tiff in the 1962 case *Engel vs. Vitale*, which struck down a state-imposed prayer in the New York public school).

The program returns to Congress in 1789, as Samuel Livermore questions the meaning of Madison's prohibition against "cruel and unusual punishments." Looking at current controversy over the Eighth Amendment, the program explores how the Supreme Court has dealt with the question of whether the death penalty is "cruel and unusual."

Returning again to Congress in 1789, we find Madison introducing the Ninth Amendment: an attempt to protect rights not enumerated in the Bill of Rights. An interview with Harriet Pilpel (who argued the noted "right to privacy" case, *Griswold vs. Connecticut*, 1965) illustrates how unwritten rights have been defined and secured in our own time.

On December 15, 1791, Virginia's ratification of the amendments made the Bill of Rights a part of the Constitution. The program closes with the reflections of Thomas Jefferson and George Mason, soon after the first ten amendments were ratified.

Social Studies: 7.1, 7.2, 11.4, 12.4



COPYRIGHT, COPYWRONG

Technology 2000

1 15-min. Program
Grades 3-7
Teacher's Guide
SOL Correlations

This program addresses the issues of how to correctly use information from the Internet. The video begins when William, Jessica, and Maximilian get together to produce a video yearbook about their school's use of technology. They interview their advisor, Mr. Franklin, and ask what is the definition of the word multimedia. He also offers a definition of an "Acceptable Use Policy" in their school. Other students join in, and Mr. Franklin helps everyone understand the difference between plagiarism and information that is "in the public domain." The group then learns about copyrighted material. Meanwhile, Amanda and Noah get excited over their scheme to copy a one dollar bill until they're millionaires! Mr. Franklin quickly helps the two distinguish between copying and spending the money. The video moves on to explore copyrighted music lyrics and other internet material.

This video is geared toward elementary and middle school students and can be used as a

"how-to" for knowing what information can and cannot be utilized from the web. It is also non subject-specific so that teachers in all curriculum areas who are themselves confused about the rights and wrongs of internet materials in the classroom will find useful information from the topics discussed.

Computer Technology: 5.2, 5.3, 5.4, 8.2, 8.3, 8.4



DEATH OF A WHALE

Environmental Science 1994

1 18-min. Program
Grades 6-12
Teacher's Guide

In December, 1992, a 28-foot sperm whale washed ashore at Wrightsville Beach, N.C. The young emaciated female marine mammal soon died in the surf. When veterinarians and biologists performed a necropsy, they found the whale's belly full of marine debris: 30 feet of nylon rope, a plastic gallon-size bleach bottle, a plastic bag, a large blob of raw latex, and a fishing float. Veterinarians believe the whale starved to death because it couldn't get enough "real" food into its stomach due to the volume of indigestibles.

Using the story of a whale's unusual and untimely death as an unforgettable lesson about the dangers of marine debris, this program examines why the whale died and the implications of its death for the health of our marine environment. Footage of the actual incident is alternated with interviews of various professionals: a veterinarian, husbandry curator, and more.

DRAW ME A STORY: THE THREE LITTLE PIGS

Literature Language Arts Visual Arts 2007

1 10-minute program
Grades K-2
SOL Correlations Below

A fine arts touch to literature and reading, painters, artists, sketchers, and crafters use their unique talents to bring color and motion to a fascinating collection of familiar children's stories from around the world. Using paint, oils, chalk, clay, fabric, and other artistic elements, their creative approach is mesmerizing and captivating. Voice-over narration, thematic music and the artist's hand combine to bring each classic tale to colorful life.

A TO Z, SINGLES ONLY (Continued)

The Three Little Pigs (Watercolors) -- Max wants to play ball with his father, but his father has to finish his work first. To teach Max that he should never put off until tomorrow what he can do today, he tells him the classic story of The Three Little Pigs, who leave home in search of adventure. They each build a house, but only the house of the eldest brother, the hardest worker, resists the attack of the big bad wolf. Moral of the story: sloth never pays off.

English: K.1, K.8, 1.1, 1.9, 2.8, 3.5; **Visual Arts:** K.13, K.19, 1.11, 1.12, 1.17, 1.19, 1.20, 2.2, 2.18, 2.19

Additional Resource Information:

Download the book from <http://www.filmideas.com/drawmeastory.html>. This book includes text and images, Art to Color or Paint.



THE ENCOUNTER

Health
1993

1 12-min. Program
Grades K-5
No Teacher's Guide
SOL Correlations

The animated story effectively answers the questions, "What are you supposed to do when you meet a blind person?" The encounter challenges the misunderstandings that people have regarding the visually impaired using humor to expose common myths and misconceptions.

Science: Goal 7

ENVIRONMENTAL CAREERS: THE WORLD IS IN YOUR HANDS

Environmental Science
Government
Geography
Career Education
1993

1 30-min. Program
Grades 7-12
No Teacher's Guide

This program is based on "The First Annual Environmental Careers Symposium" held in the Research Triangle Park, NC, on April 20, 1993. The program provides an introduction to the environmental issues that are addressed and is designed to stimulate classroom discussions and serve as a starting place for students as they begin to explore these disciplines. The scientists

in the program are featured in their laboratories and in the field, discussing their professions and providing insight into how and why they became interested in environmental sciences and related fields. Scientists take a hands-on look at environmental science as a career. The program can be used in 4-6 minute segments introducing the following topics listed below.

1. Geography — Dr. Jasper Harris, North Carolina Central University, discusses geography as the relationship between people and the environment in a spatial context and presents geography as part of the interdisciplinary field of environmental science.
2. Environmental Medicine — Dr. Penny Manasco, NIEHS, discusses environmental medicine in the context of clinical studies that look at how exposure to a wide variety of chemical substances affects human health.
3. Primate Research — Dr. Ken Glander, Duke University, discusses research on primates and his particular emphasis of plant/primate interactions. He also discusses the route by which he entered his field of study.
4. Public Policy — Dr. Marie Lynn Miranda, Duke University, discusses applied research which focuses on tropical forests, land management and municipal solid waste management. She also discusses her work in public policy and how it is an interdisciplinary field that encompasses biology, ecology, politics, law, and social culture.
5. Acid Rain and Forest Decline — Dr. Bob Bruck, North Carolina State University, discusses the role of air pollution in forest decline in North Carolina and Europe.
6. Environmental Toxicology — Dr. Linda Birnbaum, Environmental Protection Agency, discusses immunotoxicology and research on inhaled pollutants. She also discusses the importance of science as a career and how she entered her field.

A conclusion is provided by Dr. Larry Tombaugh, Dean of the College of Forest Resources, North Carolina State University. The program was produced by the College of Forest Resources at North Carolina State University and the National Institute of Environmental Health Sciences and was made possible by the North Carolina State University Office of Broadcast Services. The University of North Carolina Center for Public Television and North Carolina DPI School Television Section provided support and assistance in the development and delivery of this program.

ENVIRONMENTAL CHANGE: CAUSES AND CONSEQUENCES

Environmental Science
1994

1 30-min. Program
Grades 7-12
No Teacher's Guide

This program investigates causes and effects of environmental change on the biosphere and on human health. The program examines: 1) air pollution and environmental change on the Red Spruce and Fraser Fir ecosystems of the Blue Ridge Mountains, and 2) chemical changes in the environment that result in the long term changes in human health. Estrogens and their effects on human and animal health are the focus of the chemical changes in our environment.

Many aspects of environmental science are explored as being exciting, relevant career paths. Also interviewed are scientists and researchers from the National Institute of Environmental Health Science and North Carolina State University.

EXPLORING THE WORLD— THE ENGLISH COME TO AMERICA: JAMESTOWN TO PLYMOUTH

U.S. History
2002

1 20-min. program
Grades 2-5
Website
Teacher's Guide

This program takes a look at the first English settlements in America: Jamestown and Plymouth. By viewing this program students will find out who the colonists were, from where they came, why they came, how they crossed the ocean, and the things they did to create settlements in the American wilderness.

Additional Resource Information:

The website to support this series is found at www.unitedlearning.com. These programs are also videostreamed through www.wvpt4learning.org



FREEDOM STATION

U.S. History Philosophy 1988

1 30-min. Program
Grades 6-12
Teacher's Guide
SOL Correlations

This drama explores the idealized concept of freedom versus the reality of being free. It is also designed to help students appreciate the dangers faced by runaway slaves, and the people who assisted them on the Underground Railroad, prior to the Civil War.

Addy is a young slave girl being hidden in a Maryland Underground Railroad safe house about 1850. The teleplay examines her shared experiences with Sarah, the young white farm girl who lives in the house with her parents and younger brother, Matthew. Through the development of the girls' relationship, we learn the hardships of slavery, the legal and moral dilemmas facing abolitionists helping slaves to escape, and the complexities of freedom.

Social Studies 5.7, 11.6

FULL CIRCLE

Environmental Science 1988

1 26-min. Program
Grades 6-12
Teacher's Guide

This program empowers students and adults to take an active role in school and community pre-cycling and recycling. The program is accompanied by a 26-page guide to recycling education entitled "Garbology" which includes a major focus on in-school composting.

Hosted by high school student, Ken O'Brien, the program first considers the composition of trash. Then it looks at some statistics on how much trash we as individuals, and our country as a whole, create. The U.S. represents a small fraction of the world's population but accounts for half of the world's trash. Students consider where trash goes and examine the construction of a landfill. Students visit a landfill to learn about how one is operated, how various materials such as scrap metal and brush are handled differently, and how placing a deposit on appliances when they are purchased could have an impact on how efficiently they are recycled. Students then visit the world's largest landfill, Fresh Kills Landfill, in New York, which has operated since 1948 and covers 3000 acres. How do we reduce what goes to the landfill? –recycle and

pre-cycle. The program considers recycling and/or reusing paper, glass, and aluminum. A vignette on recycling and reducing focuses on how we can make choices which consume less materials in the first place, especially plastics and packaging materials. Many examples of ways to reduce our consumption of materials are given along with creative ways to reuse materials such as by mixing crushed glass in with asphalt to produce a sparkly road surface. Throughout the program, students are encouraged to use their common sense and "to make a difference!"

Additional Resource Information:

Teacher's Guide
Environmental Media
P.O. Box 1016
Chapel Hill, NC 27514
919-933-3003



**** NEW ****

GET THE MATH ☐

Math Algebra 2011

1 30-min. Program
Grades 6-12
Website
SOL online, wvpt4learning.org

GET THE MATH from American Public Television is a media project designed to help middle and high school students develop algebraic thinking skills for solving real world problems. Drawing on conventions of popular reality TV shows, video segments begin with profiles of young professionals, who then pose challenges connected to their jobs to two teams of teens. **GET THE MATH** features a dynamic and highly interactive website at <http://www.thirteen.org/get-the-math/> including complete streamed episodes from the broadcast program, interactive challenges that enable students to take on the same math challenges introduced in the video segments and additional challenges that expand upon the same algebra concepts.

GET THE MATH is designed to help students understand real-world applications of Algebra I. A series of interrelated video segments and interactive tools support student learning of algebra concepts related to music, fashion, and videogames. Teacher resources include videos of a New Jersey teacher using **GET THE MATH** materials in his class-

room, as well as lesson plans with student handouts

Mathematics: 6.17, 6.18, 6.19, 6.20, 7.12, 7.13, 7.14, 7.15, 7.16, 8.14, 8.15, 8.16, 8.17, A.1, A.2, A.3, A.4, A.5, A.7, A.8, A.9, A.10, A.11

Additional Resource Information:

GET THE MATH teacher resources may be found at <http://www.thirteen.org/get-the-math/teachers/overview-of-the-lessons/26/> including lesson plans highlighting Math in Music, Math in Fashion and Math in Videogames.

GUN SAFETY WITH EDDIE EAGLE

Safety 1992

1 8-min. Program
Grades K-5
Teacher's Guide

Through a fast-paced, animated video and fun-filled activity books, this accident-prevention program teaches gun safety with Eddie Eagle, the mascot of gun safety. This series is sponsored by the National Rifle Association and used by schools, law enforcement agencies and other groups and organizations concerned with the safety of children. The Eddie Eagle Gun Safety program stresses the importance of a fundamental safety message "Stop! Don't Touch. Leave the Area. Tell an Adult." Included in this program, depending on the level of the child, are motivational "big books" written in an easy-to-understand rhyme and simple activity books to reinforce Eddie's safety message. The program also uses visual and auditory learning methods through cooperative learning, higher order thinking activities, writing tasks and role-playing.

1. Gun Safety with Eddie Eagle – Eddie Eagle is in charge of the gun safety department. Part of his job is to patrol the neighborhood on the look out for safety hazards. Three children playing in the attic find a gun. Before they can touch it, Eddie Eagle arrives with a safety message in rap style, "Stop! Don't Touch. Leave the Area. Tell an Adult." In another incident, Eddie finds children who have discovered a gun on the top shelf in a closet. He repeats his rap and then asks viewers, "Do you know what to do if you found a gun?"

2. Teacher Inservice Program – This program shows teachers using materials from the Eddie Eagle gun safety program with their classes.

Additional Resource Information:

Teacher's Guide and Kit
NRA Sales, Attn: Dept. GS
P.O. Box 5000
Kearneysville, WV 25430-5000
1-800-336-7402



HABITAT EARTH–WILDLIFE

Life and Environmental Science

1998

1 30-min. Program

Grades 4-7

Teacher's Guides

SOL Correlations Online at wvpt4learning.org

This program teaches students about the wonders of wildlife by bringing basic concepts to life. These basic concepts start with fundamentals of what wildlife need to live and end with the lesson that human activities have momentous implications for the health of wildlife populations. In between, students learn of the interrelationships among animal and plant communities and the wildlife populations are constantly changing. As a result, students come to understand what is necessary to conserve wildlife and help it flourish.

The program will cover: wildlife as a renewable resource; plant and animal succession; food, water, shelter and space as essential elements in wildlife habitat and wildlife management tools. The program features inspiring scenery and animal videography as well as an in-depth exploration of wildlife conservation and management in terms young people can understand.

**** NEW ****

HARD PROBLEMS: THE WORLD'S TOUGHEST MATH PROBLEMS

Math

2010

1 60-min. Program

Grades 9-12

Website

HARD PROBLEMS follows the six exceptional high school students who represented the United States in 2006 at the world's toughest math competition, the International Mathematical Olympiad (IMO). Each year, the grueling and exhilarating contest pits the top teams from 90 countries against one another. In their quest to solve some of the most challenging problems, these dedicated and talented young men and women shatter many stereotypes and clichés about the mathematically gifted. **HARD PROBLEMS** provides an insightful and thoughtful look at the process that produces and nurtures successful Olympiad teams, and ultimately, the great mathematicians of the future.

Several of the best math students in the country study with U.S. team leader Zuming

Feng at Phillips Exeter Academy in New Hampshire. Dr. Feng has hand picked his students over the years, and develops their skills at solving competition problems through frequent exercises. We see him at work at one of the seminars. Three of the students in his class are among the 12 to win the 2006 USAMO awards.

Additional Resource Information:

The website to support this series is found at

<http://www.hardproblemsmovie.com/>



IN CELEBRATION OF AMERICA'S WILDLIFE

Life Science

Environmental Science

1992

1 30-min. Program

Grades 6-12

Teacher's Guide

SOL Correlations Online at wvpt4learning.org

Through dramatic and beautiful wildlife photography, this program vividly depicts the comeback of some of the nation's most prized wildlife species. This documentary is produced by the U.S. Fish and Wildlife Service in honor of the 50th anniversary of the Federal Aid in Wildlife Restoration Act, commonly known as the Pittman-Robertson program.

Discover why many wildlife species in the United States are more abundant now than during the past 100 years. Wildlife biologists study black bears in Maine, trap and relocate wild turkeys in Missouri and desert bighorn sheep in the Southwest, and census caribou in Alaska. Wildlife recovery cases and management procedures are examined for the wood duck, the white-tailed deer, and the prairie chicken. Funds acquired through the Federal Aid in Wildlife Restoration Act of 1937 make these projects possible and provide new lands for wildlife. This video illustrates the importance of protecting and enhancing America's wildlife by bringing together the efforts of state and wildlife agencies, professional wildlife biologists, universities, sportsmen, and landowners. The activities in the teacher's guide have been developed for middle-school-aged children but may be easily adapted to serve a wider audience. While this series of activities makes students aware of selected wildlife, habitats, and public attitudes, they encourage information gathering, decision-making, and communication.

INTO NEPAL: A JOURNEY THROUGH THE KATHMANDU VALLEY

World Cultures

2005

1 27-min. Program

Grades 6-12

Teacher's Guide

In Nepal, artists create "pilgrimage paintings" that encapsulate all of the local landmarks into a single work of art. This award-winning program is a video version of these paintings, and uses an actual pilgrimage painting to bind together the people and places of this remote region of the world. From Swayambunath, the Monkey Temple where hundreds of rhesus monkeys roam freely in and around Buddhist and Hindu temples, to Sakyas Tharig, a Tibetan monastery atop a mountain, students are taken on a journey that will not soon be forgotten.

Beautifully filmed by a 5th grade teacher from Roanoke, Virginia, with her students in mind, the program shows how people in Nepal are similar and different from those in the United States. The program is segmented into seven parts. Fascinating segments on a cremation ceremony and a Hindu wedding will motivate students to explore cultures different from their own. Other segments include village life and a day at the market and provide opportunities for students to compare aspects of Nepalese culture that may be similar to their own.

IT ALL ADDS UP TO YOUR FUTURE

Math

1996

1 11-min. Program

Grades 7-8

SOL Correlations

This math application and motivation program helps convince middle school students that not only does everything they do require mathematics, but that math can also be "phun." This program is a highly entertaining, fast-paced program produced for the Institute of Operations Research and the Management Sciences (INFORMS). This special concentrates on the practical applications of mathematics in solving real-world problems in airline scheduling, traffic flow simulation, and recycling efforts. Mathematics: Goal 4



JEFFERSON'S POPLAR FOREST

Virginia History Architecture Career Education 1992

1 15-min. Program
Grades 7-12
No Teacher's Guide

This program helps students to a greater awareness of Virginia's most influential native son, Thomas Jefferson, which will result in a greater appreciation not only for Jefferson as an historic figure, but also for his architectural, cultural, ideological, and scientific impact on the nation. This program is also produced by Northern Virginia Public Television.

Thomas Jefferson designed and built Poplar Forest as a personal, private retreat from the hectic activity of Monticello. Yet, this most personal of all Jefferson's creations has lain in obscurity for nearly 200 years. Topics and issues covered in the program include:

- 1) The history of the house and grounds at Poplar Forest, and Jefferson's life there. An emphasis is placed on how Jeffersonian ideals—which shaped the nation—are reflected in the ideals of private life established and adhered to at Poplar Forest. Jefferson visited there three or four times a year following his retirement from public service. Actors read letters written by Jefferson and his family to give first-person intimacy to their experiences at their Bedford County home.
- 2) His significance as an architect. Seen as a man of ideals, Jefferson transferred his own personal ideals into everything he ever created. An examination and study of Jefferson's design for Poplar Forest show how Jefferson created the setting for the ideal life of a private citizen.
- 3) The importance of restoring Poplar Forest as a landmark. Detailed examination of discoveries resulting from the archaeological and architectural investigations demonstrate the process involved in the restoration.

Examination of these topics fosters a historical appreciation for Jefferson's many and varied pursuits as a renaissance man, and how those pursuits influenced a fledgling nation. The discoveries at Poplar Forest reveal a new side of Jefferson, that of the private citizen and family man. The archaeological and architectural investigations are ongoing at Poplar Forest, and the program emphasizes their significance to the restoration process, to historical and scholarly research, and to scientific knowledge. Experts

also lend their unique knowledge and insight about Poplar Forest.

JUST THE TWO OF US

Conflict Resolution Guidance 1993

1 15-min. Program
Grades K-3
Teacher's Guide

As society's problems spill into schools with increasing frequency, the need to teach conflict resolution skills becomes ever greater. This program models conflict-solving methods suitable for children, nurtures calmer, more peaceful classrooms and playgrounds, integrates conflict resolution and sharing into normal instruction, and lays a foundation of healthy values for children's interpersonal relations. It dramatizes children's attempts at sharing, a frequent source of conflict in the primary grades. The lesson features: 1) young children showing how to listen, explain, mediate, and negotiate calmly; 2) realistic stories presented with humor, imagination, and sincerity; and 3) attention-grabbing songs, dances, animation, and role playing. The program was produced by AIT in cooperation with Educators for Social Responsibility, the National Association for Mediation in Education, Video Instructional Programs, and the Center for Peace Studies, University of Akron.

Children can fight over the simplest things—a purple marker, a school bus seat—or the most sensitive—a mutual friendship. At times like these, it takes delicate diplomacy to get both parties to share. But how do you get children to agree to a fair solution? This program presents three conflict scenarios.

1. Dean vs. Panther – She insists on sitting in the back of the bus. But he's already there, saving the seat for Christopher. What are their sharing options?
2. Peggy vs. Marva – Both want the same purple marker. But behind this struggle there's more: hurt feelings and revenge.
3. Pete: Ona or Julius? – Pete plans to attend talent show tryouts with Ona, forgetting that he already promised the afternoon to Julius. How can Pete patch Julius' hurt feelings without making Ona mad? With the help of Becca, 9, who is a good listener, the children think through different possible resolutions to the conflict on the school bus. They learn and practice active listening and talking things over, out of earshot of an audience. Peggy and Marva get to the bottom of the misunderstanding that caused their mutual resentments and Pete figures out how to maintain his commitment to Ona and Julius simultaneously.



KEEPING AN EYE ON A FRIEND

Health 1993

1 5-min. Program
Grades K-3
No Teacher's Guide

This program shows how seeing-eye dogs are raised and trained, pointing out that they cannot be distracted by another dog or person.

Science: Goal 8



LEARN AND LIVE ↗

Technology & Professional Education 1997

1 56 min. Program
In-service
Website
Resource Guide

This documentary, produced by The George Lucas Educational Foundation, is hosted by Robin Williams and depicts innovative schools and programs around the country that are integrating technology to change dramatically teaching and learning.

This documentary shows our best teachers and students achieving what voters have said is their #1 concern—better schools. What does effective teaching with technology look like? How are schools linking classroom learning with the world of work? How are schools transforming themselves into learning centers open to all members of the community, from young children to senior citizens?

This program shows how innovative classrooms from San Diego to Des Moines to Boston are providing answers. Host Robin Williams demonstrates his passion and concern for education, as a committed parent and actor devoted to children's issues. The opening segment, from the Chula Vista Charter School near San Diego, shows fourth and fifth graders engaged in studying insects. But instead of reading about them in a textbook, these students collect insect specimens, surf the Internet for Web sites on entomology, and examine their specimens under an electron microscope, seen via a fiber optic link to

scientists at San Diego University. The segment shows how schools are breaking the traditional mold and moving towards being places of learning where the resources of the world are now available. While schools are often criticized for falling short, this program offers real-life solutions and much needed inspiration.

It includes perspectives from Howard Gardner, Shirley Malcolm, Colin Powell, and Bill Gates.

A resource book is available (888-475-4371) which elaborates upon programs and innovations presented in the documentary with in-depth articles by experts and practitioners, as well as short profiles of dozen of innovative schools around the country. It also contains annotated descriptions of hundreds of print and electronic resources. The resource book and other information is also available online at glef.org.

LISTEN UP! FOR THE SOUNDS OF YOUR LIFE

Health Life & Physical Science 1990

1 26-min. Program
Grades 3-6
Teacher's Guide

SOL Correlations Online at wvpt4learning.org

This program helps students understand the principles of sound and the process of hearing; informs them about ways the sense of hearing can be damaged; and encourages care of ears by stressing the value of hearing in daily life. The five lesson plans provided in the teacher's guide are designed to review and expand upon the information presented in the video. There are demonstrations and activities included in the lesson plans. Also included are a worksheet and quiz which can be reproduced.

The program covers the value of hearing, the concepts and vocabulary of sound waves, machines that measure sound and hearing, the anatomy of the ear, causes of deafness, and proper care of ears. Note: Teachers may want to consider using the programs in two segments: the first part covers the science of sound, and the second part covers the anatomy and health of the ear.



MATHS FROM HISTORY: THE EGYPTIANS

Mathematics World Cultures 2001

1 15-min. Program
Grades K-5
Teacher's Guide

SOL Correlations Online at wvpt4learning.org

The program goes back in time to explore the history of mathematics. Math applications in various cultures is compared and contrasted to math applications of present day.

A personable host takes us on a tour of Egyptian artifacts and sites. He shows how they counted, divided, and multiplied. He reveals their highly developed methods of calculation, while also mentioning the limitations of their methods. Pyramids are explained in terms of geometric principles. A group of children also build their own pyramid.

A MEMORY FOR TINO ↙

Guidance Language Arts Social Studies 1996

1 30-min Program
Grades 1-6
Teacher's Guide

This drama is about caring and friendship. It tells the story of a young boy named Tino and how he and Mrs. Sunday, an 86-year-old neighbor, grow to become special friends. The story begins when Tino and his buddy, Sammy, are tossing a whiz-ring back and forth in the street. The whiz-ring flies out of control and lands high atop a hilly property belonging to Mrs. Sunday. Not knowing much about Mrs. Sunday, the neighborhood kids have let their imaginations run wild, referring to her house as the "castle of the evil queen of the north." Troubled by the loss of his whiz-ring, Tino returns to the site of the mishap to ponder how best to solve his problem. While sitting listlessly on the curb outside of Mrs. Sunday's home, she humorously yells out to him "Stay calm, I don't bite. I'm almost a vegetarian." She then goes on to explain, "I need help." It turns out that Mrs. Sunday needs some assistance opening a pantry door whose latch is too tiny and stiff for her arthritic hands.

Although a bit apprehensive, Tino is willing to help out in return for his missing toy – and some tasty chocolate chip cookies that Mrs. Sunday offers as a reward. Despite occasional teasing from Sammy, Tino continues to visit Mrs. Sunday. They bake and eat cookies together, make puzzles, play checkers, trade baseball stories, enjoy her family scrapbook, and gradually become good friends. When Mrs. Sunday reveals to Tino that her 86th birthday is just around the corner, they decide to celebrate in style by ordering a cake complete with candles, ice-cream and balloons. Anxious to show how much he cares for her, Tino begins a search for the perfect birthday gift. Unfortunately, Tino comes up short on cash and settles for making an original birthday card. At the birthday celebration, Mrs. Sunday helps Tino realize that their friendship is the only gift she really needs and that it is far more precious than any present money could buy.

MY TRIP TO MEXICO

Mexican Culture Spanish 1991

1 15-min. Program
Grades K-3
Teacher's Guide

This program is designed to provide an overview of Mexican culture. The underlying theme of the program is that people from all over the world share much in common. They all have basic needs such as food, clothing, and shelter. People all over the world live in families, share time together, play games, and participate in their culture's holidays and festivals. Working from this underlying theme, the program highlights the different characteristics of Mexican culture, such as language, food, clothes, and celebrations.

This program is about Hector, a young Mexican-American boy who is visiting family members in Mexico. They include Aunt Rosa, Uncle Ramon, Hector's grandmother, and his two cousins, Miguel and Alicia. The family also has a very talkative parrot called Paco. The story takes place on the last day of Hector's visit. On this day he helps his Aunt Rosa prepare the hot chocolate for breakfast and he and his cousin Miguel fill a piñata for the celebration of Alicia's birthday. At midday a big celebratory lunch is eaten by the family. The program culminates in the breaking of the piñata. Throughout the day Hector talks with his family about the things he saw and did in Mexico. While he talks, the viewer is shown images of Mexico that are divided into four main categories: the market place, a

A TO Z, SINGLES ONLY (Continued)

Mexican style rodeo called a charreada, a crafts segment, and a segment that highlights activities Mexican families do together on Sundays.



NATIONAL GEOGRAPHIC'S INSIDE THE WHITE HOUSE

U.S. History 1996

1 90-min. Program
Grades 3-12
No Teacher's Guide

This program, narrated by Academy Award-winning actor Morgan Freeman, takes viewers behind the scenes at the White House—through basement corridors, kitchens, and even into the private quarters of the First Family.

Against the backdrop of a recent State Dinner for Russian President Boris Yeltsin, with the White House Chief Usher (the person responsible for controlling the chaos) corralling butlers, chefs, waiters, the press corps, dishwashers, dignitaries and 150 invited guests, the program documents both the public and intimate moments that define this great house. The program also includes interviews with all the living presidents and first ladies: Mrs. Lyndon Johnson, the Fords, Carters, Reagans, Bushes and Clintons, as well as the key players behind the scenes at the Executive Mansion are profiled, along with present and former Chief Ushers, seamstresses, and plumbers, who share anecdotes that bring to life the most famous residence in the world. Through their stories, Inside the White House offers the first-of-its-kind look at the American White House—from the inside out.

NO TIME TO WASTE

Environmental Science Social Issues 1990

1 30-min. Program
Grades 1-6
Teacher's Guide

This program is designed to make students aware that our environment and environmental problems are an international affair, that many countries suffer from various types of pollution, and that individual lifestyles and group projects can have an impact on our global home. It also

encourages students to feel a partnership with other students around the world and a responsibility for their environment.

School classes in Sweden, Hungary, the United Kingdom, Finland, the Netherlands, Switzerland, the USA, Canada, and the Soviet Union are highlighted as they study or tackle environmental problems in their respective areas such as: acidification, river and air pollution, the Greenhouse Effect, litter and waste management, dioxins, deforestation, destruction of habitat, and more.

Step by step, the program follows the students' progress beginning with research and ending with active negotiation regarding environmental problems with business and community leaders. The process modeled is a blueprint for students to follow in addressing and "making a difference" on environmental issues in their own localities.



PEN IN HAND: WINCHESTER'S CIVIL WAR YEARS

U.S. & Virginia History 1999

1 90-min. Program
Grades 4-12
No Teacher's Guide
SOL Correlations Online at wvpt4learning.org

This documentary is a heartfelt look at the residents of Winchester, Virginia, as the Civil War raged at their doors. The program captures the motion of war as told through diary and journal entries, and letters written to loved ones both at home and on the front lines. Before the Civil War became a frequent topic of historical discussion, there were people who lived and died in it—black and white, slave and free, Confederate and Union, men and women. All struggled to find sustenance and safety, freedom and an existence; to confront their own souls and beliefs; and to test the boundaries of their compassion. Nowhere was this struggle felt more deeply than in the homes of the border town of Winchester, Virginia. This WVPT documentary isolates the reality of one community in America's greatest conflict. The camera travels back to those homes and listens to the perseverance, the passion, and sometimes the pain of residents who watched and lived each day with pen in hand during Winchester's Civil War years. Winchester was a

town torn by convictions. When Virginia voted in favor of secession, neighbors who had joined each other in supporting the Union, even as late as 1861, found themselves in a whirlwind of suspicion, bitterness, and confusion where they were forced to choose sides. These factions included Unionists who complained about doing the work of their "fleeing Negro labor force." Secessionists who denounced the institution of slavery, Quaker pacifists who operated as Union spies, free blacks who numbered almost as many as those enslaved in Winchester, and slaves who chose loyalty to their "white families" over their own freedom. These are the stories of the people of Winchester—those who persecute, those who are persecuted, and those who find a way to show compassion (sometimes in spite of themselves). These are the pages of the mighty pen which live on while swords lie rusting in the graves of fallen soldiers. This is the battleground of the present where we struggle to learn from their most honorable deeds and their gravest mistakes. These are the truths of our brightest and darkest moments as recorded by anxious hearts that lived their lives with pen in hand.

THE PRESIDENTIAL INAUGURATION

U.S. History Government 1992

1 30-min. Program
Grades 8-12
No Teacher's Guide

A lot of things have changed since George Washington took the first Presidential oath. But more have remained the same. Washington took the oath in New York. But he swore the same fidelity to the country and the constitution that every one of his successors has, and in the same, simple words.

The trappings of the inaugural have evolved, with some things starting almost accidentally, others resulting from improving technology, still others hallowed by tradition. The heart of the matter is continuity, the prevailing strength of the American process. To some, the inaugural ceremonies may echo the investiture of royalty; but kings and queens are not chosen. Presidents are.

Every man chosen by Americans as their President is unique, and so is every quadrennial ceremony. This program details many of the differences, the fascinating sidelights, the very human dimension of this solemn celebration, recalled by men who have been in that elect circle whom we honor with the salutation "Mister President." This program is the story of the day they begin the job.

(Continued)

PROFILES IN DIPLOMACY

**U.S. History
Government
Career Education**
1992

1 60-min. Program
Grades 8-12
No Teacher's Guide

This program examines relations between governments and the day-to-day work of Foreign Service officers. It is intended to stimulate students' curiosity and discussion about the many roles and functions of the Foreign Service. As a teaching tool, the program can lead to a greater understanding of how U.S. foreign policy is developed and implemented.

This program is particularly useful in courses on U.S. government and U.S. history. The program focuses on six Foreign Service officers at work. In the classroom the program can be stopped after any one of the six segments for discussion or research based on that segment. To give students an overview of the work of the Foreign Service, teachers should encourage students to watch the program in its entirety as a homework assignment.

Educational Themes: The constitutional basis and historical tradition of the foreign service the day-to-day duties of a Foreign Service officer and the variety of assignments available within the Foreign Service the role of the Foreign Service relative to the foreign policy of the United States.



THE REFINERY

**Chemistry & Physics
Engineering**
1989

1 22-min. Program
Grades 7-12

McLean Stevenson takes viewers on an informative tour through an oil refinery, as he provides interesting and humorous facts about chemistry, physics and engineering.

RHYMES AND REASONS

**Drug Education
Guidance**
1990

1 30-min. Program
Grades 4-8
Teacher's Guide

This program is designed to help students realize how many life situations can influence decisions about drugs and to contrast the final choices made by individuals who do and do not take control of their own lives. Going beyond stereotypes, the program looks at who may be at risk of trying drugs and some reasons why. The program was written by Elizabeth Massie with songs by Shelby Shelton, two local teachers, and produced by WVPT using student actors from local school systems.

Using music and teenage characters with whom students can identify, this program tells the story of three adolescents, Chad, Lindsey, and Randy who are each feeling "stuck" by either boredom, anger, peer pressure, or the desire to be popular. When confronted with the opportunity to use drugs, each has to decide how to respond. The video is easily divided into three sections. The first segment introduces the three principal characters and serves as an excellent springboard for a discussion of feelings. The second segment sets up each individual's life situation, the circumstances that lead them to consider the use of drugs, and exposes their feelings of uncertainty and confusion; this section is closely tied to problem identification and problem solving. The third segment shows each character's decision and offers some surprises. The program offers a realistic portrayal of typical adolescents and will likely be entertaining as well as thought-provoking.



SAVING OUR REEFS

**Ecology
Life Science
Environmental Science
Earth Science
Biology**
2007

1 60-minute Program
Grades 6-10
Teacher's Guide
SOL Correlations Online at wvpt4learning.org

SAVING OUR REEFS is a one-hour documentary that profiles a very important part of our ecosystem, North America's only living coral reef located within The Key Largo Marine Sanctuary. This area represents 100 square miles of coral reefs, mangrove shoreline and grass flats, which extend from the shores of Key Largo 20 nautical miles south to the Gulf Stream and west to the middle keys.

This living coral reef system is home to thousands of species of marine life that use the corals irregular topography, as an ideal place to shelter them. As for the corals themselves, the warm waters rich in nutrients provide nourishment to support their slow growth. The clear warm waters and the splendid colors of the marine life have attracted millions of people to this area. Unfortunately, the popularity of this amazing coral reef has created a negative impact. Pollution, harvesting of the coral and excessive fishing has played a toll on this fragile ecosystem.

Environmentalists saw the importance of protecting America's only living reef for future generations to enjoy and in 1965, the Environmental Protection Agency designated 100 nautical miles as a sanctuary or haven for marine life and called it "The Key Largo Marine Sanctuary". Fishing anchoring or harvesting marine life is not allowed in this designated area. Mooring buoys were set up for boaters to hook up and eliminate the need to drop anchor on the fragile reef. Scuba divers and snorkels are advised not to harvest or touch the coral reef. Like the locals say, "take only the memories". The effort to protect our only living reef in North America has helped but studies have shown that the reef has not been doing as well as expected. Pollution and other factors have contributed to the degeneration of the reef at an alarming rate.

The goal of **SAVING OUR REEFS** is to create awareness to the public in the importance of protecting our coral reefs. The program

A TO Z, SINGLES ONLY (Continued)

includes points of views from different people who have one thing in common, the love for the ocean and their living reefs. The program profiles park rangers, marine biologist, local dive operators, local divers, NOAA personnel, and representatives of the artificial reef program, which have been successful in converting retired military ships into flourishing artificial reefs.

The program also covers the positive economical impact that the artificial reef program has created to the area of the upper keys.

Additional Resource Information:

Teacher's Guide available at <http://207.145.75.57/SavingOurReefs/docs/Reef%20Educational%20Paper.pdf>

SCIENCE MISSION 101

Science, Technology, Engineering and Math (STEM)

2010

1 30-minute Program

Grades 6-12 (for teachers)

Teacher's Guide

SCIENCE MISSION 101 is an educational, competitive reality-style program geared to middle schoolers. Host Mike Lee challenges two teams of high school students—Team Awesome and Team Dominate—to unravel the scientific mystery of why only certain strains of the bacterium *Salmonella* make people sick. The teams perform their scientific investigations aboard the University of Pittsburgh's Mobile Science Lab, a converted 18-wheeler outfitted with the latest high-end equipment. Members of the University's Department of Biological Sciences judge each team's findings and evaluate them based on cooperation, creativity, interpretation of experimental data, presentation and scientific thought.

The goal of **SCIENCE MISSION 101** is to foster understanding of how the world works within and across interrelated domains of science, and to comprehend the relationship between science and the diversity of nature. It will also improve the viewer's scientific, technological, engineering and mathematical literacy. The program will also build analytical, processing and problem solving skills. Science is the effort to discover and increase human understanding of how reality works. **SCIENCE MISSION 101** will illuminate the simplicity of STEM and demystify and deconstruct mental obstacles to understanding that knowledge and understanding of science is power. This program will connect with the viewer, inspire them to participate, think critically and be positive thinkers—all while promoting STEM related education and occupations.

Additional Resource Information:

The website to support this series is found at <http://sciencemission101.org>

THE SMOKE DETECTIVES

Safety

1990

1 24-min. Program

Grades K-6

Instructional Kit

Each year hundreds of children die or are seriously injured in house fires. Fire safety is a lesson that must be reinforced and practiced in order to become a habit that will be incorporated into daily behavior. With that objective in mind, **THE Smoke DetectiveS** has been designed to fit into key subject areas. The program's multi-disciplinary structure enables teachers to use the curriculum materials frequently throughout the year as a means of enhancing basic learning skills, while reinforcing the vital fire safety messages.

This story is about four elementary-school-age members of a Smoke Detectives Club who go out on a special mission in their endeavors to make their neighborhood fire-safe. They start their mission by entering Hollingshead House, armed with their Basic Tools: Smoke Detectives Checklist, official badges, the EDITH (Exit Drills In The Home) forms, their knowledge of fire hazards, and the Stop, Drop, and Roll technique. They explore the hazard-crammed home, using their checklists to mark off what is not safe about it. Suddenly the foursome encounters the home's owner—Count Floyd. The Count is a vampire—but he is not very scary to the children. To them, the only scary thing about him is lack of fire safety knowledge. They issue him an ultimatum: Make this house fire-safe by tomorrow, or we'll tell your mother! That sets Floyd into action. He views a special videotape left him by the children and becomes enthusiastic about EDITH; Stop, Drop, and Roll; and the Checklist. By the time the children return, he has cleaned up his home. The children congratulate him and award him his own Smoke Detectives badge.

Additional Resource Information:

Instructional Kit

Smoke Detectives (A-4)

State Farm Insurance Companies

One State Farm Plaza

Bloomington, IL 61710-0001

309-766-2449

THE STORY OF THE CALIFORNIA MISSIONS

U.S. History

1990

1 20-min. Program

Grades 4-12

Teacher's Guide

The history of building missions in California unfolds through poignant narration and the use of early paintings, drawings, and historical photographs.

STRONG MEN AND WOMEN

U.S. Biographies

1996

1 16-min. Program

Grades 5-12

Program Booklet

In recognition of the ongoing achievement of black American men and women in government, politics, cultural arts, education, and community service, VA/North Carolina Power is providing a special program highlighting the lives of ten significant black Americans. The individuals profiled represent diverse fields and backgrounds but are united by high standards of achievement and an uncompromising pursuit of excellence. This program highlights the following great Americans:

Brigadier General Charles F. Bolden – commander of the joint American-Russian space mission
Dr. Johnnetta B. Cole – first black woman president of Spelman College

Dr. Julian M. Earls – distinguished physicist and Deputy Director of Operations at NASA's Lewis Research Center

Dr. John Hope Franklin – renowned historian and Professor Emeritus at Duke University
William H. Gray, III – President of the United Negro College Fund

Deborah Hyde, M.D. – one of four black female neurosurgeons in the U.S.

Isaiah Jackson – world-celebrated orchestral conductor

Barbara Jordan – first black woman to be elected "Governor of the Day" by the Texas Senate
Michael Jordan – one of the greatest

players in the history of basketball
Congressman Robert C. Scott – Virginia's first black American congressman since Reconstruction.

Additional Resource Information:

Program Booklet, Poster, Other Materials

Donna Pickett

Virginia Power, 20th Floor

P.O. Box 26666

Richmond, VA 23261

804-771-4797

(Continued)



T.J.'S RIGHTS

U.S. History & Civics 1990

1 20-min. Program
Grades 5-8
Teacher's Guide
SOL Correlations

Produced in cooperation with the Commission on the Bicentennial of the United States Constitution, T.J.'s Rights explores the Bill of Rights from the perspective of T.J., a middle school student with a burning censorship case on his hands.

T.J.'s RIGHTS follows Thomas Jefferson (a student) as he goes to his school library to check out *To Kill a Mockingbird* by Harper Lee. Much to his surprise and consternation, he is told that the book has been pulled off of the shelf because parents have expressed concern about its contents. The drama follows T.J. as he gets angry over his situation, and then decides to research the issues and find out about his rights in relation to censorship. As a result he learns some history about the Bill of Rights, and about the rights guaranteed in the First Amendment. He also learns about *Pico vs. Island Trees*, a case that reached the Supreme Court and is pertinent to the issue T.J. is confronting. With all this information in hand, T.J. presents his point of view at the local school board meeting. At the end of his experience, T.J. has learned about the Bill of Rights, about how he is able to have an impact on an issue, and about participation in the United States democratic process.

Social Studies: 3.12, 4.3, 4.4, 5.3, 5.4, 5.5, 5.8, 5.9, 5.10, 7.1, 11.3, 11.4, 12.1, 12.2, 12.4, 12.5, 12.6, 12.10, 12.12, 12.13

TOO MUCH, TOO LITTLE

U.S. History Economics Government 1985

1 25-min. Program
Grades 9-12
Teacher's Guide
Student Booklet
SOL Correlations

Problems caused by too much or too little money in the economy have plagued the United

States throughout its history.

With dramatizations, rare archival footage, still shots, and on-camera narration, this program makes clear how the money supply affects the national economy. It traces the history of the country's monetary and banking system and the events that led Congress to establish the Federal Reserve System, to regulate the balance between too much and too little.

With their money supply strictly limited by England, the American colonists bartered for goods and services, occasionally minting their own coins and printing paper currency in defiance of British law. To finance the Revolutionary War, the fledgling government borrowed heavily from Europe and printed so many paper continentals that the currency quickly became worthless.

Under the new Constitution, Congress established the U.S. Mint to coin gold and silver and chartered the Bank of the United States to print paper currency redeemable with reserves of gold and silver coins. In 1836, concerned that the Bank was too powerful, President Andrew Jackson let its second charter expire. In the absence of a central bank, state-chartered banks multiplied, each printing its own currency. At one time, more than 1600 banks were issuing more than 3000 kinds of notes. During this "free" banking era, economic collapse threatened.

The lesson that should have been learned from the worthless continentals was lost on the Union Treasury during the Civil War, but finally Congress passed laws to control the situation. Under the new system, national banks could issue paper money backed by government bonds. Although the new currency proved safe and sound, people began to use bank deposits as a medium of exchange. After 1879, when paper money was again redeemable in gold and silver, the money supply could not keep pace with the demands of the economy. This instance of "too little" resulted in frequent slumps, panics, and recession.

For the next several years, the issue of currency-backing dominated national politics as the Populists and, eventually, the Democrats pushed to back the money supply by silver, more easily located and mined than gold. Despite the eloquence of William Jennings Bryan in the presidential election of 1896, the Republicans and the gold standard won.

It was no guarantee of economic stability, as the Panic of 1907 dramatically illustrated. A long-term solution seemed as elusive as ever.

After several years of study, Congress passed the Federal Reserve Act. President Woodrow Wilson signed it into law December 23, 1913, establishing the Federal Reserve System to provide much-needed stability in the economy by

regulating the nation's money supply.

Also in the program, Matt, a modern teenager, learns about money and banking when he takes a loan—cosigned by his dad—for the car he buys from his friend Priscilla.

Social Studies: 7.7, 9.10, 11.5, 11.6, 11.8

Additional Resource Information:

Teacher's Guide and Student Booklets (no charge)

Federal Reserve Bank of New York
Public Information Department
33 Liberty Street
New York, NY 10045
212-720-5000



UNDERSTANDING THE MIDDLE EAST

World History & Cultures 1991

1 30-min. Program
Grades 4-12
Teacher's Guide

The 1991 Persian Gulf War has touched the lives of many students in various ways. This program examines the ancient roots of current crises and is designed to help students understand why the situation in the Middle East is so volatile and why resolutions are so difficult because the conflicts are so complex. Viewers are taken behind news headlines for an examination of the history, geography, peoples, and religions that make up the Middle East.

The program begins with the location of and the countries included in the region known as the Middle East. It outlines the rise of civilization 11,000 years ago on the fertile plains between the Tigris and Euphrates rivers, the site of modern-day Iraq. It explores the fascinating history and rich cultural diversity of this region. In doing so, it dispels the notion that "Middle Easterner," "Arab," and "Muslim" are synonyms for the same group of people. The program takes a look at the histories and achievements of cultural groups such as the Jews, Arabs, Persians, and Turks. It traces the rise of Judaism, Christianity, and Islam. And, it examines the clash of cultures between the western world and the east, beginning with the Crusades and ending with the recent war in Iraq. It also examines the impact of the discovery of oil, cultural erosion, and the division of Palestine.



VIEWS OF THE EARTH

Earth Science World Geography & History 1991

1 20-min. Program
Grades 7-12
Teacher's Guide
SOL Correlations

This program and related teaching materials offer an instructional unit on the creation and formation of the Earth. The information included in the unit allows students: to gain a historical perspective of the Earth's formation, from its beginnings to the present; to imagine what the planet looked like in the past, how today's Earth formations emerged, and how the planet may change in the future; and, to meet the great scientists who have contributed to our understanding of the Earth. The program introduces the concepts of continental drift, magnetic fields, plate tectonics and more. The teacher's guide provides student handouts (including a glossary of terms and a history timeline) and an illustrated timeline poster of famous geologists and their historical contributions.

The program follows chronologically the development of geological data and theories from the earliest guesses about the age of the Earth based on the Bible to the most recent data which supports the theory of Plate Tectonics. Points covered include:

Archbishop James Ussher examined the Bible in the 1700s and decided the earth was less than 6000 years old.

In 1785, James Hutton studied geologic formations and suggested that the laws of nature were constant throughout time. His new view of Earth was cyclic whereby mountains are built and destroyed in a cycle.

Before the 1800s, most geologists were amateurs, researching for their own personal satisfaction. The Industrial Revolution gave a great boost to geology as a profession because of the need to know more about the Earth and its natural resources so companies could find the raw materials (iron, coal, etc.) that they needed.

In 1912, Alfred Wegener observed similarities in shape, mountain ranges, glacier paths, coal seams, fossils, and living species between the coastlines of South America and Africa that seemed to indicate they were once connected. Likewise, he connected all of the continents into

one supercontinent, Pangea. Evidence for the Continental Drift theory is presented: the up and down movement of Scandinavia due to glacier weight, and anomalies in rock magnetism.

In 1952, P.M.S. Blackett constructed a very sensitive instrument to analyze rock magnetism and found that the Earth's magnetic field has reversed poles every million years or so.

In 1959, geologists gathered rock magnetism data that seemed to show that the north pole had "wandered" but along two different paths, which was impossible and again pointed to continents, rather than poles, moving.

Gathering data about the ocean floor, geologists discovered basalt instead of granite and a range of underwater mountains two miles high and 40,000 miles long totally ringing the planet.

In 1960, Harry Hess proposed that new ocean floor is being created, rising up as mountains and spreading outward. The discovery of magnetic bands paralleling the ocean ridge seemed to support the theory. The theory of Continental Drift was expanded to become the theory of Plate Tectonics which includes the ocean floor, and not just the continents, as part of the giant plates that move. Occurrences where plates collide and separate are illustrated, noting that where one plate slides under another and remelts, the Earth is recycling itself. The ending provides a recap of the program.

Science: 5.7, ES.2, ES.4, ES.6, ES.11

VIRGINIA'S LEWIS AND CLARK: ROOTS OF A LEGACY

Virginia Studies U.S. History 2004

1 30-min. Program
Grades 3-11
Teacher's Guide
SOL Correlations
Website

Two hundred years after their adventure began, the nation is commemorating Meriwether Lewis and William Clark's extraordinary westward journey. The history and legacy of these explorers—told from the perspective of their hometown of Charlottesville—is the focus of this program.

The remarkable mission began in central Virginia at the foothills of the Blue Ridge Mountains. Lewis and Clark's ideas of what lay beyond the Mississippi River were nurtured by Thomas Jefferson, a "vicarious westerner" who had never traveled farther west than Hot Springs, Virginia. Jefferson intended to establish the United States as an "Empire of Liberty" that

reached from Atlantic to Pacific. To further his goal, Jefferson sent Lewis and Clark's Expedition of North Western Discovery to find a water route to the Pacific Ocean, which would also increase trade between the U.S. and Indians of that region in order to thwart British fur trading there.

The is program features interviews with descendants of Lewis and Clark, historians, geographers and the now owners of their boyhood homes. Activities from the January 2003 commemoration held in the explorers' hometown, which kicked off the national bicentennial celebrations, are featured in this program including a re-enactment, a keelboat demonstration and the Monacan Nation Muddy Creek Drum Group performance at the commemoration's opening ceremony at Monticello. Social Studies: 3.11, VS.2, VS.5, VS.6, USI.3, USI.6, USI.8, USII.2

Additional Resource Information:

The website to support this program is found at www.ideastations.org/lewisandclark



WHAT IS THE LIMIT?

World Cultures Environmental Education 1987

1 23-min. Program
Grades 7-12
Teacher's Guide
SOL Correlations

In 1987, demographers placed the global human population level at 5 billion. The rate of population growth has been tremendous. In just 37 years (since 1950), the earth's population has doubled in number. Despite the fact that most population growth takes place in the "developing" or Third World nations, we in the United States are not immune to its detrimental effects. Many of the significant global problems we face today stem precisely from population and developmental pressures. People continue to use and misuse their natural resources in a way that makes creation of a sustainable society impossible. We must begin to recognize how we have placed the earth's fragile system in jeopardy and take action to prevent its further erosion. The need to spread information concerning the effects of rampant population growth is urgent.

A TO Z, SINGLES ONLY (Continued)

Making individuals aware of what they can do to prevent further damage and motivating them to take action is vital. This program is designed to increase students' awareness of the interrelationships between human population growth and environmental degradation, resource depletion, and habitat destruction and to examine the ethical considerations for the future.

Visiting places all over the world, the program addresses many complex issues and themes. The material can be subdivided for more than one presentation to provide greater opportunity for focused discussion. The four basic topics include the implications of population growth on human needs, resource use, ethical issues, and family planning.

Science: 6.8, 6.9, 6.11, BIO.8, BIO.9, ES.7, ES.9, LS.8, LS.9, LS.10, LS.11, LS.12, PS.5

WILD SONG

Environmental Science 1996

1 5-min. Program
Grades K-6
No Teacher's Guide

The NC Chapter of the Nature Conservancy, desire is to educate children about biodiversity. This is accomplished in a music video.

WORTH THE RISK?

Guidance Economics 1991

1 40-min. Program
Grades 7-12
Teacher's Guide

Taking risks is part of everyone's life. Learning to recognize and evaluate the potential benefits versus the costs of our decisions is an essential lesson. In the video, a group of students candidly discuss the risks they take in their everyday lives, those they choose not to take and why. Experts provide insight to help teens recognize the difference between acceptable and unacceptable risk-taking. Designed for use in language arts, life sciences, and social studies classes.



THE YELLOW HAT

Environmental Science 1994

1 15-min. Program
Grades 5-9
Teacher's Guide

Produced for the National Institute of Environmental Health Sciences, this program and accompanying teaching guide present a method for leading students to investigate an environmental issue and plan responsible action.

This program shows how students can lead the way in environmental change. The fast-paced program follows a middle school environmental club through an investigation of local water quality issues. The students gather and organize information, formulate questions and interview some of the nation's top environmental scientists. They also meet other professionals dealing with environmental issues: state environmental managers, a town manager, a veterinarian and an environmental activist. Their investigation culminates in a presentation before their town council and a project to alert people about keeping streams clean.

YOU'RE HIRED. NOW WHAT?

Career Education 1996

1 30-min. Program
Grades 9-12
Teacher's Guide

Hosted by writer and comedienne Nancy Guppy, this program gives students a practical and humorous look at how they can avoid the common pitfalls of their first work experience. How do I ask for help? What if the boss doesn't like me? How do I quit and still get a good recommendation? This program brings to light the simple, but often overlooked, tips on how to be a good employee when you are starting out in the work place. The program is segmented and covers six areas of concern to first-time workers: Attitude, Fitting In, Common Sense, Customer Service, Dealing with Your Boss and How to Leave Your Job. A series of discussion questions, "Things to try . . ." and real-life situations, for each section reinforces the information in the program and hopefully brings home the message to students.

The content of the program and the teacher's guide materials have been developed with the assistance of high school career counselors, administrators of job readiness programs, high school students, and human resource managers.

YOUR FUTURE. YOUR CHOICE. CAREERS IN ALLIED HEALTH

Career Education Health Science 1994

1 15-min. Program
Grades 9-12
Teacher's Guide
Student Brochure

Too often, when people think of health careers, their thinking begins with physician and ends with nurse. This is especially true of young people whose life experiences may not have brought them into contact with the healthcare system. The fact is, the options extend far beyond these fields to include such diverse occupations as physical therapist, medical records administrator, music therapist, and nutritionist/dietitian—to name just a few. These and more than 100 other such fields—with the exception of physicians, nurses, and a handful of others—are identified under the umbrella term "allied health." It is estimated that in the U.S., 60 percent of all health care is delivered by the more than two million allied health professionals. With so many options demanding such a wide range of education, training and interests, allied health holds exceptional career opportunities for today's young people.

This program offers an insider's look at the work and the personal lives of four very different young people who chose an allied health profession as a career. Their lives have been opened up to challenge, opportunity, and personal fulfillment. Students also meet some allied health students and hear how they learned of the choices—and the professional opportunities—in fields many of them didn't even know existed just a few years ago. For young people who like to help others, allied health is the career choice of a lifetime.