


2007

A Guide to the Identification and Use of Field Trips and Guest Speakers-Pertaining to U.S. History-for the Seattle Area Social Studies Teachers

Jesse Daniel Flajole
Central Washington University

Follow this and additional works at: https://digitalcommons.cwu.edu/graduate_projects

 Part of the [Curriculum and Social Inquiry Commons](#), and the [Social and Philosophical Foundations of Education Commons](#)

Recommended Citation

Flajole, Jesse Daniel, "A Guide to the Identification and Use of Field Trips and Guest Speakers-Pertaining to U.S. History-for the Seattle Area Social Studies Teachers" (2007). *All Graduate Projects*. 156.
https://digitalcommons.cwu.edu/graduate_projects/156

This Graduate Project is brought to you for free and open access by the Graduate Student Projects at ScholarWorks@CWU. It has been accepted for inclusion in All Graduate Projects by an authorized administrator of ScholarWorks@CWU. For more information, please contact pingfu@cwu.edu.

NOTE:

SIGNATURE PAGE OMITTED FOR SECURITY REASONS

THE REGULATIONS FOR SIGNATURE PAGES CAN BE

FOUND ON CWU'S GRADUATE STUDIES WEBPAGE:

CWU.EDU/MASTERS/

8 25 11
MS 1212

A GUIDE TO THE IDENTIFICATION AND USE
OF FIELD TRIPS AND GUEST SPEAKERS—
PERTAINING TO U.S. HISTORY—FOR THE SEATTLE
AREA SOCIAL STUDIES TEACHER

A Project Report
Presented to
The Graduate Faculty
Central Washington University

In Partial Fulfillment
Of the Requirements for the Degree
Master of Education
Master Teacher

by
Jesse Daniel Flajole

July 2007

ABSTRACT

A GUIDE TO THE IDENTIFICATION AND USE OF FIELD TRIPS AND GUEST SPEAKERS—PERTAINING TO U.S. HISTORY—FOR THE SEATTLE AREA SOCIAL STUDIES TEACHER

By

Jesse Daniel Flajole

July 2007

This project is an exploration of the large amount of community resource possibilities in the form of field trips and guest speakers that the Seattle area social studies teacher has available. This resource will aid teachers in selecting and evaluating field trips. The scope of this project lends to the realization of the goal: to provide a product that is informative, educational, and useful. A review of the literature of effective field trips and guest speakers is included. Furthermore, the definition of quality community resources is included and a criterion was established for determining such resources for the Seattle area. Finally, a list of quality resources and an informative description of each is included as well.

ACKNOWLEDGEMENTS

This project was fully realized through the helpful insights, guidance and support provided by Don Woodcock throughout the duration of this challenging process. His contribution is truly appreciated.

I would also like to acknowledge Dr. Steve Nourse for the many hours of guidance, email support, and advice. I thank him for tirelessly interceding for his students, and specifically on my behalf.

In addition, I would like to extend my thanks to Alberta Thyfault for giving me the necessary support and advice during this challenging hour of my career.

Lastly I would like to dedicate this project to my wife Jennifer. I would like to offer my love and admiration to her because she has been such a help and support in completing this endeavor.

TABLE OF CONTENTS

<u>Chapter</u>		<u>Page</u>
I	INTRODUCTION.....	1
	Purpose	2
	Scope	2
	Definition of Terms	3
II	REVIEW OF RELATED LITERATURE	6
	Field Trip Purposes, Evaluation, and Effects	6
	Constructivism, Diversity, and Relevancy.....	9
	Orchestrating an Effective Field Trip	17
	Strengths and Weaknesses	26
	Various Field Trip Possibilities	29
	Virtual Field Trips: A Viable Option	33
	Guest Speakers	37
	Conclusion	43
III	PROCEDURES.....	47
	Genesis of the Project	47
	Project Development	47
	Project Implementation	48
IV	THE PROJECT.....	50
	Guidebook Section I	50
	Guidebook Section II	76
V	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS...	94
	REFERENCES.....	97
	APPENDIX A (Virtual Field Trips).....	104
	APPENDIX B (Applicable WACs).....	132
	APPENDIX C (Extra Resources).....	135
	APPENDIX D (Cultural Resources).....	139
	APPENDIX E (More Field Trips).....	141

CHAPTER I

INTRODUCTION

Field trips have long been utilized by schools to give students an opportunity to explore educational concepts outside of the four walls of the classroom. Most often students have the opportunity to utilize the power of observation throughout the course of a field trip, but at times they may be called upon to collect samples or even do field work. Field trips might involve geographical or geological aspects of the environment or they could entail a trip to a museum or similar storehouse of knowledge. Field trips often involve trips to important historical landmarks or sites of educational value. Field trips can take a variety of forms. Some examples might include an individual extracurricular assignment, an online virtual tour, or even a local community exploratory walking tour. One of the defining features of a field trip is that the activities experienced on the excursion cannot be replicated in the classroom. On the other hand, educators must be able to demonstrate that there is an educational benefit to the trip. Educators are increasingly expected to align all aspects of their class with state standards, and field trips are not an exception (Scarce, 1997). Not only must students be able to learn educational concepts, the content of the trip must compliment a specific unit or educational objective (Scarce).

There are many barriers that teachers must overcome when considering the notion of taking students on field trips. Lack of funding has forced many teachers to call it quits concerning the scheduling of field trips, while others have found ways around this problem. Legal and administrative concerns have heightened teacher wariness over the issue. Fewer and fewer teachers are bridging the chasm for their students between

traditional and nontraditional learning.

With shrinking numbers of classes participating in real world experiences outside of the classroom, it is vital that educators make research based decisions on the issue. Studies strongly support the effectiveness of field trips in helping students learn and retain knowledge from the real world (Berliner & Pinero, 1985). They also suggest that field trips strengthen a student's respect and admiration for a field of study (Klemm, 2003). Field trips need to remain a component of public education.

Given this need, teachers must make every effort to navigate the rough terrain of the current field of education in connection with leading field trips. The field trip and guest speaker guide included in this project is a great resource for Seattle area educators in relation to the selection and implementation of field trips.

Purpose

The intention of this project is that of developing a guide to assist Seattle area social studies teachers in the identification and use of field trips pertaining to U.S. history. An important goal of the project is the compilation of content focused resources. Seattle area social studies teachers will be able to utilize this project as a guide to determine which field trips would be ideal for their classroom. The purpose of this project is to equip educators with resources to select and conduct trips that involve real world experiences that have strong connections to the curriculum and a maximum amount of educational benefit.

Scope

The guide will identify resources—field trips and guest speakers applicable to teachers in the Seattle area—suitable for use by educators of U.S. History. Also the Appendices

contain a great deal of extra resources such as potential virtual field trips and extended lists of field trip possibilities. The guidebook associated with this EDCS 700 project identifies quality social studies field trips located in proximity to the Seattle area. It also examines the usefulness of each potential destination and gives a helpful description of potential uses and background information. The literature review for the project thoroughly examines such issues as the purpose of field trips and educational benefits associated with them. This review also examines issues of diversity and learning styles. Additionally, the strengths and weaknesses of field trips are examined as well as research pertaining to the orchestration of an effective field trip. This is a helpful resource for teachers and parents alike. The project is intended to act as an enabler of educators.

Definition of Terms

Collaboration – Collaboration involves working in partnership on behalf of a child, e.g., parent and teacher, or special education teacher and general education teacher (Charles and Helen Schwab Foundation, 2007).

Constructivism – Constructivism is the theory suggesting that students learn by constructing their own knowledge, especially through hands-on exploration. It emphasizes that the context in which an idea is presented, as well as student attitude and behavior, affects learning. Students learn by incorporating new information into what they already know (NCREL, 2004).

Cooperative Learning – Cooperative learning purports an instructional approach in which students of varying abilities and interests work together in small groups to solve a problem, complete a project, or achieve a common goal (NCREL, 2004).

Curriculum – A curriculum is a plan of instruction that details what students are to know,

how they are to learn it, what the teacher's role is, and the context in which learning and teaching will take place (NCREL, 2004).

Facilitator – A facilitator fulfills a role for classroom that allows students to take a more active responsibility in learning. Teachers assist students in making connections between classroom instruction and students' own knowledge and experiences by encouraging students to create new solutions, by challenging their assumptions, and by asking probing questions (NCREL, 2004).

Internet – The Internet is a worldwide "network of networks" that allows participants in different electronic networks to share information, transfer files, access news, and communicate through electronic mail (NCREL, 2004).

Multiple intelligences – Howard Gardner's theory of multiple intelligences is a psychological and educational theory which suggests that an array of different kinds of "intelligence" exists in human beings. Each individual manifests varying levels of these different intelligences, and thus, a unique cognitive profile. The theory was first laid out in Gardner's 1983 book, *Frames of Mind: The Theory of Multiple Intelligences*, and has been further refined in subsequent years (Wikipedia, 2007).

Retention – In learning, retention is the ability to retain facts and figures in memory (Wikipedia, 2007).

Scaffolding – Scaffolding is an instructional technique in which the teacher breaks a complex task into smaller tasks, models the desired learning strategy or task, provides support as students learn to do the task, and then gradually shifts responsibility to the students. In this manner, a teacher enables students to accomplish as much of a task as possible without adult assistance (NCREL, 2004).

Schema – In psychology and cognitive science, a schema is a mental structure that represents some aspect of the world. People use schemas to organize current knowledge and provide a framework for future understanding. Examples of schemas include stereotypes, social roles, scripts, worldviews, and archetypes. In Piaget's theory of development, children adopt a series of schemas to understand the world (Wikipedia, 2007)

Socio-cultural – Socio-cultural is that which is of or involving both social and cultural factors (*The American Heritage® Dictionary of the English Language, Fourth Edition, 2007*).

Socioeconomic – Socioeconomic is that which is of or involving both social and economic factors (*The American Heritage® Dictionary of the English Language, Fourth Edition, 2007*).

CHAPTER II

LITERATURE REVIEW

Field Trip Purposes, Evaluation and Effects

Field trips can serve many purposes for the classroom teacher. The perceptive teacher is able to sift through the vast number of possibilities and can utilize field trips as an effective educational tool. Field trips can be blended into the curriculum (Kisiel, 2006a). In this condition the field trip is no longer viewed as a stand-alone experience, but is used as an extension of a particular educational unit, and as such, the class is accountable to learn from the experience. The responsibility of selecting an appropriate field trip lies with the teacher; this individual must find appropriate connections to the curriculum that students can comprehend. In this light, the field trip is a component of the curriculum rather than simply a break from the ordinary.

Quality resources (field trips and guest speakers) are those that meet an educational goal. Concerning field trips, whether they are meant to begin a unit of study or a serve as a culminating experience, they need to be utilized based on contributions to the overarching curricular goals (guest speakers as a resource will be addressed later in the literature review). Field trips should align with state standards and should spark student interest. The teacher should be careful throughout the selection process for a field trip. One should employ the entire criterion described later in the literature review when selecting field trips. Quality resources are those that have a visible impact on student learning. Students should be more excited about the subject, concept, or unit as a result.

As Kisiel (2006a) stated, field trips can also act as a preface to a new concept. Within this framework, field trips can act as a springboard for a new concept or unit of

study. It could act as an appetizer, in a figurative sense, to the main course of the unit. Field trips are limited in that most often they last only about 2-5 hours. While numerous sights, sounds, and other pieces of information may be gleaned from the experience, it can in no way replace the everyday instruction of the classroom. That certainly is not the intentional use of the field trip.

The classroom is the backdrop from which much of the learning will occur in a student's career in school. This does not necessarily mean that learning must solely focus on issues pertinent to traditional instruction. Education must embrace many avenues and pathways to educate the majority rather than a minority. A student's freedom and ability to choose is an essential component in education (Kisiel, 2006b). Field trips provide such an environment wherein students can make individual learning choices and establish personal initiative. It is important that the classroom not be written off, but rather a consistent attempt should be made to allow students to work in non-traditional settings in which they have a greater sense of autonomy and choice (Kisiel). Many studies have corroborated the fact that of learning environments of this sort are not only beneficial but have lasting impacts on retention and comprehension (Berliner & Pinero, 1985).

Kisiel (2006b) made mention of a study on permanency and retention in students concerning what they could recall from an out of class program. After completion of a two-week out-of-class aquatic science program students showed large decreases in generalization and spoke of the content in terms of specific sea life and related concepts. Students also began applying the content to their understanding of the world and their environment. After six months, these same students were examined according to what was remembered from the training session. While the level of specific knowledge had

gone down, the findings suggested that students were able to internalize a great deal of what they had covered. Students also displayed increased levels of objectivity concerning the issues. Knowledge not only should be personal, it should be tempered by fact and reality. This study vividly demonstrates the impact and importance of learning from outside of the four walls of the classroom. In recent years, many field trip destinations have provided real world educational applicability to the itinerary, and thus have had more long-term educational impacts on students (Pace & Tesi, 2004). Field trips bring students into contact with real world environments and objects that enable students to make connections between the classroom and the real world (Martin & Seevers, 2003).

A great deal of what students learn at museums or historical sites “only becomes apparent weeks, months, or even years after the experience” (Falk & Djerking, 1997 p.2).

Pace and Tesi (2004) made known the following study on retention:

In a study of one-hundred and twenty-eight individuals, forty-six of which were adults, conducted by Falk and Dierking (1997), 96% could recall a field trip taken between first and third grades. One hundred percent of the subjects remembered one or more things learned on the trip and could relate it to content/subject matter. Seventy-nine percent of all subjects remembered whom they went on the trip with including friends, teachers, and chaperones... The appearance is that field trips had various impacts on the lives of the one-hundred and twenty-eight subjects in this study. An initial conclusion of this investigation is that hands-on activities were noted as being one of the most important factors of a field trip. This was evident in 87.5% of the participant's responses. Those that became actively involved in a field trip retained more information regarding the subject matter of

the trip and overall had a more positive experience. This indicates that hands-on activities may be a beneficial asset in reinforcing subject matter from the classroom. (p. 31)

While most teachers will agree with this conclusion, many do not take the time to establish clear expectations and goals for the field trip. At times, these excursions are nothing more than a break from routine.

Pace and Tesi's study makes it apparent that a majority of individuals indicated an association of field trips with a vacation from the everyday business of the classroom. Most participants in the study viewed this as a positive outcome as they felt that field trips gave students something to look forward to during the course of the year (Pace & Tesi, 2004). From a student's viewpoint, the school year is frequently seen as a very long time. These breaks from the norm can at times provide the necessary jumpstart for tired and struggling students, and they provide a wider array of learning contexts from which to choose (Pace & Tesi)

Constructivism, Diversity, and Relevancy

Education, while at one time was viewed as a one-way street, should involve the active participation of an individual in the process of learning and developing (Jakubowski, 2003). The new model for learning requires that students contribute to the democratic make-up of the classroom. Not only is the teacher responsible for creating and maintaining the flow of knowledge, but students should contribute to the two-way flow of information and experience. Field trips by nature lend themselves to this two way street. In these situations, students need to be active participants in the excursion. Teachers are responsible for putting the time and effort into creating a system of accountability for the

trip. The goal is that of active multi-dimensional communication within the class and the new environment (Jakubowski). Gone are the days when the teacher is the ultimate dispenser of knowledge. The teacher-student relationship should be reciprocal. Freire (1970) noted the essential nature of a balanced relationship instituted between teacher and student, wherein both are mutually responsible for concurrently engaging in learning.

Within this model, students are encouraged to participate in a problem-solving venture in which they are confronted with real world challenges. The emphasis is always placed back on the student. They are expected to interact with their environment while on field trips. Active engagement is also expected back in the classroom when working on field trip related activities. . Jakubowski (2003) stated that such educational philosophers as Piaget, Ausubel, and Vygotsky support the concept of active learning. Teachers should be seen as intermediaries and facilitators while students go about the business of constructing their learning. In this process, students are building knowledge rather than receiving it, and are reviewing and analyzing rather than memorizing and mimicking (McLoughlin, 2004). Jakubowski (2003) made mention of a four-phase approach to achieving active engagement in students: First, a student's personal experience is solicited. Second, students are encouraged to recognize, scrutinize, and pose a problem within the confines of their experience. Third, the teacher and class solve the problem together. Finally, students are called upon to act.

Teachers have an awesome responsibility to not only educate students but to make learning relevant to their lives. Dewey (1916) stated that "To organize education so that natural active tendencies shall be fully enlisted in doing something, while seeing to it that the doing requires observation, the acquisition of information, and the use of constructive

imagination, is what most needs to be done to improve social conditions” (p. 137). Often it is the case that students are forced to learn through passive means about people and cultures distant in time and location. For learning to be relevant, the student must begin to live the culture, see the sites, and touch the landscape of the world outside, or to at least be able to envision the reality (Wood & Scafturon, 1993). So often students view curriculum content as boring and inapplicable to their lives. Alternately, “mere activity does not constitute experience” (Dewey, p.139). Learning must be set in the context of making connections and critical thinking choices. Given these parameters, students will feel less trapped into learning boring and irrelevant information. Noteworthy experiential learning involves meaningful experience coupled with guided reflection and investigation (Wood & Scafturon).

Hatton (2005) noted that students need to be part of the “learning process [by] posing and solving problems, making meaning, producing products, and building understandings” (p. 140). It is equally important to have risk-takers in the classroom: those who are learning and operating on the brink of their competence and understanding (Hatton, 2005). Although, this is all made possible by creating an atmosphere of trust in the classroom. Students need to feel secure about taking risks and making mistakes.

Teachers need not overly frustrate students with questions that are too complex or above their grade level. On the other hand, a high level of challenge is essential within the task or inquiry (Jakubowski, 2003). The constructivist model encourages the challenge of a particular belief or notion so as to place the learner in a position of mild uncertainty (Barshinger & Ray, 1998). The uncertainty pushes the learner to investigate and/or come to a resolution wherein they are once again at a point of equilibrium.

Teachers are responsible for providing the necessary scaffolding for students to have the potential for comprehending the problem or task. Field trips must also follow this model, in which the learner is prepared, challenged, and then finally brought back to a place of equilibrium. Adequate preparation prior to the day of the trip is equally important. This is essential not only for comprehension but for retention.

Learning is a product of an individual's interaction with life. That which an individual holds to be true concerning values and perceptions is created as a result of experiences (Floyd, 2002). Learning is reciprocal in nature. An individual confronts reality and acquires new information. This new understanding is then reflected upon and incorporated into an existing schema. Slight modifications of the individual's worldview contribute to altered perceptions and values. In considering this, students should be allowed an adequate amount of time to reflect on new information or new ways of thinking (Floyd). Field trips provide numerous opportunities for discovery and reflection.

Interest is also a key factor of learning. McLellan and Dewey (1889) noted that there are three components that factor into a person's interest. Interest is not intellectual but rather emotional. It is associated with such things as pain, pleasure, and one's state of mind (McLellan & Dewey). Secondly, interest is subjective. Knowledge and comprehension are objective in nature, while interest has a vast assortment of factors that effect the outcome. McLellan and Dewey also stated that "the term objective means having to do with the world, with objects events and their laws; while the term subjective means belonging to the subject, to the mind without regard to the world outside" (p.17). Finally, interest is individual. Knowledge is universal, while interest is based on internal factors that cannot be fully understood unless uttered or revealed by the individual

(McLellan & Dewey). Teachers must also operate based on the understanding that students are different. They have different motivations and the factors guiding their interest will take many forms. Wood and Scafturon (1993) noted the following about student interest:

Students may react differently to the stimulation offered by the field trip. One study shows that the ability of students to conduct cognitive tasks during a field trip depends on the novelty of the setting. Those more acquainted with the setting concentrated more on learning assignments, while the students who were unfamiliar with it were more preoccupied with the physical surroundings. (p. 70)

Teachers must take into account individual factors and the great deal of diversity in the classroom.

When considering the numerous aspects of student variation in every classroom, it is necessary to be aware of how best to meet each need. Field trips present a unique learning situation that in many ways can be easily tailored to specific needs. Essential to the equation is that of giving appropriate attention to language, diversity, cultural differences, gender, and special education needs (Jakubowski, 2003). Ewing (2005) commented on diversity in this way:

Teachers need to be cognizant of their students' needs and able to make the content available to each individual. Sapon-Shevin (2003) described diversity as differences in race, age, sex, family background, class, sexual orientation, religion, language, and physical characteristics. NCATE (2002) defined diversity in a similar way; however, there are some slight differences. The definition of diversity as given by NCATE included individuals that were . . . "exceptional

students and students from different ethnic, racial, gender, socioeconomic, language, and religious groups.” (p. 24)

Teachers need to display sensitivity towards each individual regardless of background.

Any number of complications can arise due to a lack of sensitivity on the teacher’s part.

Some students would have religious or cultural objections to visiting a particular site.

Much of this can be dealt with early on if a teacher has had prior conversations with the class about a proposed field trip. Students with disabilities have frequently felt disappointed with trips to museums or similar destinations because the activities were not structured to meet their needs. (Martin & Seevers, 2003). One finding suggests that it is essential to maximize parental involvement and that teachers need to be more active in coordinating with students and parents in order to meet these specific needs (Martin & Seevers). Each teacher must practice inclusion, as well as the skill of relating to each student on an individual basis.

Similarly, cooperative learning situations can be helpful for creating authentic learning situations. Instructors must create a clear objective and make sure that the entire group is included in the process of problem solving (Jakubowski, 2003). Cooperative learning groups are essential avenues for meeting the various needs of the classroom. Not all students learn in the same way, nor are all students gifted with the same aptitudes or abilities. Cooperative groups provide students with opportunities to highlight their unique skills and abilities and to add to the collective productivity of the group. Cooperative groups or cooperative learning situations are at times necessary and recommended for use on field trips. Field trips provide students with a chance to interact more freely than in the classroom, and thus allowing for greater levels of cooperation and interaction.

Taba and Van Til (1945) noted that field trips involve contact with foreign environments and people, which can affect the lives of students in such a way as to build sensitivity towards the world and the organisms existing in it. Field trips can be a forward step in building understanding of others. Many times students will be confronted with a reality that conflicts with biases and personal prejudices previously held. In this way, field trips can act as a catalyst for change in these individuals. At times, trips might even be offensive to parents or family members who maintain such hostile beliefs (Taba & Van Til). Regardless, teachers have a responsibility to present history and truth without respect to prejudice and partiality. Eye-opening experiences often occur in the cultural realm. Students are brought into contact with people and cultures that they were formerly removed from. Taba and Van Til stated, "One of the commendable features of these experiences is that they center about a specific interest presumed to be held in common" (p. 211). Common interests are established and individuals are able to look past such issues as skin color, economic status, and the like. Social distance is reduced through interaction and discovery of that which was previously unknown. Taba & Van Til noted that "when new experiences are shared in common, discussed and appraised, relationships are no longer confined to a few familiar patterns, and personalities are no longer seen as stereotyped responses to accustomed situations" (p. 213). The social and cultural component is a necessary and vital consideration within the selection of field trip sites.

Taba (1949) also mentioned the interaction of class, economic level, and privilege on student perceptions of the curriculum content. Students oftentimes carry a great deal of baggage with them into the classroom regarding self-esteem, acceptance, and

relationships. The teacher is responsible for creating a curriculum that challenges student perceptions, biases, and beliefs, and allows for greater levels of self disclosure and acceptance within the classroom. Concerning interactions of students of various class and economic levels in urban/suburban settings, Taba stated the following:

One characteristic typical of all these children: they have little or no understanding of life in America outside of urban and suburban communities. To them, city life is American life. They are unaware of the meaning of rural living, of the problems of the farmer and his family, of the part the rural areas of America play in the social and economic life of our nation. (p. 53)

This concept can be applied to the whole spectrum of student experience. Probably the greatest case for field trips can be made on this point: Students need to be exposed to new cultures, ideas, and experiences. Additionally, teachers need to assess where their students are coming from and then structure the curriculum accordingly. The curriculum and all supplemental learning experiences should reflect student need.

Museums and like-institutions provide an excellent atmosphere for out of class learning to occur. One museum educator noted unique objects as an important facet of museum education (Hannon & Randolph, 1999). Hannon and Randolph stated the following regarding this unique aspect of museum education:

The question of "What is it?" prompts children to think about the culture, person, or place that the object represents. Also, students should consider the object's use by looking at its parts. In addition, students should consider what the object tells them about any related cultures, persons, places, or related concepts. (p. 28)

Educationally based institutions have much to offer teachers and their classes. Many of

these institutions communicate within the framework of multiple intelligences. Diversity and differing learning styles are taken into account by many museum educators (Hannon & Randolph).

Orchestrating an Effective Field Trip

Pre-trip

Field trips should not be undertaken lightly. A great deal of planning and preparation is necessary for a trip to be successful. It is not a good decision to announce a field trip to a class or to notify parents of an intended trip without already having thoroughly investigated the site (Scarce, 1997). A teacher would be advised to visit a field trip location prior to scheduling it for the year (McLoughlin, 2004). Even before this process, a teacher should take great care in determining if a field trip is necessary and complementary to the curriculum (Scarce). A trip should have a stated educational goal that aligns with the curriculum and state standards.

While scouting out a potential field trip location, teachers should bring a notebook to record their ideas about the layout and potential activities for pre-, during-, and post-trip completion (McLoughlin, 2004). The teacher could benefit from bringing a digital camera and even a video camera in order to obtain permanent images that could be used to prepare and reiterate the essential knowledge from the trip. Pictures, video footage, posters, overhead transparencies, etc. can all be helpful in establishing a good understanding of what to expect on the field trip and the prior learning that is essential for the trip (Pasquier & Narguizian, 2006). Some key sources for kindling interest in the trip is that of props, books, advertisements, artifacts, and promotional material (Reissman, 1998). The more that a field trip is linked to relevant material, the easier it will be to tap

into student interest and encourage deeper levels of student engagement. Another source is that of the students.

Prior to the trip students should be quizzed on what they already know about the site and what their expectations are (Reissman, 1998). Knowing this can be helpful in determining which direction to take the trip in terms of activities and discussion. The field trip site can frequently provide a great deal of educational material helpful for the class. Museums oftentimes create activities and lessons that can be completed before and after the field trip. Currently, most zoos, aquariums, and museums have online preparatory materials such as photos, maps, and even virtual tours (Cox-Peterson & Melber, 2001). As Scarce (1997) stated, it is important to determine in which order the students should experience the site. Additionally, teachers need to determine whether students will be in small groups, act individually, or function as one large group. During this pre-trip planning phase, the teacher must determine all of the expectations and objectives for the trip. Much of this can be accomplished utilizing online materials. Many of these organizations can be contacted via email (Cox-Peterson & Melber). Many times a professional would be willing to answer educational questions from students. This sort of communication is helpful in establishing student buy-in.

Equally important during the initial planning stages of a field trip is that of informational sources. The Internet can be a great tool to locate field trip possibilities. Having the necessary background in technology is essential for this particular source. There are varieties of search engines and search methods that can expedite the process (Hock, 2004). Teachers can be an invaluable resource for determining excellent field trip locations. Veteran teachers many times have a long list of suggestions and practical

experience to supplement the location (Scarce, 1997). Frequently books and field trip guides can be used pertaining to specific or generalized field trip ideas. Beyond this, there are many possibilities lying beneath the surface of the imagination waiting to be uncovered. The individual most responsible for the creativity and ingenuity of planning and implementing field trips is the teacher.

While the selection of an appropriate field trip destination is important, it is equally essential to respect the desires and intelligence of classroom pupils. In many situations it would be advisable to allow the class to have a stake in the decision making process, thus allowing them to take ownership and responsibility for the outcome of the trip (McLoughlin, 2004). Once the destination has been selected and the site scouted out, the time has begun for the pre-trip planning phase.

An educator might want to allow the class to brainstorm a list of ideas that they would like to cover and questions that they would like answered by the end of the process. The teacher in turn could add to this list and then implement the ideas in a variety of ways. The possibilities are as endless as there are ideas for activities. Studies reveal that field trip learning and retention is increased when students are given preparatory activities before the trip (Orion & Hofstein, 1994).

Once a teacher has a good idea of what he/she would like to accomplish on a trip, it is helpful to build preparedness. In conjunction with pre-trip activities an awareness of the safety rules should be established (McLoughlin, 2004). Much like in class, behavior rules and etiquette for the trip must be established (Woolf, 2006). Directions should be very specific regarding how students should act and what the expectation is at any given time (Woolf). Students also need to know what they should and should not bring on the

trip. It also could be helpful to allow the students to share input on what they might deem acceptable and safe for the trip (McLoughlin). Another consideration is that of tracking and identifying students. Students can be given nametags, bracelets, bandanas, shirts, or any number of like objects to signify their inclusion in the school group (Moser, 1998). Some sound advice for a safe trip might hold that an instructor frequently count students. Students must always be accounted for throughout the venture.

As mentioned before, it would be beneficial to recruit parental support for preparing and implementing the field trip. Chaperones are a necessary component of ensuring the safety of students and of having a successful trip. In addition, as a part of the coordinating process, preparatory information should be sent home about the trip at the earliest convenience. The situation requires that parents are on board rather than simply along for the ride (Pasquier & Narguizian, 2006). Another partner in the undertaking to consider is the staff of the potential field trip site (Fineberg, 1994). Maintaining a collaborative partnership via good communication is an essential element. Keeping onsite educators apprised of the expectations and needs of the class is helpful for ensuring a smooth venture. Teachers often complain that museum educators do not help teachers understand the amount of resources that are available, while museum representatives complain of teachers who take the trip in a nonchalant manner (Hicks, 1986). The necessary component in this process is communication. Preparedness on the part of teachers is also a key to success.

Always be over-prepared rather than under. The teacher should have a field trip kit that is furnished with emergency supplies (Scarce, 1997). Teachers should be equipped with such things as band aids and other medical supplies along with a roster

sheet and emergency information on parents and students. Teachers and chaperones should always be equipped with a cell phone so as to ensure communication throughout the venture.

Aside from everything discussed thus far, Jakubowski (2003) mentioned the importance of considering the following items prior to the field trip: (a) dates and time of the a trip; (b) transportation and food; (c) risk and liability; (d) insurance and legal concerns; and (e) administrative worries. Field trips carry a burden of responsibility that the teacher must assume. Reality dictates that all of these issues should be examined prior to the trip so as to ensure the safe and successful completion of objectives.

Bracey (1995) made known a study on the pre-field trip preparation and its effects on students. In this study there were three groups. The first was given a great deal of preparation for the field trip. The second was given a moderate amount of preparation and the final group received little to no enrichment prior to the field trip. An analysis of the study revealed that the first group of students had high levels of on-task behavior and high levels of participation in discussion back at the classroom. The second group had moderate levels of on-task behavior and even less participation back in class. The final group displayed the greatest level of off-task performance and even open aggression towards the teacher and set expectations when on the field trip and when back in the classroom. This study reveals the dynamic connection between field trip preparation and successful implementation.

Before heading out of the classroom on a field trip, teachers should take every precaution to be thoroughly organized. Organization is an essential component of the successful field trip (Tyler, 1949). Order and methodical preparation are part of this

process as teachers aim to maximize efficiency within the field trip and their instruction. Tyler (1949) noted that there are three elements of proper and effective organization: continuity, sequence, and integration. Tyler stated that in the social studies curriculum (or any other subject), recurring and continual opportunities to practice skills must be allowed in order for students to develop a deeper understanding. This is also important for purposes of retention. Sequence, as a part of organization, “emphasizes the importance of having each successive experience build upon the preceding one and to go more broadly and deeply into the matters involved” (Tyler, p. 85). Dewey (1938) mentioned that “experiences may be so disconnected from one another that, while each is agreeable or even exciting in and of itself, they are not linked cumulatively to one another” (p. 26). Teachers need to plan and operate on the notion of the big picture. The yearly curriculum should be more than just a hodgepodge of interesting topics; meaningful connections need to be established. Finally, integration is the horizontal relationship of educational experience (Tyler). Students need to be able to understand the broad application of the knowledge and skills that they are learning. It is incumbent upon teachers not only to take students out of the classroom on field trips, but in their thinking as well. Concepts need to be applied to various fields of study. They must be integrated into the various aspects of student comprehension. When considering field trips, teachers must take into account the essential components of organization. All activities associated with a field trip should be sequenced accordingly, should be integrated and relevant, and should display a high degree of continuity (Tyler).

During the Trip

While onsite, the teacher must take meticulous care of the details. One might want

to place students into groups or in pairs for purposes of accountability and support (Kisiel, 2006a). Having a system that everyone is aware of which sets specific guidelines and rules for the trip is vital to the safety of students and the success of the trip. One issue that separates field trips from the classroom is that of control. A teacher has much less control over the surrounding variables in the field, consequently the unexpected oftentimes does occur and plans can be disrupted. In these circumstances, it is essential to have a plan of action and set expectations that will be followed.

As mentioned before, a successful field trip will include appropriate curriculum activities. Scavenger hunts, journal questions, and the like can be completed alone or in groups. These activities should be focused on the important aspects of the exhibit or tour (Reissman, 1998). Students frequently will let a teacher know their feelings on the matter, whether they liked the activity or found it meaningless. If a task is simply busy-work then students will most likely view it as meaningless and simply a filler activity to pass the time. There are some ways to get around these sorts of meaningless tasks. The first is to preview the site beforehand and to focus all activities towards the essential aspects of the site. Another activity involves charging students with the responsibility of writing down a specified amount of key facts from the trip; this might include anything from the most surprising detail that a student learned on the trip to a simple historical fact (Reissman). By keeping the activities fun and interesting, the teacher disallows students from feeling bogged down with busy-work or like they are wasting their time on the less vital aspects of the site. A teacher could even encourage students to document the voyage using those pieces of technical equipment they available to them, such as audio recorders, digital cameras, and even video recorders (Reissman). Similarly, students can be asked to write

down observations from presentations and tours while onsite (Reissman).

Teachers that emphasize journaling as a skill are in the business of creating students with the capacity to reflect and analyze. While this is an important skill to possess in the classroom, it is also helpful in the field. Reflection has been defined as “the ability to step back and ponder one’s own experience, to abstract from it some meaning or knowledge relevant to some other experiences” (Hutchings & Wutzdorff, 1988, p. 15). By jotting down quick notes on their experience, students will be strengthening their position on issues, their ideas surrounding the subject matter, and their ability to reflect on the event. At times field trips feel like a blur of exhibits and presentations, but there are ways to slow the process down. In the moment, there may not always be time, but through ongoing journaling, students are able to record those significant pieces of information that can be examined later (Jakubowski, 2003). Often in these time-sensitive environments, pre-created graphic organizers that aid students in recording their thoughts are helpful. Educators should be as specific and relevant as possible when directing their attention to the vital aspects of the trip. Necessary to this end is the creation of open-ended questions requiring more than a one-word answer (Connolly, Groome, Sheppard, & Stroud, 2006). The point is to kindle the imagination and to spark further investigation rather than simply serve as a checklist. One way of directing student attention is by creating a map of the field trip site and specifying the exhibits or locations that are most vital. It would also be helpful to number the locations in order of importance (Fredrick & Osborn, 2003).

While curricular focused activities are essential for a successful field trip, it is equally important for time to be built into the trip for open exploration (Connolly et al.,

2006). Students can easily become discouraged if learning activities are too long and time consuming. Students want to feel like they actually were on a field trip as opposed to being in class. Breaks can also be of some benefit. A teacher must be aware student energy levels. A quick break can be all that is needed to reenergize a tired group (Connolly et al.).

Post-trip

One mistake a teacher can make concerning the post-field trip experience is to simply move on to another topic rather than delve into the weighty issues covered on the field trip. Field trips should have an important link to the curriculum. There should be a natural progression in the curriculum as the field trip acted as a supplement to the learning process. Students should be allowed to discuss the facts learned on the trip (McLoughlin, 2004). Students can benefit a great deal from examining their thoughts regarding the trip. Classroom discussions are an important aspect of the post-trip experience (Pasquier, 2006). This can be a time for students to share thoughts and feelings on the various aspects of the trip. In order to tie curricular goals together, teachers can have students compare what they learned from the trip with what was listed on pre-trip brainstorming devices (Reissman, 1998). By relating the newly acquired information with what students previously completed using word webs, charts, or quick sketches, reflection helps to solidify comprehension and long-term understanding. Students can think of what they learned in terms of a process. They increasingly should be able to see change in their thoughts and notions.

Oral presentations can be a worthwhile undertaking providing the objective is clear and student interest is peaked. Presentations allow students to utilize notes or

audio/visual images they captured at the event. These resources would be excellent additions to projects and presentations. Reissman (1998) mentioned an assortment of tasks that the teacher can implement to aid retention of the material. Quizzes, jeopardy style games, photo displays, partner interviews, and scrapbooks are just a few ideas to consider.

Another beneficial exercise is that of evaluating the field trip experience with the class. This gives the class a chance to critique the whole process: (a) the quality of pre- and post-trip exercises; (b) the quality of planning for the event; (c) the quality of information obtained at the site; (d) how worthwhile the venture was; and (e) what information was gleaned that could not have been obtained through in class study (Scarce, 1997). By allowing the class to comment on the intimate details of the trip, a teacher can gain priceless insight into what worked and what could have been better. This exercise coincides with the notion that students want to be respected, listened to, and understood.

Strengths and Weaknesses

Strengths

Field trips create a plethora of positive measurable outcomes that are beneficial to the educational process. These situations often provide hands-on experiences (Kisiel, 2006b). The classroom is not always suitable or equipped to provide students with activities rich in kinesthetic possibilities. Field trip on the other hand provide the learner with new and unique environments to explore (Kisiel). Museums, zoos, the outdoors, etc. all have unique environmental understandings to impart to the observer. A break from the normal can do much good for the learner. New environments have the potential for

providing new and unique experiences (Kisiel). Rather than reading about elephants and their characteristics, a class could view the enormity of an elephant at a zoo and could take in the different sounds associated with the animal (Kisiel). This sort of experiential learning is tough to reproduce in the classroom. Experiential learning that actually involves doing can be tied to real outcomes. Students can learn about archeological techniques and actually utilize these newly acquired skills in the field. Field trips can serve as a link, which connects formal and informal learning (Tuthill & Klemm, 2002).

Field trips are desirable for students because in these circumstances individuals are allowed a great deal of autonomy and free choice (Kisiel, 2006b). In addition, field trips are often student-focused rather than a staunchly teacher-centered activity (Kisiel). Along with the freedom of choice, typically a variety of activities are provided as well. When considering the multiple intelligences theory, the diversity of learning styles, and cultural needs, it is evident that field trips are in many ways beneficial. Field trips have the potential for appealing to many of the senses and learning styles that are ignored in the classroom (Kisiel). Finally, field trips create circumstances that are optimal for social interaction (Kisiel). Students, moving together to accomplish the same goal and given time to interact freely on the journey to the site(s) and back, are enabled to communicate more freely and form stronger bonds of friendship and communication. If monitored and controlled, these times can be quite beneficial to the social consciousness of the class.

Klemm (2003) mentioned Ignatiuk's 1978 study that illustrated the following point: engaging students in the field has the effect of bolstering their attitude toward that subject or concept. It appears that one side effect of experiential learning in the field is that of increased positive feelings for that field of study. Current research links field trips

and increased student learning (Berliner & Pinero, 1985). There are many factors that contribute to this phenomenon, but important to this conversation is the effect of experiencing a foreign environment. Field trips also have the effect of creating meaningful learning is linked with higher levels of retention (Gillani, 2000).

Weaknesses

There was a time in the not too distant past when field trips were more common. As previously mentioned, fewer teachers are taking classes on field trips. Statistics show that only about ten percent of teachers take their students on field trips (Klemm & Tuthill, 2003). There are many reasons why this trend has occurred; lack of support from administrations, monetary influences, safety and liability issues, and even the standards-based movement have contributed (Klemm & Tuthill). Teachers often have to figure out alternative methods of acquiring funds for field trips (Tam, Nassivera, Rousseau, & Vreeland, 2000). Fundraisers and grants are two effective methods, but both require time and effort on the part of the teacher.

There are countless uncontrollable factors concerning field trips. The quality of the experience can be drastically different from one site to the next (Klemm & Tuthill, 2003). Something as simple as the tour guide or the presenter can have a drastic impact on student interest. Given certain conditions, a trip has the potential to go completely awry. Mclure (1999) relayed an experience of this sort. A national park ranger had taken a school bus full of children to the national forest in order to find an endangered woodpecker. The driving time to the location was about forty-five minutes. Once at the location, none of these woodpeckers were to be found. The class quickly lost interest and the drive home entailed rowdy behavior and loud singing about bottles of beer on the

wall. This story is indicative of the potential for a well-planned trip to experience setbacks, confusion, or even disaster. It is impossible to account for every detail and potential pitfall of a field trip.

Accordingly, the hassle associated with gathering permission slips, collecting money, contacting parents, arranging rides, visiting potential sites, creating activities, and dealing with food issues, etc. must be noted (Stevenson, 2001). Teachers also cite large class sizes, shortages of planning time, limited help and assistance, and an overabundance of red tape as reasons for leaving field trips out of the picture (Tuthill & Klemm, 2002). Students cannot always be counted on to be on their best behavior. Many students cannot be trusted to take good notes, make meticulous recordings of their environment, or even listen to speaker (Tuthill & Klemm). Teachers should be reminded of one simple piece of advice, to expect the unexpected.

Various Field Trip Possibilities

Carroll (1999) noted that local airports and even fabric stores could make for a good field trip inside the city. At many small airports, the class might be able to visit the runway, airplanes, the windsock, and hangers. They might even be able to venture inside the cockpit of a plane. Fabric stores can provide learning situations where students learn about various types of fabrics, how fabrics are constructed, and of the fabrics' place of origin. Students can practice measurements and even get the chance to run a sewing machine. Museums, libraries, universities, community colleges, and like institutions, provide students with the opportunity to broaden understanding of the field of education (Kisiel, 2006b). Many times student enrichment programs are offered at these locations as well. Teachers can offer many educational opportunities to students as well that are

based outside of the classroom.

Also within the city is a wide assortment of pre-designed retail field trips. These are free and cost-effective. Many locations can even be in walking distance from the school. Most of these trips last from 60-90 minutes and are supposedly linked with national standards (Borja, 2004). These field trip destinations include Petco, Sports Authority, Albertsons, Lowes Foods, and many more. Critics of these trips assert that they are nothing more than an attempt to sway young minds to buy products (Borja). The leader in providing these brand-name field trips is Field Trip Factory (Takeuchi Cullen, 2004). This eight-year-old outfit has enjoyed remarkable growth and success. There certainly are trade-offs when taking a field trip of this kind, but an educator, must weigh the benefits to the curriculum against the exposure of students to commercialization..

Carroll (1999) also mentioned the following field trip possibilities for the local community: bird walks, runoff study, and community cleanup. All three of these field trips have the potential of being done locally. This is helpful as the affordability and time demands of many field trips are too much for a district to consider. On a bird walk, it would be interesting to tally all of the birds that were sighted. For those birds that the group was unsure of, students could note the description and later look it up in class. They could also take a picture of the bird so as to provide more evidence. While studying runoff, classes could investigate the water patterns and specifically the water's final destination. They could seek to comprehend such elements as erosion and even deforestation. Finally, cleaning up trash can be a great way to engender feelings of connectedness to the community. Furthermore, students could collect trash samples from around the neighborhood, check the rate the trash decomposes at, and tabulate their

findings. They could finally graph the data.

Community walking tours are also a great way to show students how daily experiences fit into the local community (Morris, 2006). On these tours, students can learn about the history of their city or town. They can visit museums, cemeteries, town squares, monuments, and many other often-overlooked sites (Morris). This sort of experience fits well into the broader historical context of a social studies unit. Much can be done in terms of interpreting historical facts and applying them to the lives of students.

Some potential field trips are not feasible for the entire class to attend. Individual field trip assignments involve a limited number of students who would volunteer and then be responsible for attending the trip on their own (Alleman & Brophy, 1994). In these circumstances, it would be helpful for the class to participate in the planning stages of the trip. The class could generate questions, activities, and objectives for the trip. Upon returning to class, students who took part in the trip would report back to the class the findings, data, and observations.

Even within a local school building, the classroom teacher can provide for the following field trip options: examining blueprints and touring the school boiler room (Carroll 1999). A teacher can request the blueprints from the school. Students likewise can create their own maps of the school from this document. The school boiler room is a good place to learn about how heat is transmitted and how energy efficient the school is.

The following community experts were mentioned by Carroll (1999) as interesting and capable of delivering a great presentation to the class: beekeepers, scuba divers, and weather forecasters. All of these individuals would be able to bring in interesting equipment to explain to the class. In the case of the beekeeper, samples of

honey could be brought in for a snack. Van Gigch (2001) cited an example in which a teacher brought in Vietnam veterans to speak to his/her class. This individual invited a diverse group of veterans to speak to students. Interestingly enough, these veterans reflected a wide range of opinions regarding the war. This educator even invited the music teacher to lead songs sung by Bob Dylan and other artists from that period.

Students were briefed before these presentations on how to conduct an interview. They brainstormed questions that would be pertinent to the presentation and talked about how to be respectful of others' opinions. This turned out to be a very successful venture in terms of the content discussed and the level of inquiry and interest that was generated as a result of this process. Similar opportunities such as these might include arranging presenters from: the civil rights era, the Gulf War or the second war in Iraq, or simply the local government.

Individual history interviews also might be worth considering (Pace, 2005). In these situations, a student would undergo thorough preparation for the interview, which would be individually conducted. While this can be scary for a student to endure, there are many educational benefits. Students develop a stronger connection to the curriculum and a sense of involvement. Also, students must take the initiative in this case, as ownership of the project should come from within.

Summer field trips have been widely overlooked and ignored by K-12 institutions, but they provide a unique set of circumstances from which to conduct field trips (Butler, 2000). Liability, responsibility, and funding all are important question marks that must be addressed though. Colleges make use of off-season field trips quite frequently. The largest desirable trait concerning these endeavors is that of time. There is much potential

for prolonged trips and deeper investigations exists. Students have more opportunities to congeal as a class in these close quartered circumstances (Butler). Obviously, these trips require a great deal of planning, preparation, and supervision. They also present an entire set of pitfalls and legality issues that many educators would not like to be entangled in.

Virtual Field Trips: a Viable Option

Another option for the classroom teacher is that of a virtual field trip (VFT). These ventures can take place in a variety of forms such as: video conferences, phone conversations, Internet chat/message boards, email, Internet sites, and even teacher created materials. The most widely understood definition of a virtual field trip limits it to a computer-generated environment that provides pictures, footage, or even audio to supplement the experience. The Internet contains countless numbers these particular opportunities, some of which do charge a fee (See Appendix A for list of computer generated VFT's). Whatever the definition, these forums allow students to experience content in a real world context. VFT's afford a great deal of interaction and student engagement. They are not bound by the normal constraints of the physical world. Space and time are easily manipulated in these environments. Time can be sped up and large distances can be traversed with the click of a button. Klemm and Tuthill (2003) noted that VFT's can provide a vehicle for establishing cultural exchanges, hosting online guests and email conversations, and even allowing collaborative problem solving projects. Tuthill & Klemm (2002) noted the following characteristics of the virtual field trip:

- (1) *Increased Learner-Centeredness* - This means that the student can control the pace of the presentation and complete it at a time that is convenient.
- (2) *Appropriate Scheduling* - The computer assignment can be made at an

appropriate time, after the prerequisite material has been studied.

(3) *Use of Multiple Modes of Learning* - VFTs can be designed so that a variety of stimuli (audio, video, text) can appeal to different learning modes.

(4) *Teaching Flexibility and Efficiency* - Teachers can spend more class time covering concepts while students access the VFT on their own time.

(5) *Geographic Independence* - Students can "visit" sites anywhere in the state (or globe!) without leaving home. This can help to overcome problems of rural isolation.

(6) *Temporal Independence* - Students can access a virtual tour anytime they feel it is convenient and spend as much or as little time as they want there.

(7) *Ease of Use* - Web browsing is very familiar to most people today and it is likely that little training will be necessary for students to use this technology.

(8) *Safety and Practicality* - Actual field trip sites may be unsafe, require great physical exertion, and be inaccessible due to bad weather.

(9) *Control of Content, Language, and Features* - Teacher-created virtual field trips have the advantage of containing customized lessons designed to closely fit the curriculum, match the reading level of the students, and focus on local sites that help learners better identify and relate to concepts. In addition, research has shown that learning is enhanced when events are closer to students own socio-cultural perceptions formed through local culture. With this in mind, teachers can incorporate the communication style of the local culture into his/her own VFT in order to appeal to local needs. Teachers with sensory handicapped students can design an instructional VFT module which incorporates design features allowing

students with disabilities the same access as students without impairments, as required by the Americans with Disabilities Act (ADA) of 1990.

(10) *Additional Information* - If the VFT is on the World Wide Web or is made with an application that allows webbing, additional information can easily be included via a hyperlink.

(11) *Improvements and Alterations are Easy* - If there are revisions or updating changes to be made, the instructor can easily make these changes immediately to the presentation.

(12) *Reusability* - Once a VFT is made, it can be upgraded and improved and reused from year to year. (p. 460)

Teachers need to follow the same standard procedures utilized for an actual field trip. They would need to preview sites or any other medium that is being used prior to the activity (Bellan, 1998). One should also prepare lessons and activities in advance and also gain the support of the class before undertaking such a venture. Encouraging student buy-in and ownership of the project is a major component of the overall effectiveness of the virtual trip. Classes need to be properly prepared before beginning the virtual trip. The teacher should consider developing thorough guides, which would direct student interest and navigation through the site (Jakubowki, 2003).

Virtual field trips are in no way a complete replacement for the real thing. Virtual field trips cannot fully reproduce the awe and grandeur of nature nor can it replicate the smell or other intricacies of the site. VFT's can be used in conjunction with an actual field trip as a supplement to the overarching curricular focus (Bellan, 1998). VFT's frequently can be a rich source of photographs, video footage, biographies, pictures, and

historical facts (Bellan). The Internet in particular has much to offer concerning these resources. These virtual mediums can be viewed as pre-trip activities that will help establish the proper scaffolding for the actual trip. McLoughlin (2004) noted that VFT's are not meant to replace actual field trips but are useful for helping students learn about places too far to visit. McLoughlin also stated that these experiences are excellent for pre-/post- trip learning. Barshinger (1998) affirmed that audio/visual Internet equipment can be useful for preparing students for museums or other similar sites.

Virtual field trips can be used as a specialized travel brochure, from which students derive a great deal of preparatory information for the real world trip (Tuthill & Klemm, 2002). VFT's can also be used to pique student interest and lay foundational concepts for the unit of study. VFT's can take the form of a multi-school partnership where two or more classes take part in conducting research at their isolated locations (Tuthill & Klemm). They would then share data and exchange questions and answers. Similarly, more advanced classes can take part in a virtual field trip collaboration effort. Student research would get posted on a website and which in turn could be shared with the world via the Internet. Teachers can also create their own virtual field trips by creating a list of websites for students to sift through (Tuthill & Klemm). Digital cameras and other pieces of video equipment can be very useful. These devices can be used in combination with the Internet and digital products can be added to a website. Activities and other necessary information can easily be added to the site as well (Tuthill & Klemm).

Another possibility within the VFT realm is that of a community-mapping project (Munoz, 2003). Students would sift through a large number of Internet resources

concerning social, environmental, and even political realities in the local community.

These would then in turn be sifted through, analyzed, and finally organized according to like traits. Students can learn how people, places, and events fit together and what effects the creation of differing points of view.

Some downsides exist regarding the virtual field trip (Tuthill & Klemm, 2002).

Many times the level of diction is too high for students to easily decode. While many resources do exist on the web, there are still many holes in the spectrum of resources available. There are times when a teacher will be unable to locate a helpful resource for a VFT. Ironically, VFT's have the potential to lose student interest or fail to initiate a strong connection between the experience and interest, as would occur on real-world trips. Some students lack the technological background to use the equipment and others may simply lack the reading and writing skills necessary for the activities (Tuthill & Klemm). Teachers must be experts concerning all VFT mediums they choose to utilize in the classroom. Students can easily become frustrated with the medium if it is too confusing to navigate or use. Teachers should be aware of issues such as loading/downloading time and even the appearance of graphics and text (Bellan, 1998).

Guest Speakers

There are many benefits to bringing guest speakers into the classroom. Taba and Van Til (1945) noted that in many cases it is easier to invite the community into the classroom than to bring the classroom into the community. Research on multiple intelligences and diverse learning styles validates the notion of bringing in guest speakers. It gives students a chance to hear diverse perspectives and to get invaluable experiential insights (Robinson & Kakela, 2006). Sniezek (2005) suggests the following

regarding guest speakers:

Research indicates that invited guest speakers can build linkages between academia and the practitioner, improve community-school relations, provide professional role models for students, and greatly enhance student learning.

Guest speakers enhance student learning in a variety of ways. Studies have found guest speakers raise cultural sensitivity, enhance practical and technical knowledge in a particular field, and challenge students' stereotypes. Experimental research conducted by Guth, Hewitt-Gervais, Smith, and Fisher (2000), for example, indicated students who listened to a guest speaker with HIV/AIDS viewed people with HIV/AIDS more positively than those who did not.

(para. 2-3)

While research is yet sparse concerning the effects of guest speakers on the classroom, it is not vague regarding the positive effects associated with the utilization of this resource. There are many suggested benefits linked to student learning and effective teaching. While this is the case, many teachers are still reluctant to pull guest speakers from the community. This might be a result of the lack of training and discourse on the matter in teacher preparation programs, academic literature, and district staff meetings (Snizek, 2005).

Guest speakers benefit students in other ways as well. They have the potential to give students the chance to learn appropriate and courteous audience behaviors (Tucson Unified School District, 2007). Oftentimes students are confronted by new or conflicting ideas purported by the guest speaker. This can be an excellent opportunity for students to learn how to respect diverse opinions (Tucson Unified School District). Taba and Van Til

(1945) mentioned that “If a visitor is to influence student action, careful preparation for the visit and a carry-over into related study are needed” (p. 220).

Many times schools will overlook the most qualified individuals to speak on issues of race and culture. Celebrities and high profile guest speakers are often solicited, when in actuality, a neighborhood figure speaking to local experiences can have more potential to change student perceptions and actions (Taba & Van Til, 1945).

Oftentimes classroom guests are professionals in their field and have a wealth of knowledge to offer students. Some potential guests might include those trained in forestry, land restoration, environmental law, race, community development, and government (Robinson & Kakela, 2006). One might also bring in tribal chiefs or elders, local environmentalists, police officers, museum educators, historical society members, firefighters, city officials, doctors, or other government officials (Robinson & Kakela, 2006; Moore, 2003). There are many possibilities that the classroom teacher can take advantage of with regard to guest speakers.

Another advantage to bringing in guest speakers is the development of diverse points of view. Students oftentimes, in these circumstances, have the chance to see diverging perspectives on an issue (Robinson & Kakela, 2006). Not only are students introduced to new perspectives and ways of viewing the world, but they also are more inclined to understand broader environmental, political, economic, and social impacts related to what they know (Robinson & Kakela, 2006). Students in essence are brought into close contact with the reality of their actions, and the implications related to society and self.

Teachers seeking to create a cultural/historical experience for the classroom must

look no further than the parents of students (Hagiwara, 1998). Parents in many situations feel honored to be invited into the classroom. They have the potential to incorporate such elements as costume, food, dance, folktales, artifacts, and even family history into classroom presentations (Hagiwara, 1998). For those parents that are unable or unwilling to visit the classroom, a student can be used to interview them (Salend, Taylor, & Whittaker, 1998). The student would then report back to the class at the next available opportunity. If a parent speaker is unavailable then another candidate must be solicited. An individual with connections to the desired foreign country or culture is preferable as they are more capable of speaking to the details (Hagiwara, 1998).

Allowing students to take ownership during the process of selecting and utilizing guest speakers is important. One way of accomplishing this is by allowing students to determine what types of speakers they would like to hear from (Patrick, 1998). Students can take an active role throughout the process. Students can write notes to or telephone the speaker in communicating the initial request (Patrick). They can be involved in brainstorming questions and conducting research concerning a speaker's field of interest. Students can even take on the responsibility of brainstorming content to be covered during the presentation. Students can come up with a plan for the event and the format of the presentation (Business Education Council of Niagara., n.d.). The more students take ownership of their education the more apt they will be to be engaged and thoughtful throughout their career as a student.

As with any resource, there are some potential hazards associated with the use of guest speakers (Sniezek, 2005). There is always the potential for speakers to get lost or to forget to show up for the scheduled visit. Those that do show up may be inclined to speak

off topic or espouse misinformation. Others might blatantly breach the trust in which they were invited to speak (Sniezek). These guests might share certain biases and beliefs not appropriate for the classroom. Given the potential pitfalls, teachers need to utilize careful planning, selection, and implementation of the guest speaker resource.

Teachers should first use resources closest to them when searching for guest speakers. Colleagues can provide great insights and information regarding possible candidates (Sniezek, 2005). Local community members or organizations are oftentimes happy to get involved in the classroom. Local organizations oftentimes set aside funds in their budget for such activities.

A teacher must be thorough in his/her attempt to screen potential guest speakers. It cannot be taken for granted that a supposed expert in the field is right for the classroom or is an effective speaker (Sniezek, 2005). Some potential speakers may be more suited for secondary students while others may strictly have experience at the elementary level. Age appropriateness is a key factor for consideration (Sniezek, 2005). A teacher should first get a fuller understanding of a potential guest; an examination should be made of their personality, experience, and expertise (Pennsylvania State University, 2006). Teachers should think in terms of what a guest speaker has to offer the classroom (Sniezek, 2005). Does it align with the curriculum and state standards?

Once a candidate is selected, efforts should be made to make that individual aware of the expectations for the event. Preparing a speaker prior to the day of the presentation is a vital component of an effective presentation. Meeting with this individual prior to the presentation is part of this process. A teacher should meet the speaker at the school building. In this way the visitor can become familiar with the

location of the school and the layout of the building (Sniezek, 2005). At this meeting the speaker can be briefed concerning expectations, desired presentation content, and even the format of the presentation (Sniezek). In the event that a speaker is unable to meet prior to the presentation date, phone calls and emails can be used to bring the individual up to speed. A teacher might want to send a map or directions to the school with detailed instructions of where to park and where to go to check in at the school. In some cases it is helpful to meet the speaker at the office or to have a student escort the speaker to the classroom (Business Education Council of Niagara., n.d.). A follow-up contact with the individual a day or two prior to the event is advised, thus confirming the appointment and refreshing the individual on the expectations (Sniezek). Be sure to obtain office approval of the visit prior to the initial invitation. Once the visitor has arrived at the school, another set of potential problems must be addressed.

One safeguard against guest speakers who speak off topic or are prone to use inappropriate dialogue is that of allotting them only half a period for the presentation (Sniezek, 2005). A prolonged engagement in which the guest speaker drones on and on in an ineffective manner is to be avoided. Providing questions for the speaker to address can be helpful in guiding the flow of communication. Students can also be allowed to interview the speaker so as to create a less formal atmosphere throughout the presentation (Sniezek, 2005).

While there are many potential pitfalls associated with the use of guest speakers in the classroom, the benefit outweighs the potential for problems. Students are exposed to varying points of view and are brought into contact with the outside world. Many times guest speakers have photos or artifacts that students will be able to assimilate on a more

personal level. Guest speakers bring relevancy to the curriculum, as professionals and those with experience in a specific area. The benefits are many when considering the impact of guest speakers on student learning.

Conclusion

There is ample evidence that both field trips and guest speakers are beneficial for students and teachers alike. Teachers reap the benefits of these eye-opening experiences as well. Teachers can utilize the experiences for future trips and lessons. These situations also bring them into contact with real-to-life learning situations, aiding in the improvement of their teaching technique. Real-life learning experiences bring students into contact with more relevant opportunities than the classroom alone can afford.

Field trips provide experiences that are more diverse. Students get to experience the sights, sounds, and even scents of a particular site. A tour guide or educator with specific knowledge of the site on many occasions accompanies the field trip. While a classroom teacher may have much to offer students in the way of facts, concepts, and ideas, professionals in the field are typically equipped with specialized knowledge and experience. The classroom teacher is limited by time and location. This individual can only be familiar and highly knowledgeable about a limited amount of material. Also, students tend to idolize those individuals who have devoted their lives to a particular subject or career. Field trips open students up to new experiences that challenge their minds and their understanding of the world. The experiential benefits are at a premium when considering these events.

Field trips are also an excellent source of diverse perspectives. Students have the opportunity to see new sights and learn new aspects of history. They can learn about the

founding of the United States or the settlement of the Pacific Northwest. In experiencing the sights, sounds, and scents associated with field trips, students have the opportunity to learn in new formats and to experience new realities in a variety of mediums. Unlike the classroom, field trips are ideal conduits of diverse learning opportunities. Students are enabled to see the real artifacts of U.S. history, and in so doing are brought into contact with the effects of people in history.

An important goal for all teachers is that of broadening the minds of students to comprehend multiple points of view. The classroom is not always an ideal location for this sort of activity. Experiencing the real world has the potential to affect student learning on a more permanent basis. Relevancy and permanency are both key components of the field trip. Similarly, guest speakers have the ability to affect students in a way that the classroom teacher cannot.

Guest speakers bring with them a special set of knowledge that the classroom needs to hear. One reason to invite guests speakers is to diversify and deepen the flow of information in the classroom. Guest speakers oftentimes are highly trained in a specific area of expertise. They have special knowledge that cannot be obtained otherwise. It is not necessary that a guest speaker be an expert or a professional, but rather they have unique information with which to share. As mentioned before, a parent is an excellent cultural resource. There are a variety of sources from which to choose guest speakers. When considering where to solicit resources, a teacher must first decide upon a specific topic that needs further exploration. Next, they must make a search of the available resources such as clubs, businesses, and organizations that would have specialists with the ability to speak to the classroom. Once this is completed, extensive work must be

done concerning background checks and preparation for the presentation.

Much like guest speakers, field trips require a great deal of planning and preparation. Reconnaissance missions should be used to determine proper locations that are ideal learning environments for a particular subject or concept. Much thought must be placed into the preparation of pre-/post-trip activities and the expectations for the field trip. Teachers must be aware of best practices for field trips so that students receive the maximum amount of benefit. Additionally, students should be engaged in activities that prepare and aid in retention before and after a guest speaker arrives. Important concepts should be reiterated on multiple occasions. The more a concept is introduced, the more likely students will be to retain it. Teachers who allow students to learn concepts or ideas in a variety of learning environments are following the prescription for heightening student retention of the subject matter.

While there are many benefits to inviting guest speakers into the classroom and taking students on field trips, there are weaknesses as well. Field trips are oftentimes costly on class time and school funds. Field trips can take away from learning that would occur in another classroom. Secondary students have different teachers for each subject and might have to miss out on a few classes in order to attend a field trip. Field trips are not one-hundred percent full-proof when considering the unexpected. There are a variety of variables such as behavior students, traffic, or nature that have the potential to ruin a field trip. Guest Speakers, new ones especially, have the potential to utter biased and insensitive words. Technology issues can have an effect on a speaker's ability to deliver a presentation. Many possible scenarios exist that a teacher must strive to avoid. If a teacher follows the best practices as described in the literature review, disasters can be

averted and potential problems avoided.

There are many virtual field trip resources on the Internet that can be accessed to enhance student learning. Cameras and other digital devices can be used to bring experiences into the classroom. Technology allows teachers to bring students into contact with people and places that they would otherwise be unable to see. These sorts of audio/visual environments obviously have limitations, but in the absence of the real thing, they can be quite useful. Virtual field trips can also be used to prepare students for a real field trip or to act as a post-trip activity.

Regardless of the resource a teacher chooses to utilize, they should put a great deal of time and effort into the incorporation of the experience in the classroom. A teacher however, must be able to justify the experience. Does a particular field trip, virtual field trip, or guest speaker have the potential to significantly impact student learning? Is the experience in alignment with state standards and the curriculum? These extended classroom resources must be able to fulfill an academic goal. Ultimately, the benefits associated with these resources cannot be denied. It is incumbent upon an educator to bring students into contact with the real world and the aforementioned resources are certainly vital in this endeavor.

CHAPTER III

PROCEDURES

Genesis of the Project

In the fall of 2006 an examination of the various project ideas that had been worked up by that point in time was undertaken. As an educator in the field of social studies the selection of a topic that correlated with that field of study made a great deal of sense. Late in the Fall of 2006 the idea of developing a guide to the identification and use of field trips for the Seattle area social studies teacher was decided upon. The Seattle area was selected because it easily had more than enough possible field trip sites to spend a great deal of time compiling, cataloguing, and describing the various beneficial resources. While it would have been desirable to expand the search to the entire State of Washington, that endeavor would have been a mammoth undertaking. A set of criteria was established for the implementation of the project. These would include the search area, the types of field trip resources identified, the format of the guidebook, and the extent to which information would be provided for all identified resources.

Project Development

A few weeks prior to the start of 2007's winter quarter a process of assembling the necessary resources for the review of relevant resources was begun. This would include all the books, scholarly articles, and even websites. Much of this was located using online databases (ProQuest, ERIC, and WilsonWeb). This group of resources would continue to grow throughout the winter quarter, and by the beginning of spring quarter it would contain more than forty. By the end of the project There would be more than sixty sources for citation in the literature review.

During this compilation phase, a search was initiated of the potential field trips in the Seattle area. By the end of winter quarter, the exploration of all field trip suggestions by local educators was exhausted. The Internet proved to be an invaluable resource for finding potential guest speakers and field trips. While many resources were uncovered, a great deal was left untouched. At this point, advice was sought as to how best proceed. Dr. Woodcock and others suggested that a search be conducted of visitor centers, local chamber of commerce's, and other government agencies. These institutions provided a wealth of knowledge and resources concerning the project. Midway through the Spring quarter the potential field trip destinations were all finally compiled and ready to be sifted through. Next, a painstaking process was used in the determination of quality resources. Each potential destination or speaker was judged on such merits as educational benefit, affordability, and even ability to retain student interest. This process lasted the rest of the spring quarter, as phone calls were made and websites were examined according to the criteria. The guidebook was finalized near the end of spring quarter and then would undergo the process of editing and refining before it was submitted for approval by Central Washington University in the summer of 2007.

Project Implementation

This resource should well-serve educators in their endeavor to create real-to-life learning situations for students. While statistics show the decline of field trip use, the literature pointedly stated the usefulness and educational benefit associated with them. This project is intended to make the search and selection easier for the Seattle area social studies teacher. Hopefully this resource will be one component that aids in stemming this downward trend. The literature review provides a wealth of knowledge for the

orchestration and of an effective field trip, and it is hoped that it would incur wide use. It also details important information regarding selection and use of guest speakers. In this age of standards based testing and accountability, this project is intended to add a balance in focus as educators are encouraged to make their teaching relevant through the vehicle of real world experience.

CHAPTER IV

FIELD TRIPS

Introduction

This guide is a great resource for teachers concerning the identification and selection of supplementary resources to the curriculum in the form of field trips and guest speakers. Firstly, this guidebook must not be thought of as the absolute and all-encompassing source for these resources. This guidebook represents a great deal of time and effort researching, compiling, and evaluating resources. Ultimately, there are too many resources to list in this guidebook. For the creative, thoughtful, and resourceful teacher there are endless assets that can be utilized in the classroom. With this in mind, the resources in this guidebook are all evaluated according to such criteria as applicability to U.S. and Washington State history, multicultural/diversity connections, cost, location, age appropriateness, resource hours/availability, as well as pre- and post-trip/presentation resources. A teacher can best use this resource by assessing classroom needs in relation to these assets. A teacher must be able to justify the resource based on the limitations one is working within. If cost is a factor, then they might want to look at the free resources in the guidebook. Each educator must weigh the positive and negative aspects of each resource, and do so in respect to his/her circumstances. This guidebook is useful for obtaining valuable supplementary resources.

The Guidebook Section 1

PROVISIONS FOR ENTRIES/CRITERIA

1. Address, contacting information, website
2. Cost of field trip/guest speaker
3. Age-appropriateness of the resource
4. a) Detailed description of the resource; b) How the resource fits into the U.S./Washington State history social studies curriculum; c) Diversity & multicultural connection
5. Days/hours open
6. Pre-/post-trip resources (online, onsite, etc.)

Symbol System

- 🎵 History connection
- ♥ Diversity component
- 🗣️ Speaker
- 🖥️ Virtual tour
- ♣️ EALRS included
- ♿ Accessibility/Parking

Field Trip Resources

Bill Speidel's Underground Tour
 Blackman's House Museum
 Bremerton Naval Museum,
 Burke Museum
 Center for Wooden Boats,
 Children's Museum (Seattle Center)
 Coast Guard Museum Northwest
 Daybreak Star Cultural Center/Discovery Park
 Edmonds Historical Museum
 Experience Music Project (EMP)
 Fort Nisqually Living History Museum
 Fort Vancouver
 Historic Bainbridge Island
 Historic Snohomish
 Imax Theatre (Seattle Center)
 Islandwood Center
 Karshner Memorial Museum (Puyallup school district)
 Log House Museum
 Makah Museum and Cultural Research Center
 MOHAI
 Museum of Communication

Museum of Flight
 Nordic Heritage Museum
 Northwest African American Museum
 Northwest Railway Museum
 Northwest Trek
 Odyssey Maritime Discovery Center
 Padilla Bay Estuary Research
 Pike Place Market
 Pioneer Farm Museum

 Port of Seattle/Seattle International Airport
 Puget Sound Geology Tours
 Seattle Aquarium
 Seattle Art Museum
 Seattle Children's Theatre
 Seattle Metropolitan Police Museum
 Seattle Walking Tour/ Seattle Architecture Foundation
 Skokomish Tribal Center and Museum
 Stadium Tours
 State Capital Museum and Outreach Center
 Steilacoom Tribal Center & Museum
 Stonington Gallery
 Suquamish Museum
 Tillicum Village
 Washington State History Museum
 Wing Luke Asian Museum
 Woodland Park Zoo

Bill Speidel's Underground Tour

■ 608 First Avenue, Seattle, WA 98104

206-682-4646, ext. 202

www.undergroundtour.com

■ Cost: 7-12 (\$7.00), 13-17 (\$12.00), 18+ (\$14.00)

■ Appropriate for ages 7+

■ In 1889 a fire devastated the city of Seattle. Modern Seattle was built over the ruins of that city. The tour covers the early frontier settlers who lived and worked in the area. This tour is ideal for the 🎵 Pacific Northwest history class. Students have the opportunity to see vintage machines from the 1800's and pictures of local historic figures. They also can explore the hidden underground passages and see the streets and storefronts from that time. Included with the tour is access to the Rogues Gallery, a museum dedicated to the Victorian era and much more. Students will also learn about interactions between the settlers and the ♥ people native to the area.

■ Open: Tours last ninety minutes and run between 10 a.m. and 6:30 p.m.

■ Pre-/post-trip resources: call for availability

■ ♿ This tour is completely inaccessible

Adapted from www.undergroundtour.com

Blackman House Museum/Snohomish County Museum

■A) 118 Avenue B, Snohomish, WA 98290 (Blackman House Museum)
360-568-5235

<http://www.snohomishhistoricalsociety.org/society.htm>

B) 2817 Rockefeller Avenue, Everett, WA 98201 (Snohomish County Museum)
425-259-2022

■Cost: \$3.00-\$5.00/person (Blackman House Museum),

■Appropriate for grades 1-12

■The Blackman House Museum is located in the residence of the first mayor of Snohomish, Hyrcanus Blackman. This charming Queen Anne-style cottage, built in 1878, is the oldest building in Snohomish. In 1969, the Snohomish Historical Society purchased the house, refurbished it, and then turned it into a museum. This is a great resource for depicting the life and times of the early settlers of the region. Additionally, the Snohomish County Museum features exhibits displaying Snohomish area history. The collection includes photographs, furniture, and a variety of other historical artifacts. Both of these museums would be great supplementary resources for teachers of Washington State history.

■Open: Blackman House Museum varies throughout the year, Snohomish County Museum open Wednesday-Saturday 1 p.m.-4 p.m.

■Pre-/post-trip resources: <http://www.snohomishhistoricalsociety.org/teaching.htm> (parallel timeline of Washington State, U.S., and world history),

Adapted from <http://www.snohomishhistoricalsociety.org/society.htm>

■♿ These museums both are accessible and provide handicap parking

Adapted from conversations with representatives

Bremerton Naval Museum/Keyport's Naval Undersea Museum

■A) Pacific Avenue, Bremerton, WA 98337 (Bremerton Naval Museum)
360-479-7447, bremnavmuseum@aol.com

http://www.maritimeheritage.net/organizations/organization_select.asp?id=8

B) 610 Dowell Street, Keyport, WA 98345 (Naval Undersea Museum)

360-396-4148, Fax: 360-396-7944, bgalvani@kpt.nuwc.navy.mil

■Cost: both are free

■Appropriate for grades 1-12

■The Bremerton Naval Museum opened in 1954 and was created as a nonprofit entity. The museum has a large collection of memorabilia dealing with Naval history in the Puget Sound region. It is the Navy's largest maintenance and repair facility in the Northwest. The Naval Undersea Museum is dedicated to collecting, preserving, and interpreting Naval undersea history and operations. Both of these resources are perfect for teachers of U.S. and Washington State history. Each has a wealth of knowledge dealing with ships and the Naval operations they were involved in. Also, each has much to say about World War II and other major offenses.

■Open: Call for available times

■Pre-/post-trip resources: Navy warship tour in Bremerton also available

■♿ Both museums are accessible, and both have handicapped parking. The Keyport museum also has a loading zone near the entrance.

Adapted from http://www.maritimeheritage.net/organizations/organization_select.asp?id=8

Burke Museum of Natural History and Culture

■ Box 353010, University of Washington, Seattle, WA 98195
206-543-7907 or 206-543-5591, Fax: 206-616-1274, recept@u.washington.edu
www.burkemuseum.org

■ Cost: Varies according to age and tour (\$4.00-\$7.00)

■ Appropriate for pre-12th grade students

■ The Burke Museum provides great opportunities to cover diverse cultures and subject matter. Classes can tour the facility alone or with a guide. There are a variety of presentations based on grade and subject, such as ♥peopling of the Americas, Archeological discovery in Washington State, first nations of the Americas, and biodiversity of Washington. There are a variety of pre-made learning materials and top rate tour guides. The Burke Museum is a great resource for ♪PNW history as well as U.S. History classes. The Native American exhibits are numerous and thought provoking.

■ Open: 10 a.m.-5 p.m. daily

■ Pre-/post-trip resources: ♣<http://www.washington.edu/burkemuseum/education/EALR> (EALRS), <http://www.washington.edu/burkemuseum/education/resources.php> (curriculum), also slides, photographs, and other materials are available depending on the tour, ☐, many traveling trunks filled with artifacts are available for purchase

■ ♿ The museum is accessible (elevators and ramps) and there is handicap parking

Adapted from www.burkemuseum.org

Center for Wooden Boats

■ 1010 Valley Street, Seattle, WA 98109
206-382-2628, Fax: 206-382-2699, cwb@cwbo.org
<http://www.cwbo.org>

■ Cost: Students (\$6.00), chaperones free

■ Appropriate for grades 1-6

■ The Center for Wooden Boats allows students to experience life as it was hundreds of years ago. Students can examine traditional wooden pulling boats or catboats. The Center teaches students how to construct boats and explores the proper materials needed. The Center not only seeks to preserve the examples of historical small craft, but it aims to preserve the time-tested maritime skills. A variety of programs are available based on grade level and teacher needs such as a story time relating to boat construction, canoe carving, and the role of salmon in the region. Each program includes a tour of the Museum and personalized instruction. This resource is perfect for ♪U.S and Washington State history. Students learn about the methods of construction and mode of transportation for ancient peoples in the region, along with a variety of other potential topics. This resource has a ♥strong multicultural component, as students learn about diverse topics and cultures.

■ Open: 10 a.m.-6 p.m. daily

■ Pre-/post-trip resources: <http://www.cwbo.org/ExploreBoats.htm> (boat plans and pictures, maritime resources/links, cultural exchange), ☐

■ ♿ The facility is accessible and handicap parking is available

Adapted from <http://www.cwbo.org>

Children's Museum (Seattle Center)

■ 305 Harrison St, Seattle, WA 98109

206-441-1768, Fax: 206.448.0910, tcm@thechildrensmuseum.org

www.thechildrensmuseum.org

■ Cost: Students (\$6.00), Adults (\$7.50)

■ Appropriate for ages 0-10

■ The Children's Museum is a great resource for younger students. The Museum is has many interactive activities dealing with social structure, abstract concepts, and historical information. In this environment, students are encouraged to play and interact with others and utilize critical thinking skills. The Museum is meant as an extension of the classroom, where special exhibits and other learning opportunities aid in student comprehension and appreciation for history. The Museum allows kids to explore ♥world cultures, art, role playing, and construction. This resource is applicable to ♪U.S. and Washington State history.

■ Open: 10 a.m.-5 p.m.

■ Pre-/post-trip resources: <http://www.thechildrensmuseum.org/kids.asp> (fun activities for kids), call to purchase curriculum materials

■ ♿ The facility is accessible and handicap parking is available in the parking garages

Adapted from conversations with representatives

Coast Guard Museum Northwest

■ Pier 36, 1519 Alaskan Way S, Seattle, Washington

(206) 217-6993

<http://www.rexmwess.com/cgpatches/cogardmuseum.html>

■ Cost: free

■ Appropriate for grades 1-12

■ The Museum holds thousands of Coast Guard items such as uniforms, ship parts, lighthouse items, items from the HMS Bounty and USS Constitution, as well as the Coast Guard flag carried on the first shuttle flight to outer space. The museum has a great deal of history for students to soak in and artifacts to examine. This resource would work well for teachers of ♪Washington State history, as students would learn about the history and significance of the Coast Guard in relation to its role in the state.

■ Open: 9 a.m.-3 p.m., Monday, Wednesday, & Friday

■ Pre-/post-trip resources: Call for available resources

■ ♿ The facility is accessible and handicap parking is available

Adapted from <http://www.rexmwess.com/cgpatches/cogardmuseum.html>

The Daybreak Star Cultural Center/Discovery Park

■ A) P.O. Box 99100, Seattle, WA 98199 (located in Discovery Park)

206-285-4425, info@unitedindians.org

www.unitedindians.org

B) 3801 West Government Way, Seattle, WA 98199 (Discovery Park)

206-386-4236, discover@seattle.gov

<http://www.cityofseattle.net/parks/parkspaces/discoverypark/group.htm>

■ Cost: Call (206) 386-9110 for fee (Discovery tour program), free to public (Daybreak Art Gallery)

■ Appropriate for grades 1-12

■Discovery Park has much to offer visitors. It is the largest park in Seattle, and occupies most of the former Fort Lawton Site. With breathtaking scenery and sites (Magnolia Bluff, Puget Sound, view of Cascade/Olympic mountain ranges, tidal beaches, meadow lands, cliffs, forest groves, streams, and sand dunes) the park is ideal for day excursions. Free walking tour maps are available online to help teachers organize field trips. Guided tours are also provided Tuesday-Friday in the morning and afternoon on such issues as habitat restoration, geology, intertidal investigations, forest biomes, and animal life. The park affords an opportunity to get away from the city and experience the sanctuary of nature. The Daybreak Star Cultural Center is also located in the park, which houses a large gallery of Native American art and cultural artifacts. This center was created to promote unity and health among the native peoples of the Puget Sound region. The Cultural Center is thought of by many as an urban base for ♥Native Americans in the Seattle area. It serves many functions such as a location for school programs, pow wows, and the art gallery. This resource is applicable to the teacher of ♪U.S. and Washington State history.

■Open/Available: Guided tours (morning/afternoon), cultural center (during park hours)

■Pre-/post-trip resources:

<http://www.cityofseattle.net/parks/parkspaces/discoverypark/wildlife.htm> (free walking tour, map included),

<http://www.cityofseattle.net/parks/environment/brochures/Spring07.pdf> (spring activities brochure), <http://www.unitedindians.org/images/DBSMasterPlan5-1-2007.jpg> (Discovery Park map), <http://students.washington.edu/kuharicm/geologytours/> (guided geology tour of the area)

■♿ The facility is accessible and handicap parking is available (make sure to park in the top parking lot and to use the upper entrance)

Adapted from www.unitedindians.org

Edmonds Historical Museum

■118 5th Avenue N, Edmonds, WA 98020

425-774-0900, ecarp58@aol.com (Liz Carpenter)

<http://www.historicedmonds.org/historic/historic.htm>

■Cost: Student (\$1.00), Adult (\$2.00)

■Appropriate for grades 1-12

■The museum features temporary and rotating displays. It houses information on local history and has an extensive archive of photographs and artifacts. Additionally, it has exhibits that encapsulate the changing face of Edmonds in the last hundred years. It moves the viewer through the founding and growth of the city up through the 1950's when the last mill closed, up to the present. This site is an excellent supplementary resource for the teacher of ♪Washington State history teacher. The museum has a great deal of information touching on the interaction of ♥cultures in the area. (For other Local history museums, see Appendix C)

■Open: 1 p.m.-4 p.m. Wednesday-Sunday

■Pre-/post-trip resources: Call museum for available resources

■♿ The facility is not accessible

Adapted from <http://www.historicedmonds.org/historic/historic.htm>

Experience Music Project (EMP)

■ 325 5th Avenue N, Seattle, WA 98109 (at Seattle Center)

206-EMPLIVE (367-5483), Fax: 206-770-2727

www.emplive.org

■ Cost: Students 6-17 (\$12.00), Adults 18+ (\$15.00) (10% discount on groups 15+)

■ Appropriate for Grades 1-12

■ The EMP covers a variety of topics pertinent to U.S. history. Music has had a large impact on the development of culture in America. Students get to learn about culture and history in relation to the influence of music. They also can explore popular American music via interesting artifacts, workshops, audio tours, and even live music. The EMP provides a great deal of online resources that are supplementary to the exhibits from which students can derive much learning and discovery. The EMP caters to school groups by providing such resources as oral history exhibits and interactive learning opportunities. Students experience a rich diversity of cultures through exhibits such as the wonderful ♥American Sabor: Latinos in U.S. Popular Music and Jimi Hendrix. Also, the Science Fiction Museum can be entered free of charge with the same ticket stub. The EMP as a resource is applicable to both ♪U.S. and Washington State history.

■ Open 10 a.m.-5 p.m. daily

■ Pre-/post-trip resources:

<http://www.emplive.org/education/index.asp?categoryID=23&ccID=191> (current curriculum), <http://www.emplive.org/education/index.asp?categoryID=22&ccID=79> (Discovery Unit)

■ ♿ The facility is accessible (elevators and ramps) and handicap parking is available in nearby parking garages. There is also a loading zone available.

Adapted from www.emplive.org

Fort Nisqually Living History Museum

■ 5400 North Pearl Street, Suite 11, Tacoma, WA 98407

253-591-5339, FortNisqually@tacomaparks.com

<http://www.metroparkstacoma.org/page.php?id=825>

■ Cost: Student (\$3.50-\$5.50), one teacher free for every ten students

■ Appropriate for grades 1-12

■ Fort Nisqually is an excellent resource for learning history of Washington State. Visitors learn about life during the fur trade era. Fort Nisqually was one of the first European settlements on the Puget Sound. The Hudson's Bay Company founded it in 1833. Students learn about the diverse work force that helped turn Fort Nisqually into a thriving center of trade and agriculture. The history museum offers educational programs for young and old alike. Students have firsthand experiences of life back in the 1800's as they view reenactments, sing songs, make a trade bead bracelet, and learn about life at the fort. Fort Nisqually also has programs on such issues as Native American and settler women. This is a wonderful resource for the ♪Washington State history teacher, as it is rich in history and tradition. Students learn about critical issues of life back in the mid 1800's. ♥Multiculturalism and diversity are strong themes throughout the tour/program. Additionally, there is a steam engine trip and history about the railroad in the same park. This resource has a great deal to offer teachers and students.

■ Open: 9 a.m.-2 p.m. Monday-Friday

■Pre-/post-trip resources: <http://www.metroparkstacoma.org/page.php?id=841> (educational kits for cost), ☑, many traveling trunks filled with artifacts are available for purchase

■♿ The facility is mostly accessible (the historic granary is not) and handicap parking is available

Adapted from <http://www.metroparkstacoma.org/page.php?id=825>

Fort Vancouver

■612 East Reserve Street, Vancouver, WA 98661

360-816-6230

<http://www.nps.gov/fova/>

■Cost: Varies according to desired program

■Appropriate for grades 1-5

■The Hudson's Bay Company founded the Fort in 1824 as it is a place of historical significance and interest. Visitors learn about the ♥fur trade and the important role played by the Hudson's Bay Company in settling, exploring, and developing the Pacific Northwest. They also learn of the role of the military in the area as well as archaeological efforts to preserve historical records. There are a variety of ranger-led programs and tours from which to select from. Students can visit original buildings such as a blacksmith shop, a carpenter shop, or a jail. This resource is particularly relevant to teachers of ♪U.S. and Washington State history.

■Open: call for availability

■Pre-/post-trip resources: <http://www.nps.gov/webangers/> (become a web-ranger – kids), <http://www.nps.gov/fova/photosmultimedia/index.htm> (Photos, and ☑VFTs)

■♿ The visitor center is accessible but the fort is covered with hard level gravel.

Handicap parking is available.

Adapted from <http://www.nps.gov/fova/>

Historic Bainbridge Island

■120 Madrone Lane N, Suite 203, Bainbridge Island, WA 98110

206-842-2982, office@bainbridgedowntown.org

www.bainbridgedowntown.org

■Cost: varies depending on site (Ferry round-trip \$2.00-\$4.00/passenger)

■Appropriate for grades 4-12

■Bainbridge Island has managed to preserve much of its historical heritage. Classes can experience the local culture by taking a walking tour of the historic sites (Maps are available online). The island houses art galleries, historic buildings, and even the Historic Society & Museum (Cost varies). This museum holds a great deal of original art/handwork of the original settlers and Native Americans. Students can pour over diaries of early settlers and examine historic maps and other original artifacts. The Bainbridge Island tour is fun and informative. Another opportunity for students is the Kids Discovery Museum (students 12 and under free, adults \$5.00). Students also can enjoy the ferry ride to and from the Island. This resource is perfect for a ♪Washington State history class interested in learning more about the early ♥explorers, settlers, and peoples native to the land.

■Open: varies according to destinations

■Pre-/post-trip resources: <http://www.bainbridgedowntown.org/id24.html> (walking tour maps)

■♿ The sidewalks are a little bumpy but most sites are accessible. All parking is found on the street.

Adapted from www.bainbridgedowntown.org

Historic Snohomish

■1301 First Street, Snohomish, WA 98290

360-862-9609, Fax: 360-568-3869, manager@cityofsnohomish.com

www.cityofsnohomish.com

■Cost: Varies depending on sites

■Appropriate for grades 3-12

■Known to many as the “Antique Capital of the Northwest,” historic Snohomish has much to offer a class studying Washington State history. Snohomish began in 1859 and quickly grew as a center of commerce and transportation. The Snohomish River provided a connection to the Puget Sound via canoe and later steamship. The downtown historic district was created in 1973 in order to preserve it for future generations to experience. Classes can go on residential and downtown walking tours and they can visit local art shops. The Blackman Museum can be toured for \$5.00 a student. Historic Snohomish also has a civil war cemetery. This resource is ideal for learning about ♥local culture and history. Much can be gleaned about ♪Washington State’s past and people. Students can learn about early settlers and Native Americans in the area.

■Open: varies according to sites

■Pre-/post-trip resources: <http://www.cityofsnohomish.com/Pages/Brochure.asp> (free brochures for walking tours and other information),

<http://www.ci.snohomish.wa.us/History.htm#http://www.ci.s> (virtual field trips),

<http://www.ci.snohomish.wa.us/History.htm#http://www.ci.s> (interactive map)

■♿ The sidewalks are a little bumpy but most sites are accessible. All parking is found on the street.

Adapted from www.cityofsnohomish.com

Imax Theater (Seattle Center)

■ 200 Second Avenue N, Seattle, WA 98109

206-443-2001, Fax: 206-443-3631, feedback@pacsci.org

<http://www.pacsci.org/imax/>

■ Cost: Student (\$6.00), Adult (\$7.00) – includes free access to the Pacific Science Center

■Appropriate for grades 1-12

■The Imax Theatre, located in the Seattle Center complex, often has some great historical showings. Currently (Spring 2007) the Imax Theater has video entitled *Lewis and Clark: The Great Journey West*. This film not only recreates the explorer’s epic journey, but also displays the dependence on ♥Native American assistance. The Imax frequently changes shows/movies, so this resource cannot be counted upon with any certainty from year to year. Oftentimes, fun and historically based films will be featured. Imax Theaters are 60-80 feet wide and 35-60 feet high. 3-D films feature state of the art technology in order to put the viewer right in the action. This resource has the potential to fulfill both ♪U.S. and Washington State history requirements.

- Open: Show times vary (typically 10:30 a.m., 11:30 a.m., 1:30 p.m., etc.)
 - Pre-/post-trip resources: None available
 - ♿ The facility is accessible and handicap parking can be found in local parking garages
- Adapted from conversations with representatives*

IslandWood Center

■ 4450 Blakely Avenue NE, Bainbridge Island, WA 98110
 206-855-4300, 206-855-4301, info@islandwood.org
<http://islandwood.org/>

- Cost: varies upon program and size of group
 - Appropriate for grades 4-6
 - The IslandWood Center is a wonderful resource for exploring the natural environment to learn about nature, wildlife, and the cultural history of the area. There are a variety of programs and free resources available to aid in the educational applicability. This trip could be completed in conjunction with a tour of historic Bainbridge Island. This resource would be a wonderful addition to the Washington State curriculum. Students have a chance to explore the environment first hand and are individually able to conduct fieldwork and other learning activities. This resource caters to a multiplicity of learning styles and cultural backgrounds.
 - Open: Limited half-day programs (call for openings), year round 4-day programs
 - Pre-/post-trip resources: ■ <http://islandwood.org/tours/nature.php> (virtual tour), <http://islandwood.org/educators/partners/ideas.php> (free online curricular resources)
 - ♿ Tours include a number of accommodations to aid in accessibility, but there are some parts of the hike that cannot be completed. Also, handicap parking is available.
- Adapted from <http://islandwood.org/>*

Karshner Memorial Museum (Puyallup School District)

■ 309 Fourth Street NE, Puyallup, WA 98372
 253-841-8748, scrowell@puyallup.k12.wa.us (Steve Crowell)
<http://www.karshnermuseum.org/>

- Cost: \$3.00/person, group discounts available
 - Appropriate for grades 1-12, programs available for grades 1-5
 - The Paul H. Karshner Memorial Museum is a great place for students to learn culture and history concerning people throughout the globe. The museum has extensive resources pertaining to pioneer life, Native American experience, and Washington state culture. This museum is an excellent resource for teachers of U.S. and Washington State history. Students have the opportunity to see a real covered wagon and a trading post replica as well as Plains Indian tepees. This resource is applicable to a variety of subjects within history as many cultures and perspectives are included in the archives.
 - Open: to Public 2-4pm
 - Pre-/post-trip resources: <http://www.karshnermuseum.org/discovery.htm> (numerous learning kits for grades 1-6)
 - ♿ The facility is accessible and handicap parking is available
- Adapted from <http://www.karshnermuseum.org/>*

Log House Museum

■3003 61st Avenue SW, Seattle, WA 98116

206-938-5293, loghousemuseum@loghousemuseum.org

<http://www.loghousemuseum.org>

■ Cost: Donation (suggested: \$3.00 for adult and \$1.00 for students)

■ Appropriate for grades 1-12

■ The Log House Museum is equipped to provide an educationally challenging environment for students of all ages. The Museum has a community resource department that offers community history, oral history programs, an education resource center, an interpretive center, as well as orientation materials. The museum, open since 1997, is landscaped with all native plants, and has won awards as a heritage treasure for the Seattle area. This is a useful resource for teachers of Washington State history in reference to the history and heritage of the region. The Museum also touches on interactions of culture in the region and is a unique resource for study of various culture and perspectives.

■ Open: Thursday through Sunday 12 p.m. - 4 p.m.

■ Pre-/post-trip resources: <http://www.loghousemuseum.org/VideoDocumentaries.html> (videos and other educational material), ☐

■ ♿ The facility is accessible and handicap parking is available

Adapted from <http://www.loghousemuseum.org>

Makah Museum and Cultural Research Center

■1880 Bayview Avenue, Neah Bay, WA 98357

360-645-2711, makahmuseum@centurytel.net

<http://www.makah.com/mcrchome.htm>

■ Cost: Students (\$3.00), Adults (\$4.00)

■ Appropriate for grades 1-12

■ The Makah Museum has been acclaimed as the finest tribal museum in the country by some. Collections include artifacts from the Ozette collection found in the ancient villages of the Makah. Also in the museum visitors find a full-sized longhouse replica as well as various whaling canoes. There is a wide assortment of fishing gear, basketry and other tools on display. Much of this has been specially preserved due to a mudslide some hundreds of years ago. This resource is particularly fascinating and useful for the teacher of Washington State history. The site has a great deal to offer students in the way of real historical preserved objects. This resource is an amazing treasure-trove of cultural diversity.

■ Open: 7 days a week, Memorial Day-September 15th, closed Monday/Tuesday from September 16th through Memorial Day, call for hours

■ Pre-/post-trip resources: <http://www.makah.com/history.html> (History of Makahs), ☐

■ ♿ The facility is accessible. No handicap parking is available, however they allow people with a disability to park closer to the building (next to the sign)

Adapted from <http://www.makah.com/mcrchome.htm>

Museum of History and Industry (MOHAI)

■2700 24th Avenue E, Seattle, WA 98112

206-324-1126, Fax: 206-324-1346, information@seattlehistory.org

www.seattlehistory.org

- Cost: Students 5-17 (\$5.00), Adults (\$7.00), first Thursdays free, free parking
 - Appropriate for grades 1-12
 - Visitors can experience the history of Washington State and the people who settled in the area via exhibits and programs running at the MOHAI. Students learn about the fur traders and missionaries along with interactions that occurred with the native people in Washington. Students also are able to get a feel for the tragic nature of the relationship of settlers and Native Americans. This resource features exhibits on logging, transportation, the changing role of women, trains/rails, and shipping. Students get to experience history in a variety of contexts and perspectives. The MOHAI is predominantly a museum dealing with the history of Washington state, but there are a variety of connections to the broader history of the U.S.
 - Open: 10 a.m.-5 p.m.
 - Pre-/post-trip resources:
http://www.seattlehistory.org/edu_resourcesdetail.cfm#portablemuseum (classroom curriculum options), http://www.seattlehistory.org/edu_programs.cfm (available on-site programs), many traveling trunks filled with artifacts are available for purchase
 - ♿ The facility is accessible and handicap parking is available (use the upper parking lot and entrance)
- Adapted from www.seattlehistory.org*

Museum of Communications

- 7000 East Marginal Way S, Seattle, WA 98108
 - 206-767-3012, info@museumofcommunications.org
 - www.museumofcommunications.org
 - Cost: Free admittance
 - Appropriate for grades 1-12
 - The Museum of Communications sports a wide array of vintage telephones and other communication equipment. The museum illustrates the history of this equipment and reveals how it works. This is an informative and interesting resource for any classroom. Almost all of the equipment is operational as students have many opportunities for hands on experiences. They can even view a model of Alexander Graham Bell's first successful experiment. Tours are available. This resource would be appropriate for a U.S. history class covering a unit on the role of communication and technology on the development of the nation. It would be applicable to any unit touching on the role of electronic communication in modern history.
 - Open: 9 a.m.-2 p.m. and by special appointment
 - Pre-/post-trip resources: call for availability
 - ♿ The facility is accessible, handicap parking and wheelchairs available
- Adapted from www.museumofcommunications.org*

Museum of Flight

- 9404 East Marginal Way S, Seattle, WA 98108
- 206-764-5720, Fax: 206-764-5707, info@museumofflight.org
- www.museumofflight.org
- Cost: Students 5-17 (\$6.50), Adults (\$13.00), free parking
- Appropriate for grades 1-12

■ From the blue angels to the Wright Brothers, the Museum of Flight provides a unique view of jets and airplanes. There is a plethora of exhibits and special programs for students to choose from. Students can even learn the history of Air Force One. This museum provides strong historical evidence of the ever changing nature of the flight industry. There are many ♪U.S. History connections to the founding of the industry and the incorporation of planes and jets in warfare..

■ Open: 10 a.m.-5 p.m.

■ Pre-/post-trip resources: <http://www.museumofflight.org/Display.asp?Page=Education> (program/events guide), <http://www.museumofflight.org/Display.asp?Page=educators> (EALRS, financial assistance, programs),

■ <http://www.museumofflight.org/Display.asp?Page=podcasts> (virtual field trip – oral history podcasts), ♣

■ ♣ The facility is accessible and handicap parking is available

Adapted from www.museumofflight.org

Nordic Heritage Museum (NHM)

■ 3014 Northwest 67th Street, Seattle, WA 98117

206-789-5707, Fax: 206-789-3271, nordic@nordicmuseum.org

www.nordicmuseum.org

■ Cost: Seattle students free, otherwise students (\$2.00), adults (\$4.00)

■ Appropriate for grades 1-12

■ The NHM has exhibits covering Washington State history, immigration, Nordic pioneers, and Northwest history. The immigration story touches on the mother countries, the journey across the Atlantic, the Ellis Island experience, and the westward migration of the ♥Nordic peoples. Their experience is colored in the light of the greater culture of the Americas. The NHM features exhibits concerning the five Nordic country homelands relating to the immigration to the United States. This resource would be excellent for a ♪U.S. history or a Pacific Northwest history class.

■ Open: 10 a.m.-4 p.m., Tours (Tue-Fri) 10 a.m., 11 a.m., & 12 p.m.

■ Pre-/post-trip resources:

http://www.nordicmuseum.org/index.php?t=articles&c=Education_and_classes&sub=For_Teachers&a=65 (school brochure),

http://www.nordicmuseum.org/index.php?t=articles&c=Education_and_classes&sub=For_Teachers&a=94 (chaperones, visit guidelines, ♣EALRS, curriculum guide),

http://www.nordicmuseum.org/index.php?t=articles&c=Education_and_classes&sub=For_Kids_&Parents&a=52 (scavenger hunt & kids guide), ♣

■ ♣ The facility is accessible and handicap parking is available

Adapted from www.nordicmuseum.org

Northwest African American Museum

■ 105 14th Avenue, Seattle, WA 98122

206-461-3792 ext. 3011

<http://naamnw.org/>

■ Cost: TBD (opening in winter, 2008)

■ Appropriate for grades 1-12

■ This is a museum under construction as of May, 2007. The Museum is slated to open in the winter of 2008. It is going to have many multicultural resources to offer students of

U.S. and Washington State history. The Museum is going to house exhibits dealing with Washington, Oregon, Idaho, and parts of Canada. The Museum is going to have exhibits dealing with the experience of ♥African Americans as they moved into the region as well as modern cultural illuminations. There will be a variety of school programs for various grades and curriculum needs. Another focus of the Museum will be that of presenting the process of immigration to the Americas by Africans, by will or by force (slavery). This resource will be particularly useful for teachers of ♪U.S. and Washington State history.

■Open: TBD (opening in winter, 2008)

■Pre-/post-trip resources: traveling trunks will be made available to schools as well as online curriculum packets and other resources, traveling trunks will be made available by 2011

■♿ The facility will be accessible and handicap parking will be available

Adapted from <http://naamnw.org/>

Northwest Railway Museum (NRM)

■38625 Southeast King Street, Snoqualmie, WA 98065

425-888-3030 ext. 204, Fax: 425-888-9311, Jessie@trainmuseum.org (Educator: Jessie Cunningham)

www.trainmuseum.org

■Cost: Students (\$4.00), Adults (\$6.00), or tours cost \$5.00 per passenger

■Appropriate for grades 1-12

■A variety of experiences await students at the Northwest Railway Museum. They can climb aboard various locomotives and passenger cars and get an opportunity to learn about the fascinating history of locomotives in the state. The tour provides other opportunities for a class such as a scavenger hunt and a train ride. Students learn about the importance of railroads to small town life and ♪Pacific Northwest history.

Throughout the tour they will learn about the impacts of the railroad on ♥native populations and settlement communities. The NRM gives students an interesting perspective on the migration, people, and settlement of this last bastion of open country. Also, a stop at Snoqualmie Falls makes for a good lunch stop area on the way home!

■Open: 10 a.m.-4 p.m., closed Monday

■Pre-/post-trip resources: Scavenger hunt included with school tour

■♿ The museum is accessible but the railcars are not. No handicap parking is available.

Adapted from www.trainmuseum.org

Northwest Trek

■11610 Trek Drive E, Eatonville, WA 98328

360-832-7166, Fax: 360-832-6118, reserve@nwtrek.org

<http://www.nwtrek.org>

■Cost: \$4.00-\$6.00/participant, one teacher free

■Appropriate for grades 1-12

■Northwest Trek houses more than 200 North American animals. The site has beautiful lakes, meadows, trails, and original habitat. The amazing thing about the site is the natural feel to the exhibits. Students get a chance to experience what the land and animals might have been like prior to the rush of migrants in the last century and a half.

Northwest Trek highlights such animals as black bears, wolves, cougars, owls, eagles, elk, and much more. There are ample opportunities for students to participate in programs

and activities. This would make for an interesting experience for ♪U.S. and Washington State history classes. Students are able to forge connections between animals and the environment concerning much of the country.

■Open: 9:30 a.m.-3:00 p.m. daily

■Pre-/post-trip resources: <http://www.nwtrek.org/page.php?id=26> (walking tour map),

<http://www.nwtrek.org/page.php?id=27> (trail map),

<http://www.nwtrek.org/page.php?id=122> (planning guide and school programs)

■♿ The facility is accessible and handicap parking is available

Adapted from <http://www.nwtrek.org>

Odyssey Maritime Discovery Center (OMDC)

■2205 Alaskan Way (Pier 66), Seattle, WA 98121

206-374-4000, Fax: 206-374-4002, info@ody.org

www.ody.org

■Cost: Students 5-18 (\$5.00), Adults (\$7.00)

■Appropriate for ages 5+

■The OMDC boasts a wide variety of exhibits touching on such issues as the Puget Sound: a gateway for trade, a diverse natural habitat, a hub of sea travel, and a doorway to the Pacific Rim. Students learn about the inner-workings of sea vessels and the equipment necessary for a successful voyage. The interaction of the Puget Sound sea life with commerce and recreation is brought out through vibrant pictures and interesting facts. Students are exposed to many connections between the coastal region and the broader Pacific Northwest. The OMDC fits perfectly into the ♪Pacific Northwest Curriculum given its historical nature. A variety of ♥cultures are discussed as a result of the maritime influence in the region and abroad.

■Open: Tuesday-Thursday 10 a.m.-3 p.m., Friday 10 a.m.-4 p.m.

■Pre-/post-trip resources: ♣<http://www.ody.org/resources.htm> (EALRS, resource guide, coloring & activity books, photo galleries, clipart, maritime terms, links), ◼

■♿ The facility is accessible and handicap parking is available

Adapted from www.ody.org

Padilla Bay Estuary Research

■10441 Bayview-Edison Road, Mount Vernon, WA 98273, 360-428-1558,

alex@padillabay.gov

<http://www.padillabay.gov/educationcurriculum.asp>

■Cost: free

■Appropriate for grades 1-12

■The government sponsored website associated with this field trip has a great set of plans and activities that can be completed onsite. Students get a chance to monitor the environment, learn about cultural traditions, investigate invasive species, and ponder questions regarding habitat restoration. This is a great resource because it is free and students get a chance to experience the environment firsthand. This field trip fits into the ♪Washington State history curriculum and would be helpful for learning about geography and the environment.

■Open: anytime (self-guided activity)

■Pre-/post-trip resources: ♣<http://www.padillabay.gov/educationcurriculum.asp>
(curriculum guides for all grade levels, GLEs),

<http://www.padillabay.gov/publications.asp> (various free reports and activities)

■♿ This location is not ideal for those individuals with a disability/handicap. There is a great deal of off trail exploration.

Adapted from <http://www.padillabay.gov/educationcurriculum.asp>

Pike Place Market

■Between First Avenue and Western, from Pike to Virginia streets (Seattle, WA)

206-774-5249, michelep@pikeplacemarket.org,

<http://www.pikeplacemarket.org>

■Cost: \$8.00 for Adults and \$6.00 for Children under 18

■Appropriate for ages 8+

■This resource touches on the founding of the Pacific Northwest. It would be a great field trip for classes studying the 🎵Seattle area and the growth of markets and commerce. Pike Place Market has a variety of cultural experiences for students. ♥Local street performers, artists, craft-workers, museums, and art galleries sprinkle the area. The Market Heritage Tour covers historical facts of the market as well as current information. The trip also splashes in humor and shopping tips for the area. There are a variety of small museum and art galleries in the area as well. This major tourist attraction houses 200-plus businesses and local artisans. This tour would be a great addition to field trip involving a larger museum in the vicinity.

■Open: The tour begins at 11 a.m. and typically last about an hour.

■Pre-/post-trip resources: ♣<http://www.pikeplacemarket.org/site.asp?p=tour> (virtual tour)

■♿ The facility is accessible and handicap parking is available

Adapted from <http://www.pikeplacemarket.org>

Pioneer Farm Museum

■7716 Ohop Valley Road, Eatonville, WA 98328

360-832-6300, Fax: 360-832-4533

<http://www.pioneerfarmmuseum.org>

■ Cost: Students (\$5.00-\$6.00), Two chaperones free with group

■Appropriate for grades 1-12

■At Pioneer Farm Museum students experience life in early Washington. The employees dress in costumes of the 1800 for some programs and the buildings are original to the area. Workers make the experience as close the reality of the 1800's as possible. The restrooms are even out houses. Programs cover a variety of topics such as Native Americans living in harmony with nature, life in the woodlands for ♥pioneers and Native Americans, and performing chores like milking, grain milling, and work around the house. This resource would be a great addition to the 🎵Washington State history curriculum.

■Open: daily May thru September 11:15-4:00. October-April on weekends only

■Pre-/post-trip resources: Call for availability of resources, Children of the Ohop Valley assembly [fee based on # of students (less than 400 is \$550, 400+ students is \$650)]

■♿ The facility is accessible but there is no handicap parking (although representatives mentioned that there is usually close parking available)

Adapted from <http://www.pioneerfarmmuseum.org>

Port of Seattle/Seattle International Airport

■A) 2711 Alaskan Way Seattle, WA 98121 (Port of Seattle)

206-728-3000

B) 17801 International Blvd. (Pacific Highway So.), Seattle, WA 98158 (Seattle International Airport)

206-433-5388

■Cost: free (limited availability – schedule early)

■Appropriate for grades 1-8

■The Port of Seattle and Seattle International Airport field trips are very popular and usually are completely booked very early in the year. They are well worth the venture as they are free and educational. Students typically enjoy both of these tours. For the Port of Seattle tour, students learn about the Seattle waterfront and its importance to the city. They take a narrated boat ride around the bay and see buildings and a great deal of wildlife. Lastly, they visit the maritime museum. At both the port and the airport, teachers can select from one of three tour options. At the SeaTac airport, students learn about checking in luggage and passengers, how the airport functions as a whole, and even how the jets get off the ground. This is a fun and informative adventure for students. On both field trips students learn about the diverse facilities and services that the airport and seaport have to offer. They also learn about the impact these facilities play on the community and jobs in the area. These trips are worthwhile ventures for both U.S. and Washington State history classes. Students get a great deal of history concerning the region as well as the region's interactions with the rest of the country/globe.

■Open: Port of Seattle (runs September-June), SeaTac Airport (runs April 24th-June 8th)

■Pre-/post-trip resources:

<http://www.portseattle.org/community/education/teacherresources.shtml> (case study activities), <http://www.portseattle.org/community/education/pretourresources.shtml> (scavenger hunts, programs, maps, lesson plans)

■♿ The port is accessible and handicap parking is available under the viaduct. The airport is accessible and provides handicap parking as well.

Adapted from <http://www.portseattle.org>

Puget Sound Geology Tours

■206-919-5624, kuharicm@u.washington.edu (Matt Kuharic)

www.geologytours.com

■Cost: \$25/hour (for the tour guide)

■Appropriate for grades 10+

■Puget Sound Geology Tours is a great resource for social studies teachers interested in getting students out of the classroom and into nature. Matt Kuharic, doctoral candidate in the Department of Earth and Space Sciences at the University of Washington is well versed in the Puget Sound terrain and geology. Students are able to employ a variety of active learning styles as they discover the historic significance of the Puget Sound geology. Students learn facts such as Seattle being covered in 3000 feet of ice some thousands of years ago. Students will get an understanding of the processes that created the Pacific Northwest while experiencing the beauty of nature and the outdoors. This Resource would be applicable to teachers of Washington State history seeking to explore the geography and geological processes that created the Puget Sound landscape.

■Open: Tours led anytime (call for availability)

- Pre-/post-trip resources: activity guides are provided with the tour
- ♿ Not all trips are accessible and handicap parking is not always available

Adapted from www.geologytours.com

Seattle Aquarium

■1483 Alaskan Way, Seattle, WA 98101,
206-386-4300, aquarium.programs@seattle.gov
www.seattleaquarium.org

■Cost: For adults/children - Call!!

■Appropriate for grades 1-12

■ The Seattle Aquarium features aquatic life from the Puget Sound area. It features a variety of mammal and bird species from Washington's shores. From Six-gill sharks to Orcas to coastline features, the aquarium delivers. The aquarium even features a salmon ladder and information dealing with migration and survival. The Seattle Aquarium is an excellent resource for social study teachers on issues such as salmon runs or animal life on the coast.

■Open: 9:30 a.m.-6 p.m.

■Pre-/post-trip resources: <http://www.seattleaquarium.org/learn/teachers/EduGuide06.pdf> (educators guide), also CD's, slides, and other preparatory materials can be purchased. There are a few free downloads on the website as well. The Seattle Aquarium provides teacher workshops and classes for students. ■

■♿ The facility is accessible and handicap parking is available under the viaduct

Adapted from www.seattleaquarium.org

Seattle Art Museum (SAM)

■100 University Street, Seattle, WA 98101
206-654-3100, Fax: 206-654-3135, boxoffice@seattleartmuseum.org
www.seattleartmuseum.org

■Cost: Self-guided groups of 10-29: Students 12 and under free & 13-19 are \$6.00, Adults \$12.00; Self-guided groups 30+: Students 12 and under free & 13-19 are \$6.00, Adults \$11.00, Guided tours may incur an additional fee; first Thurs free for all

■Appropriate for grades 1-12

■The Seattle Art Museum is the largest museum in the region and it contains more than 21,000 objects. The collection includes Native American artwork, African masks, original paintings, and even contemporary art. This resource has a great deal to offer the U.S. history teacher in the way of original artifacts and relevant historical information. There are many U.S. History links to Native American experiences as well as that of the pioneers and other immigrants. There is even a link to Washington State history concerning the settlers and famous individuals from the Seattle area. A variety of cultures are represented at the SAM.

■Open: (Mon: closed, Tues, Wed, Sat, & Sun: 10 a.m.-5 p.m., Thurs & Fri: 10 a.m.- 9 p.m.)

■Pre-/post-trip resources:

<http://www.seattleartmuseum.org/Learn/SchoolTeacher/FlatCru.asp> (curriculum resource units), <http://www.seattleartmuseum.org/Learn/SchoolTeacher/FlatSuitcases.asp> (artifacts suitcase), ■<http://www.seattleartmuseum.org/Learn/SchoolTeacher/learnonline.asp> (virtual field trip resources),

<http://www.seattleartmuseum.org/Learn/SchoolTeacher/teacher.asp> (special exhibits curriculum resources), ☐

■♿ The facility is accessible and handicap parking is available

Adapted from www.seattleartmuseum.org

Seattle Children's Theatre

■201 Thomas Street, Seattle, WA 98109

206-441-9244, TDD: 206-443-6938, Fax: 206-443-0442, boxo@sct.org

www.sct.org

■Cost: Adults & Students (\$10.50), price break for students on free and reduced programs

■Appropriate for grades k-12

■Seattle Children's Theatre has gained an impressive reputation for holding productions that are not only creative but educational as well. A variety of subjects are covered through the ever-changing plays that are put on. ♥Plays regarding slaves and slave conditions as well as civil rights era themes have been presented in the past. The interested teacher must make the effort to check on offerings for each year and then decide if there are any relevant plays. This resource has the potential to fulfill both ♪U.S. and Washington State history requirements. Seattle Children's Theatre prides itself in a strong educational component for all plays. Reading, critical thinking, and creativity are all expected of attendants.

■Open: Times vary (90-120 minutes long)

■Pre-/post-trip resources: <http://www.sct.org/forteachers/> (free educator preview, resource guide with activities)

■♿ The facility is accessible and handicap parking is available

Adapted from www.sct.org

Seattle Metropolitan Police Museum

■317 Third Avenue S, Seattle, WA 98104

206-748-9991, Fax: 206-749-9099, smpmuseum@aol.com

<http://members.aol.com/smpmuseum/>

■Cost: Students (\$1.50), Adults (\$3.00), discounts for groups 20+

■Appropriate for grades 1-12

■The Museum is designed as an educational facility for a variety of age groups. The site provides coloring books and other curricular materials as well as opportunities for visitors to dress-up in real police uniforms (including gun belts, bullet-proof vests, hats, and helmets). Visitors are allowed to explore real jail cells and even participate in a dispatch from headquarters. The Police Museum is the largest such facility in the Western United States. Additionally, visitors learn about the ♥history of the region in regard to the role of law enforcement and the policing of the frontier. The museum works collaboratively with the Seattle Police Department and the King County Sheriff's Office and utilizes these resources to provide visitors with an opportunity to see modern police equipment, talk to police officers, and see K-9 and SWAT team members. Specialty demonstrations are available upon request. This resource is an excellent resource for teachers of ♪U.S. and Washington State history in regard to the evolution of law enforcement and its role in the region. This resource provides a broad perspective of culture and influences in the area.

■Open: Tuesday-Saturday, 11am-3pm

■Pre-/post-trip resources: coloring books and other educational materials available, ♣

■♿ The facility is accessible and handicap parking is available

Adapted from <http://members.aol.com/smpmuseum/>

Seattle Walking Tour (SWT)/Seattle Architecture Foundation (SAF) Tour

■A) 1333 Fifth Avenue Suite 300, Seattle, WA 98101

206-667-9184, Fax: 206-667-9183, info@seattlearchitecture.org

www.seattlearchitecture.org

B) PO Box 732, Bellevue, WA 98009

425-885-3173, Fax: 425-885-3666, dusem@seattlewalkingtours.com

www.seattlewalkingtours.com

■Cost: \$10 per participant (SAF), \$12 per participant (SWT)

■Appropriate for grades 3-12

■There are two options. The Seattle Architecture Foundation provides weekend excursions with a variety of options. Students can choose from such tours as the international district, the waterfront, or even historic skyscrapers of downtown. Seattle Walking Tours on the other hand can be scheduled any time and involves a two-hour tour of the city. Similarly, students can learn about a variety of topics regarding the history of Seattle. Participants are allowed to pick destinations and the information that will be covered in the tour. On each tour, participants are able to take in a variety of ♥cultural experiences based on the desired tour locations and personally crafted itinerary. Tour guides provide a great deal of information and background about the sites. These resources would be excellent for a ♪Washington State History teacher interested in expanding student knowledge of the Seattle area.

■Open: Tours leave 10 a.m.-noon and vary in length (SAF), tours led anytime (SWT)

■Pre-/post-trip resources:

http://www.seattlearchitecture.org/learningguide_details.cfm?lGId=1 ♣

(projects/activities, EALRS, and other community resources),

<http://www.seattlearchitecture.org/youth.cfm> (architectural model making),

<http://thistlepress.com/> (books and other tours),

<http://www.seattlewalkingtours.com/Books.htm> (pocket books and pamphlets),

<http://www.eastsidejournal.com/sited/story/html/81587> (interview of Duse McLean),

<http://www.see-seattle.com/map.htm> (Seattle downtown map), ♣

■♿ Not all trips are accessible and handicap parking is not always available

Adapted from www.seattlearchitecture.org, www.seattlewalkingtours.com

Skokomish Tribal Center and Museum

■80 North Tribal Center Road, Skokomish Nation, WA 98584

360-426-4332, ext. 234, sounder@skokomish.org, sm3tcoom@skokomish.org (Delbert Miller)

<http://www.skokomish.org/frame.htm>

■Cost: free

■Appropriate for grades 1-12


■The Tribal Center and Museum provides an intimate picture of the Skokomish Native American tribal history. Many relics and artifacts have been preserved for viewing. This center provides many services for the local community. Design and construction of canoes for tribal journeys was begun in 2004. The center also seeks to preserve historical

family records as well as gravesites. This site would serve as an excellent resource for teachers of Washington State history. A great deal of local tribal history is available through the museum.

- Open: varying hours of availability

- Pre-/post-trip resources:

<http://www.k12.wa.us/Assessment/WASL/SocialStudies/BridgingDocuments/DRAFT-ThePointNoPointTreatyLessons.doc> (lesson plans, VFT activities, worksheets, other activities)

-  The facility is accessible and handicap parking is available

Adapted from <http://www.skokomish.org/frame.htm>

Stadium Tours

- Safeco Field: 206-346-4001, http://seattle.mariners.mlb.com/index.jsp?c_id=sea
- Qwest Field: 206-381-7582, Brittneyp@qwestfield.com, <http://www.qwestfield.com/>
- Husky Stadium: 206-616-5813, <http://gohuskies.cstv.com/facilities/wash-husky-stadium.html>

- Cost: Safeco Field: Children (\$5.00), Adults (\$7.00), discounts available for groups
- Qwest Field: (\$5.00), Adults (\$7.00), discounts available for groups 20+
- Husky Stadium: tours are free and are only for groups

- Appropriate for grades 1-8

- While not overtly tied to the history of the nation, these stadiums do provide a unique experience that is tied to the culture and development of the people. Recreational sports have had a unique impact on the national and local identity of the nation. Baseball is famous for Jackie Robinson and the integration of black players. Safeco Field, home of the Mariners represents such a pastime. Students get to experience this amazing facility and many of the areas not typically open to the public. Qwest field, home of the Seattle Seahawks, has tours that are designed to educate both the knowledgeable and inexperienced individual. This tour is fully wheelchair accessible and provides a variety of viewpoints and interesting behind the scenes opportunities. Unlike the previously mentioned stadiums, Husky Stadium provides a free tour dealing with the history of the facility and points of interest. These Stadiums represent an interesting resource for the teacher of U.S. and Washington State history. Students get to learn about the facility as well as the history of the club and the sport. The tours are quite informative and unique in the level of access that visitors have to the facilities.


- Open: tour hours vary

- Pre-/post-trip resources:

Mariners: online video games, videos, instructional materials, inside scoop

Seahawks: call for extra resources

Huskies: online videos, podcasts, chat, <http://gohuskies.cstv.com/ot/recruiting-about.html> (video tour of UW campus)

-  The facilities are accessible and handicap parking is available

Adapted from http://seattle.mariners.mlb.com/index.jsp?c_id=sea, <http://www.qwestfield.com/>, <http://gohuskies.cstv.com/facilities/wash-husky-stadium.html>

The State Capital Museum and Outreach Center (SCMOC)

■ 211 West 21st Avenue, Olympia, WA 98501

360-753-2580, srohrer@wshs.wa.gov (Susan Rohrer)

<http://www.wshs.org/wscm>

■ Cost: Student (\$1.00), Adult (\$2.00), one adult free for every five students

■ Appropriate for grades 1-12

■ The State Capital Museum and Outreach Center is dedicated to preserving and exhibiting the history and culture of Washington State. The museum houses many historical artifacts dealing with pioneers and Native Americans. The museum always has provocative and engaging temporary exhibits dealing with culture, politics, and even the environment. Additionally, other exhibits cover the growth and development of the state capital, the Lewis and Clark expedition, as well as ♥local legends. This resource would work well for the ♪Washington State history teacher. Students get a chance to experience vital information concerning the development of Washington State culture. This resource also exposes students to interactions and broad concepts that affected the local culture.

■ Open: 11 a.m.-3 p.m. Wednesday-Friday

■ Pre-/post-trip resources: <http://www.wshs.org/wscm> (Activities and programs)

■ ♿ The facility is accessible and handicap parking is available

Adapted from <http://www.wshs.org/wscm>

Steilacoom Tribal Center & Museum

■ 1515 Lafayette Street, Steilacoom, WA 98388

253-584-6308, steilacoomtribe@msn.com

http://members.shaw.ca/nyjack/steilacoom/the_steilacoom_tribal_museum.htm

■ Cost: free

■ Appropriate for grades 1-12

■ The Steilacoom was only the fourth tribal owned and operated museum in the state as of 1988. The Steilacoom tribe was forced to fight long and hard to obtain land for the cultural center. After many years of negotiations with local leaders, the Steilacoom Museum was brought into being. The Museum has a collection of ♥cultural artifacts and tribal history documents. This is an interesting resource for ♪Washington State history teachers, as historical information and perspectives provide learners with a wealth of knowledge.

■ Open: 10 a.m.-4 p.m. Tuesday-Sunday

■ Pre-/post-trip resources: http://members.shaw.ca/nyjack/steilacoom/indian_treaties.htm (treaties), http://members.shaw.ca/nyjack/steilacoom/other_links.htm (various resource links)

■ ♿ The facility is not accessible

Adapted from http://members.shaw.ca/nyjack/steilacoom/the_steilacoom_tribal_museum.htm

Stonington Gallery

■ 119 South Jackson Street, Seattle, WA 98104 (Historic Pioneer Square)

206-405-4040, 866-405-4485, stonington@qwest.net

<http://www.stoningtongallery.com>

■ Cost: Free admission

■ Appropriate for grades 1-12

■The Stonington Gallery is a wonderfully diverse resource for Native American artwork. Sculpture, paintings, drawings, textiles, and weavings are all a part of the of this fine gallery. Open since 1979, the gallery is well known for its knowledgeable staff and three floors of unique artwork. This is an excellent resource for U.S. and Washington State history teachers. This continually metamorphosing gallery provides a unique multicultural experience through changing exhibitions, lectures, and historical information.

■Open: 10 a.m.-6 p.m.

■Pre-/post-trip resources: <http://www.stoningtongallery.com/nations.php> (first nations tribe directory)

■♿ The facility is accessible but only metered parking is available

Adapted from <http://www.stoningtongallery.com>

Suquamish Museum

■15838 Sandy Hook Road NE, Suquamish, WA 98392

360-598-3311 ext. 422,

<http://www.suquamish.nsn.us/museum/>

■Cost: Students (\$2.00), Adults (\$4.00), guided tours: \$20 additional fee

■Appropriate for grades 1-12

■The museum provides plenty of cultural learning opportunities and interesting information for the visitor. The collection deals with many thousands of years of tribal history. The museum displays an intimate picture of the Suquamish tribe through legends, song, artifacts, artwork, and much more. Tours allow visitors to see Chief Seattle's grave, a salmon hatchery, and even story poles. The Suquamish Museum has been rated the best Native American museum in the northwest by the Smithsonian. This is a great resource for the teacher of U.S. and Washington State history due to the breadth of local history and high profile exhibits. This experience is authentic in nature and provides a great deal of interaction and discovery.

■Open: Friday-Sunday 11:00 a.m.-4:00 p.m. (Winter: October-April), daily 10:00 a.m.-5:00 p.m. (Summer: May-September)

■Pre-/post-trip resources: <http://www.suquamish.nsn.us/> (Chief Seattle speech), <http://www.suquamish.nsn.us/> (Suquamish culture link)

■♿ The facility is accessible but there is not handicap parking available (although those with a disability can park closer to the building near the sign)

Adapted from <http://www.suquamish.nsn.us/museum/>

Tillicum Village

■ 2992 Southwest Avalon Way, Seattle, WA 98126

206-933-8600, toll free 800-426-1205

www.tillicumvillage.com

■Cost: Students (\$25.00) and Adults (\$49.00)

■Appropriate for grades 1-8

■Students have an opportunity to experience issues relating to diversity and ways of living. The trip affords students a chance to experience a voyage to Blake Island as well as the ancient culture of Native Americans in the region. Students are exposed to such ideals as respect for nature and life. They also have a chance to experience traditional Native American food, dance, and storytelling. This resource is ideal for the

♪ Washington State history class due to the educational emphasis on Northwest history and culture.

■ Open: Tour/excursion time: 9 a.m.-1:30 p.m.

■ Pre-/post-trip resources: call for availability

■ ♿ The facility is accessible and handicap parking can be found across the street

Adapted from www.tillicumvillage.com

Washington State History Museum (WSHM)

■ 1911 Pacific Avenue, Tacoma, WA 98402

253-272-3500, 888-BETHERE (238-4373), Fax: 253-272-9518, shultman@wshs.wa.gov
www.washingtonhistory.org

■ Cost: Hall of Washington History and temporary exhibits: Student (\$4.00), Adult (one free for every five students, additional adults cost \$5.00); History Lab: Student (\$5.00), Adult (one free for every five students, additional adults cost \$5.00)

■ Appropriate for grades 1-12

■ The WSHM provides an atmosphere of fun and learning for all. The exhibits are interactive as students meet historical figures from the past and experience high-tech displays, theatrical storytelling, and dramatic artifacts. The museum highlights the important people and places of the region. Students learn about the ♥ Native American experiences in the ♪ State of Washington as well as that of the early settlers. The impact of such national occurrences as the depression are also brought to light. Not only does the WSHM provide interesting exhibits, a section is devoted to the discovery and use of written resources. Students are trained how to access information and how to make educated decisions based on historical precedent.

■ Open: 10 a.m.-5 p.m.

■ Pre-/post-trip resources: A field guide is included with the field trip which contains information on all exhibits, activity sheets, vocabulary, and even suggestions for pre-/post-trip activities. Additionally, virtual tours and other resources can be accessed at the following website: <http://www.washingtonhistory.org/wshm/education/teachers.htm> ♿

■ ♿ The facility is accessible and handicap parking is available

Adapted from www.washingtonhistory.org

Wing Luke Asian Museum (WLAM)/Cambodian Cultural Museum (CCM)

■ 407 7th Avenue S, Seattle, WA 98104

206-623-5124 ext. 116, tours@wingluke.org

<http://www.wingluke.org>

<http://www.killingfieldsmuseum.com/museum/visit.html> (CCM)

■ Cost: Students (\$3.00), Adults (\$4.00), tours (\$3.50/participant, chaperone free), first Thursday of every month free

■ Appropriate for grades 1-12

■ The Wing Luke Asian Museum is more than simply a gallery of exhibitions. This institution plays an active role in community based service which embraces the narrative of immigrant populations that have contributed profoundly to American culture and experience. The WLAM has made strides in recent times to become the largest pan-Asian Pacific American resource for school programs in the United States. The Museum has a many resources and artifacts related to the ♥ Asian American immigrant experience. Such exhibitions as the 200 year story of immigration and settlement of Asians and Pacific

Islanders in Washington State as well as the Puyallup Japanese Internment camp replica, represent what the museum has to offer school districts. Recently, the Cambodian Cultural Center moved into this site as well. This resource would be useful for teachers of U.S. and Washington State history due to the strong ties to both broad issues of cultural experience and local history.

■ Open: Tuesday-Friday 11 a.m.-4:30 p.m., tours (9:30 a.m., 11:00 a.m., 12:30 a.m., 2:00 p.m.)

■ Pre-/post-trip resources: ♣ <http://www.wingluke.org/teachers.htm> (pre-tour activities), call for free walking tour brochure and list of EALRS, A variety of learning kits and instructional units are available at cost, ☑, many traveling trunks filled with artifacts are available for purchase

■ ♿ The facility is accessible and handicap parking is available

Adapted from <http://www.wingluke.org>

Woodland Park Zoo

■ 750 North 50th Street, Seattle, WA (South Gate)
206-684-4800, susan.parke@zoo.org (zoo educator)

www.zoo.org

■ Cost: 9/1-2/28 (\$5.50), 3/1-4/30 (\$6.25), 5/1-8/31 (\$6.75) per person

■ Appropriate for grades 1-12

■ The Woodland Park Zoo is a great resource pertaining to the wildlife in the United States such as bears, wolves, and wild cats. There are also many African animals such as lions, giraffes, and wild dogs. The zoo provides a variety of presentations regarding conservation, migration, and animals of the Northwest. This resource can be used to supplement study of Washington and North American wildlife as well as other cultures tied to the history of the United States. Multiculturalism and diversity are represented through presentations on the ♥ Maasai people in Africa and their way of life, and other such free public talks.

■ Open: 9 a.m.-4 p.m.

■ Pre-/post-trip resources: http://www.zoo.org/educate/pdf_bin/connectclass_zoo.pdf (connecting learning), http://www.zoo.org/educate/pdf_bin/chaperone_info.pdf (chaperone information sheet), ☑

■ ♿ The facility is accessible and handicap parking is available

Adapted from www.zoo.org

GUEST SPEAKERS

Introduction

This guide is a great resource for teachers concerning the identification and selection of supplementary resources to the curriculum in the form of field trips and guest speakers. Firstly, this guidebook must not be thought of as the absolute and all-encompassing source for these resources. This guidebook represents a great deal of time and effort researching, compiling, and evaluating resources. Ultimately, there are too many resources to list in this guidebook. For the creative, thoughtful, and resourceful teacher there are endless assets that can be utilized in the classroom. With this in mind, the resources in this guidebook are all evaluated according to such criteria as applicability to U.S. and Washington State history, multicultural/diversity connections, cost, location, age appropriateness, resource hours/availability, as well as pre- and post-trip/presentation resources. A teacher can best use this resource by assessing classroom needs in relation to these assets. A teacher must be able to justify the resource based on the limitations one is working within. If cost is a factor, then they might want to look at the free resources in the guidebook. Each educator must weigh the positive and negative aspects of each resource, and do so in respect to his/her circumstances. This guidebook is useful for obtaining valuable supplementary resources.

The Guidebook Section 2

PROVISIONS FOR ENTRIES/CRITERIA

7. Address, contacting information, website
8. Cost of guest speaker
9. Age-appropriateness of the resource
10. Themes covered
11. a) Detailed description of the resource; b) How the resource fits into the U.S./Washington State history social studies curriculum; c) Diversity & multicultural connection
12. Pre-/post-trip resources (online, onsite, etc.)

Symbol System

- ♪ History connection
- ♥ Diversity component
- ♦ Artifact trunk/traveling suitcase availability
- ▣ Virtual tour
- ♣ EALRS included

Seattle Area Guest Speakers

Adeluisa (Dely) G. Judal
 African American Cultural Center
 Akemi Matsumoto
 Annie Penta
 Asia Pacific Cultural Center
 Burke Museum of Natural History and Culture
 Center for Wooden Boats
 Cindy Arnold (Live Paint)
 Duse McLean, (Seattle Walking Tours)
 Fort Nisqually Living History Museum
 Jack Straw Productions (JSP)
 Judy Bridges
 Karleen Wolfe
 Living Voices
 Makah Museum and Cultural Research Center
 Merna Ann Hecht
 Museum of Flight
 Museum of History and Industry (MOHAI)
 Nordic Heritage Museum (NHM)
 Northwest African American Museum
 Odyssey Maritime Discovery Center (OMDC)
 One World Taiko

Peace Corps
 Pierce County Arts & Cultural Center
 Roger Fernandes
 Seattle Aquarium
 Seattle Architecture Foundation (SAF)
 Seattle Art Museum (SAM)
 Seattle Metropolitan Police Museum
 Steve Crowell, Karshner Memorial Museum
 The Daybreak Star Cultural Center/Discovery Park
 The Sikh Coalition
 Washington State Association for Multicultural Education (WSAME)
 Washington State Commission on Hispanic Affairs (WSCHA)
 Washington State History Museum (WSHM)
 Wing Luke Asian Museum (WLAM)/Cambodian Cultural Museum (CCM)
 Woodland Park Zoo

Adeluisa (Dely) G. Judal

■ 922 25th Avenue S, Seattle, WA 98144

206-329-7955, djudal@msn.com

■ Fee: \$200/one hour, \$250/two hours

■ Appropriate for grades 6-12

■ Themes: Multicultural/diversity education, conflict resolution, race relations, multi-ethnic, age/gender/disability/sexual orientation, international relations, values exploration, Asian American history

■ Dely Judal specializes in the growth of individuals and organizations. An important facet of these presentations is the focus on cultural competence, communication, and teambuilding. Dely Judal has had an opportunity to teach graduate courses in multicultural education and has had experience with a variety of state programs. Dely holds a B.A. in English literature and a M.Ed. in guidance counseling. Dely is well experienced in the field of education and is highly regarded as a presenter. As a speaker/presenter, Dely Judal has the ability to make an excellent contribution to the U.S. and Washington State history class regarding issues of ♥race, intolerance, prejudice, bias, and Asian American history.

■ Pre-/post-presentation resources: these resources are tailored to each individual class

Adapted from WSAME Resource Directory

African American Cultural Center

■ 14419 Southeast 256th Place, Kent, WA 98042

253-813-1747

■ Fee: varies

■ Appropriate for grades 1-12

■ Themes: cultural awareness, diversity/multiculturalism, sensitivity, African American history

■ Provided guest speakers are trained in cultural awareness and ♥African American history. They also have access to a wide array of widely known and acclaimed speakers. This organization has many potential school connections. They do tutoring and provide a

many other activities for struggling students (flag football, etc.). They are currently located in Kent, but will have a Des Moines campus soon. This resource is helpful for teachers of ♪United State history.

■Pre-/post-presentation resources: Diversity/multicultural reading materials can be obtained from the Center as well as curriculum materials

Adapted from conversations with representatives

Akemi Matsumoto

■2154 50th Avenue SW, Seattle, WA 98166

206-937-2013, Fax: 206-937-2013, akcmiscattle@hotmail.com

■Fee: negotiable

■Appropriate for grades 9-12

■Themes: Multicultural/diversity education, conflict resolution, race relations, Asian/Pacific Islander/Asian American, multi-ethnic

■Akemi presents in a cross-cultural context. The interactive workshops allow students to ponder such issues as supervision, conflict management, dialogue, communication, and organizational change. The point of these workshops is to instill in students a set of tools that can be used as they begin to confront differences. This is a great intercultural resource for teachers to draw upon as the social studies curriculum delves into such issues as ♥cultural interaction and diversity. This is a good resource for teachers of ♪United States history in regard to issues of race and diverse cultures.

■Pre-/post-presentation resources:

Adapted from WSAME Resource Directory

Annie Penta

2108 Northeast 168th, Shoreline, WA 98155

206-367-3944, annie5@premier1.net

■Fee: negotiable

■Appropriate for grades k-12

■Themes: Asian/Pacific Islander/Asian American, multicultural/diversity education, arts & culture

■Annie Penta is well versed in the culture and traditions of North India. Her presentations allow students to experience this culture through ♥music, dance, stories, clothing, and various art mediums. Students are enabled to get a full picture of a unique culture outside of the America. This is a great resource for teachers of United States history, in regard to exploration of cultures from abroad and the unique quality of the people of India.

■Pre-/post-presentation resources: curriculum materials available

Adapted from WSAME Resource Directory

Asia Pacific Cultural Center

■934 Broadway, Suite 5, Tacoma, WA 98402

253-383-3900

Asiapacificculturalcenter.org

■Fee: varies

■Appropriate for grades 1-12

- Themes: cultural awareness, diversity/multiculturalism, sensitivity, Asian history and culture
- The Center provides guest speakers and training programs for teachers. Training programs are meant to prepare them to be more culturally sensitive and how to incorporate effective instruction of ♥Asian history/culture into the curriculum. They do this by presenting artifacts and creating interest. Presenters also work on building connections to what students know. The Center regularly holds festivals and other events. They are currently working on a play for the elementary grades. They have many resources for students and teachers alike. This resource is helpful for teachers of ♪United State history.

- Pre-/post-presentation resources: Diversity/multicultural reading materials can be obtained from the Center as well as curriculum materials

Adapted from conversations with representatives

Burke Museum of Natural History and Culture

- Box 353010, University of Washington, Seattle, WA 98195
206-543-7907 or 206-543-5591, Fax: 206-616-1274, recept@u.washington.edu
www.burkemuseum.org

- Fee: contact for pricing

- Appropriate for K-12 students

- Themes: diverse cultures, peopling of the Americas, archeological discoveries in Washington, first nations of the Americas, biodiversity of Washington, Native American culture and history

- The Burke Museum has an abundance of resources for onsite learning and discovery. There are about forty traveling trunks, filled with artifacts and resources for study. They also provide curriculum materials for these lessons. The Museum provides a variety of presentations as well, all of which correlate with the traveling trunks. They specialize in the study of archaeology, science, Northwest native peoples, pioneers, and the environment. This resource would be great for teachers of ♪U.S. and Washington State history. The Burke Museum provides many resources filled containing ♥diverse perspectives and cultural links.

- Pre-/post-trip resources: ♣<http://www.washington.edu/burkemuseum/education/EALR> (EALRS), <http://www.washington.edu/burkemuseum/education/resources.php> (curriculum), also slides, photographs, and other materials are available depending on the tour, many ♦traveling trunks filled with artifacts are available for purchase

Adapted from conversations with representatives

Center for Wooden Boats

- 1010 Valley Street, Seattle, WA 98109
206-382-2628, Fax: 206-382-2699, cwb@cwb.org
<http://www.cwb.org>

- Fee: speakers on a case by case basis

- Appropriate for grades 1-6

- Themes: Traditional boats of the Northwest, maritime skills, boat construction, role of salmon in the region, multicultural interactions

- The Center for Wooden Boats provides guest speakers on a case by case basis. Curriculum supplies are also available. Speakers, typically suited for k-8 students, present

on a variety of topics relating to sea life and maritime history. This is a great resource for teachers of Washington State history. This resource has a strong multicultural component, as students learn about diverse topics and cultures.

■Pre-/post-trip resources: <http://www.cwb.org/ExploreBoats.htm> (boat plans and pictures, maritime resources/links, cultural exchange)

Adapted from conversations with representatives

Cindy Arnold (Live Paint)

■206-732-0224, Fax: 206-756-2169

livepaint3kids.com

■Fee varies

■Appropriate for grades 1-5

■Themes: Multi-ethnic, race relations, multicultural/diversity education

■Cindy provides an interesting and creative approach to public speaking. Through incorporation of various modes of creative art she is able to speak to such themes as cultural exploration and global diversity. Her presentations are interactive as students are expected to complete exercises, listen to music, and observe artifacts. This resource fits well into U.S. and Washington State history curriculum concerning issues of race, intolerance, prejudice, and bias.

■Pre-/post-presentation resources:

Adapted from WSAME Resource Directory

Duse McLean, (Seattle Walking Tours)

■ PO Box 732, Bellevue, WA 98009

425-885-3173, Fax: 425-885-3666, dusem@thistlepress.com

<http://www.seattlewalkingtours.com/presentations.htm>

■Fee: varies

■Appropriate for grades 1-12

■Themes: Local history, settlers, trade/commerce, architecture, culture, Native Americans

■Duse has been involved in local history and Seattle City features for many years. She has intimate knowledge of the culture, history, and interesting facts related to the growth and development of the area. She is the co-author of the widely publicized *Pocket Guide to Seattle and Surrounding Areas* and many other related print materials. She is a member of the Pacific Northwest Historians Guild, Historic Seattle, the Friends of Seattle's Olmsted Parks board, the Museum of History and Industry, and the Seattle Architecture Foundation. Duse is widely known as an expert on the founding fathers of the Seattle area. She leads groups to see such places as the cemetery of important historical figures, the city's totem poles, and all around town. As a presenter, she utilizes slides and other visuals in order to depict the essence of the city/history. This is an amazing resource for any teacher of Washington State history interested in the local history/culture of the Seattle area.

■Pre-/post-presentation resources: <http://www.seattlewalkingtours.com/Books.htm> (pocket books and pamphlets), <http://www.eastsidejournal.com/sited/story/html/81587> (interview of Duse McLean)

Adapted from conversations with representatives

Fort Nisqually Living History Museum

■5400 North Pearl Street, Suite 11, Tacoma, WA 98407

253-591-5339, FortNisqually@tacomaparks.com

<http://www.metroparkstacoma.org/page.php?id=825>

■Fee: Sliding scale for speakers, artifact trunks are \$30/two weeks

■Appropriate for grades 1-12

■Themes: History of Washington State, fur trade era, European settlement, Hudson's Bay Company, Fort Nisqually, trade and agriculture, Multiculturalism/diversity

■The museum provides guest speakers on a seasonal basis. Typically the winter months are available for scheduling, while they get too busy in the spring and summer. Speakers touch on a variety of issues relating to the ♥native peoples as well as European settlement. This is an excellent resource for the ♪U.S. and Washington State history class, as students are involved in fun and interesting activities and future lessons.

■Pre-/post-trip resources: <http://www.metroparkstacoma.org/page.php?id=841> (educational kits for cost), many ♦traveling trunks filled with artifacts are available for purchase, curriculum and multimedia resources also available

Adapted from conversations with representatives

Jack Straw Productions (JSP)

■4261 Roosevelt Way NE, Seattle, WA 98105

206-634-0919, 206-634-0925, joan@jackstraw.org (Joan Rabinowitz)

■Fee negotiable

■Appropriate for grades k-12

■Themes: African/African American, Asian/Pacific Islander/Asian American, Chicano/Latino/South American/Central American/Hispanic American, multicultural/diversity education, age/gender/disability, European, Middle Eastern, Native American, multi-ethnic, international relations

■Jack Straw Productions provides a wide assortment of educational multicultural presentations for students. By using radio and other technology, JSP provides a unique experience of traditional music and ♥cultural heritage. These interactive events allow students to experience issues pertinent to many cultures. This invaluable resource works well with ♪U.S. and Washington State history regarding multi-ethnic and multicultural issues. (See Themes for list of ethnicities/cultures)

■Pre-/post-presentation resources:

Adapted from WSAME Resource Directory

Judy Bridges

■253-591-5339

■Fee: varies

■Appropriate for grades 1-12

■Themes: Native American women, fur trade, Pacific Northwest history, Native cultures and artifacts,

■Judy is an actual descendant of a Fort Nisqually laborer. She brings with her a wealth of knowledge about ♥Native American cultural history. Judy is a skilled basket weaver and has many other talents with which to showcase the culture. She is specifically well versed

on the role of Native American Women in the fur trade. As a speaker, Judy is an excellent resource for teachers of U.S. and Washington State history.

■Pre-/post-presentation resources: Call Judy to obtain information on educational resources

Adapted from conversations with Judy Bridges and from info found on the Puyallup School District webpage

Karleen Wolfe

■9758 62nd Avenue S, Seattle, WA 98118

206-760-8147, kpwolfe@juno.com

■Fee negotiable

■Appropriate for grades k-12

■Themes: European American, Native American, multi-ethnic, Multicultural/diversity education, conflict resolution, race relations, age/gender/disability/sexual orientation, mixed race

■Karleen Wolfe has experience in a variety of areas. She works with program/curriculum development and evaluation. She has also had much experience with media/technology productions. She currently is a writer for the Seattle Times & P.I. regarding educational issues. Karleen is experienced in multicultural practice and has a great deal to share with a classroom regarding Native and European Americans experiences.

■Pre-/post-presentation resources:

Adapted from WSAME Resource Directory

Living Voices

■915 East Pine, Suite 405, Seattle, WA 98122

800-331-5716, Fax: 206-328-4626, livingvoices@livingvoices.org (Rachel McClinton)

www.livingvoices.org

■Fee: varies

■Appropriate for grades 3-12

■Themes: Asian/Pacific Islander/Asian American, African/African American, Chicano/Latino/South American/Central American/Hispanic American, multicultural/diversity education, history

■Living Voices is an excellent resource regarding the Japanese internment camps of World War II. The experiences of the affected individuals are brought to light through thought provoking presentations. This atrocity affected thousands of lives and revealed a great deal of prejudice in America during this time. This wonderful resource can be utilized by teachers of history in regards to World War II and the Japanese internment camps. Living Voices also offers presentations on the civil rights movement and the experiences of African-Americans during this period. Additionally, Living Voices has a presentation regarding Cesar Chavez and the fight for civil rights and the protections that followed concerning working conditions for Latin American farm workers. Finally, Living Voices offers a presentation on the experience of Native Americans in the 1930's and 1940's. A conflict of values brought to light in a story of a Navajo girl growing up in a Government-run boarding school. In all of these presentations, multicultural awareness and cultural competence are examined.

■Pre-/post-presentation resources: various educational materials available

Adapted from WSAME Resource Directory

Makah Museum and Cultural Research Center

■1880 Bayview Avenue, Neah Bay, WA 98357

360-645-2711, makahmuseum@centurytel.net

<http://www.makah.com/mcrchome.htm>

■Fee: varies

■Appropriate for grades 1-12

■Ancient Makah artifact collection, history and culture of the Makah tribe, tribal impacts in the region, fishing and agriculture

■The Makah Museum provides guest speakers on rare occasions based on need. They do not have a program that is dedicated to sending guest speakers into schools, but they are willing to work with educators. Speakers would address such issues as the culture of the Makah and their historical narrative. This resource is useful for teachers of Washington State history. This resource is an amazing treasure-trove of cultural diversity.

■Pre-/post-trip resources: <http://www.makah.com/history.html> (History of Makahs),

Adapted from conversations with representatives

Merna Ann Hecht

■17904 Westside Highway SW, Vashon, WA 98070

206-463-5653, Fax: 206-463-6137, mernaanna@yahoo.com

■Fee: \$250/hour, \$400 for workshops

■Appropriate for grades 6-12

■Themes: Multi-ethnic, multicultural/diversity education, conflict resolution, international relations

■Merna has a wealth of knowledge pertaining to social justice and international relations. As a poet, teacher, and storyteller, she is able to speak creatively to such issues as tolerance, compassion, and conflict resolution. She is familiar with the Civil Rights Movement, Japanese internment camps, history of protest movements in the 20th Century with a focus on political/social justice poets and poetry and other art forms that enter into making statements about human rights and social justice. This resource works well as a U.S. history resource pertaining to interactions of governments and cultures from abroad with the United States. In addition, it should be noted that social justice is an integral subject in the U.S. history curriculum.

■Pre-/post-presentation resources: detailed resource list, bibliographic information

Adapted from WSAME Resource Directory

Museum of Flight

■9404 East Marginal Way S, Seattle, WA 98108

206-764-5720, Fax: 206-764-5707, info@museumofflight.org

www.museumofflight.org

■Fee: None

■Appropriate for K-12 students

■Themes: Various aircraft, history of flight, future of flight, incorporation in warfare

■The Museum of Flight offers a number of programs through the speakers bureau that are completely free. These programs range from the history of flight to the incorporation of aircraft in warfare. Students learn about the impact of flight on the world and its future most likely will be. The Museum provides curriculum materials for teachers as well as teacher training programs. The Museum of flight prides itself in the ability to train some

80,000 students each year by extension. This resource would be helpful for teachers of United States history.

■Pre-/post-trip resources: etreakle@museumofflight.org (email for a free program events guide), <http://www.museumofflight.org/Display.asp?Page=Education> (program/events guide), <http://www.museumofflight.org/Display.asp?Page=educators> (EALRS, financial assistance, programs), <http://www.museumofflight.org/Display.asp?Page=podcasts> (virtual field trip – oral history podcasts)

Adapted from conversations with representatives

Museum of History and Industry (MOHAI)

■2700 24th Avenue E, Seattle, WA 98112

206-324-1126, Fax: 206-324-1346, information@seattlehistory.org

www.seattlehistory.org

■Fee: \$85/one class and \$20 extra for each additional class, artifact trunks are extra

■Appropriate for K-12 students

■Themes: Washington State history, settlers, Native Americans, missionary impacts and interactions with Native Americans, early industry of the Pacific Northwest, Multiculturalism, Environment

■The MOHAI provides a variety of programs for students in various subjects and grade levels. Presenters are equipped with interesting slides and artifacts. Additionally, teachers can purchase trunks full of artifacts that are tied to curriculum goals. This is primarily an excellent resource for teachers of Washington State history, but also has a broader application to topics of U.S. history. Through the presentations and resources provided, students get to experience history in a variety of contexts and perspectives.

■Pre-/post-trip resources:

http://www.seattlehistory.org/edu_resourcesdetail.cfm#portablemuseum (classroom curriculum options), http://www.seattlehistory.org/edu_programs.cfm (available on-site programs), many traveling trunks filled with artifacts are available for purchase

Adapted from conversations with representatives

Nordic Heritage Museum (NHM)

■3014 Northwest 67th Street, Seattle, WA 98117

206-789-5707, Fax: 206-789-3271, nordic@nordicmuseum.org

www.nordicmuseum.org

■Fee: speakers are free and artifact trunks are \$10/two weeks

■Appropriate for grades 1-12

■Themes: Immigration, Washington State history, Nordic culture, mother countries and reasons for immigration, journey across the Atlantic, Ellis Island and the westward migration, cultural heritage

■The Nordic Heritage Museum provides guest speakers on a variety of topics. Presenters typically focus on issues such as immigration, culture, ties to the mother country, and the American experience. This would be a great resource for teachers of U.S. history or even Pacific Northwest history. The Museum has resources concerning the westward migration of Nordic peoples in the United States. Details of Nordic arrivals in Washington State are given. The Nordic experience is pictured in the light of the greater culture of the Americas.

■Pre-/post-trip resources:

http://www.nordicmuseum.org/index.php?t=articles&c=Education_and_classes&sub=For_Teachers&a=65 (school brochure),

http://www.nordicmuseum.org/index.php?t=articles&c=Education_and_classes&sub=For_Teachers&a=94 (chaperones, visit guidelines, ♣EALRS, curriculum guide),

http://www.nordicmuseum.org/index.php?t=articles&c=Education_and_classes&sub=For_Kids_&_Parents&a=52 (scavenger hunt & kids guide), ♦traveling trunks filled with artifacts are available for purchase

Adapted from conversations with representatives

Northwest African American Museum

■105 14th Avenue, Seattle, WA 98122

206-461-3792 ext. 3011

<http://naamnw.org/>

■Fee: TBD (opening in winter, 2008)

■Appropriate for grades 1-12

■This will be an incredible resource. Once the Museum opens up in 2008, they have pledged to get curriculum materials and artifact trunks ready by 2011. The Northwest African American Museum is going to house exhibits dealing with Washington, Oregon, Idaho, and parts of Canada. The Museum is also going to have exhibits on the experience of ♥African Americans as they moved into the region as well as modern cultural illuminations regarding experience. This will be an excellent resource for teachers of ♪U.S. and Washington State history in reference to the African American experience.

■Pre-/post-trip resources: traveling trunks will be made available to schools as well as online curriculum and other resources, traveling trunks will be made available by 2011

Adapted from conversations with representatives

Odyssey Maritime Discovery Center (OMDC)

■2205 Alaskan Way, Seattle, WA 98121 (Pier 66)

206-374-4000, Fax: 206-374-4002, info@ody.org

www.ody.org

■Fee: varies according to speaker, artifact trunk costs extra

■Appropriate for K-12 students

■Themes: Trade, diverse habitats, sea travel, interaction with Pacific Rim nations, ships and smaller sea vessels,

■ The Maritime Museum is limited in monetary resources but does have one traveling trunk filled with artifacts and curriculum materials. The Museum itself does not provide guest speakers, but has on occasion arranged guest speakers from the industry to present in the classroom. These speakers would typically talk about the Port of Seattle, the fishing industry, and even divers/diving in the Puget Sound. This is a wonderful opportunity to get knowledgeable experts into the classroom. This would be a useful resource for teachers of ♪Washington State history. It is important to note that a variety of ♥cultures are included in presentations as a result of the maritime influence in the region and abroad.

■Pre-/post-trip resources: ♣<http://www.ody.org/resources.htm> (EALRS, resource guide, coloring & activity books, photo galleries, clipart, maritime terms, links), ♦Traveling artifact trunk for rent

Adapted from conversations with representatives

One World Taiko

■PO Box 80158, Seattle, WA 98108
206-762-0717, oneworldtaiko@earthlink.net
www.oneworldtaiko.com

■Fee: \$100/hour

■Appropriate for grades 1-12

■Themes: cultural awareness, diversity/multiculturalism, Japanese drumming and musical instruments, choreography

■At One World Taiko, assemblies are \$500 while presentations for classroom go for \$100 per hour. Typically these take the form of workshops in which students learn to play the Taiko drums and learn about ♥Japanese culture. Curriculum is provided as well. Presentations are framed in the light of United States history. This is a wonderful engaging resource that children love. It is applicable to the ♪United States history curriculum.

■Pre-/post-presentation resources: Diversity/multicultural reading materials can be obtained from the Center as well as curriculum materials

Adapted from conversations with representatives

Peace Corps

■1601 Fifth Avenue, Suite 605, Seattle, WA 98101
206-553-5490, 800-424-8580, Fax: 206-553-2343, ebutler@peacecorps.gov (Edina Butler)

■Fee: None

■Appropriate for grades 9-12

■Themes: Asian/Pacific Islander/Asian American, multi-ethnic, Multicultural/diversity education, international relations

■The Peace Corps is a great resource on information concerning ♥Asians and Pacific Islanders regarding traditions and way of life. Peace Corps speakers are experienced in overseas travel and have intimate knowledge of the cultures previously mentioned. This is a great resource for U.S. history educators pertaining to information on specific segments of the ♪U.S. population and the historical narrative associated with these cultures.

■Pre-/post-presentation resources:

Adapted from conversations with representatives

Pierce County Arts & Cultural Center

■3602 Pacific Avenue, Suite 200, Tacoma, WA 98418
253-798-7205

■Fee: varies

■Appropriate for grades 1-12

■Themes: cultural awareness, diversity/multiculturalism, sensitivity

■The Pierce County Arts and Cultural Center provides guest speakers on the broad issues of ♥cultural awareness and diversity. This is a government program and all workers are trained in delivering presentations to schools. This is a great resource for dealing with

issues of cultural awareness and the impact of insensitivity in the history of the 🎵United States.

■Pre-/post-presentation resources: Diversity/multicultural reading materials can be obtained from the Center

Adapted from conversations with representatives

Roger Fernandes

■2524 16th Avenue S, Suite 201, Seattle, WA 98144

206-409-5547, rbfernandes@juno.com

■Fee negotiable

■Appropriate for grades k-12

■Themes: Native American, multi-ethnic, multicultural/diversity education, age/gender/disability, race-relations, conflict resolution

■Roger has an interesting repertoire to draw upon. He is an artist, storyteller, and an educator. One important theme that he weaves into presentations is that of ♥cross-cultural understanding. Art and storytelling are important aspects of his presentations as he touches on such issues as Native American life and experiences. This resource fits well into the state requirement of the teaching of 🎵U.S. history pertaining to the Native American experience and history.

■Pre-/post-presentation resources:

Adapted from WSAME Resource Directory

Seattle Aquarium

■1483 Alaskan Way, Seattle, WA 98101

206-386-4300, aquarium.programs@seattle.gov

www.seattleaquarium.org

■Fee: \$50/class and for the cost of gas/mileage

■Appropriate for grades 1-12

■ Themes: Migration, survival, species, importance of salmon to the region, geographic features of the region, aquatic life and land animals, human interaction and impact on the environment

■The Seattle Aquarium is equipped with experienced staff who go to schools and present to individual classes. The education department/bureau at the Aquarium equips these individuals with artifacts and interesting information so as to keep students entertained and engaged. They provide curriculum materials for preparation and further study. This resource would be good for teachers of 🎵Washington State history as it touches on many pertinent issues regarding historical impacts and ♥cultural awareness.

■Pre-/post-trip resources: <http://www.seattleaquarium.org/learn/teachers/EduGuide06.pdf> (educators guide), also CD's, slides, and other preparatory materials can be purchased. free downloads are available on the website as well. The Seattle Aquarium provides teacher workshops and classes for students.

Adapted from conversations with representatives

Seattle Architecture Foundation (SAF)

■1333 Fifth Avenue, Suite 300, Seattle, WA 98101
206-667-9184, Fax: 206-667-9183, info@seattlearchitecture.org
www.seattlearchitecture.org

■Fee: TBD

■Appropriate for grades 3-12

■Themes: The waterfront, historic buildings, historic sites in Seattle, the history of Seattle

■The Seattle Architecture Foundation is beginning a pilot program that involves onsite presentations. SAF speakers are equipped with artifacts and curriculum supplies. This is an excellent resource for teachers of Washington State history in regard to the history and growth of the Seattle area. A variety of cultural components are covered such as settler groups and Native Americans and in relation to the development of the Seattle area.

■Pre-/post-trip resources:

http://www.seattlearchitecture.org/learningguide_details.cfm?IGId=1 ♣

(projects/activities, EALRS, and other community resources),

<http://www.seattlearchitecture.org/youth.cfm> (architectural model making),

<http://thistlepress.com/> (books and other tours),

<http://www.seattlewalkingtours.com/Books.htm> (pocket books and pamphlets),

<http://www.eastsidejournal.com/sited/story/html/81587> (interview of Duse McLean),

<http://www.see-seattle.com/map.htm> (Seattle downtown map)

Adapted from conversations with representatives

Seattle Art Museum (SAM)

■100 University Street, Seattle, WA 98101
206-654-3100, Fax: 206-654-3135, boxoffice@seattleartmuseum.org
www.seattleartmuseum.org

■Fee: call 654-3123 for varying program expenses

■Appropriate for grades k-8

■Native American artwork, African masks and other artwork, cultural and historical information, pioneer and immigrant experiences, Chinese artwork

■The Seattle Art Museum provides guest speakers for three programs: African art, Native coastal art, and Chinese calligraphy. These presentations are visually superb. Students get to experience the artistic side of various cultures. This resource would be ideal for the teacher interested in the cultural history of the U.S. or Washington State.

■Pre-/post-trip resources:

<http://www.seattleartmuseum.org/Learn/SchoolTeacher/FlatCru.asp> (curriculum resource

units), <http://www.seattleartmuseum.org/Learn/SchoolTeacher/FlatSuitcases.asp> (artifacts

suitcase), <http://www.seattleartmuseum.org/Learn/SchoolTeacher/learnonline.asp>

(virtual field trip resources),

<http://www.seattleartmuseum.org/Learn/SchoolTeacher/teacher.asp> (special exhibits

curriculum resources), prop suitcases also available at cost

Adapted from conversations with representatives

Seattle Metropolitan Police Museum

■317 Third Avenue S, Seattle, WA 98104

206-748-9991, Fax: 206-749-9099, smpmuseum@aol.com

<http://members.aol.com/smpmuseum/>

■Fee: varies

■Appropriate for grades 1-12

■History of law enforcement in the region, portrait of police experience, modern police equipment, law enforcement resources

■The Seattle Metropolitan Police Museum used to provide presentations in schools on a regular basis. Currently, the director does not have much time to get into classrooms, so it would be best to call far in advance. The museum also has access to a variety of resources and at times can connect other guests for the classroom. This is an excellent resource for teachers of U.S. and Washington State history, due to the historical nature of programming. Students learn about the taming of the area by law enforcement, and much more.

■Pre-/post-trip resources: coloring books and other educational materials available

Adapted from conversations with representatives

Steve Crowell, Karshner Memorial Museum

■309 Fourth Street NE, Puyallup, WA 98372

253-841-8748, scrowell@puyallup.k12.wa.us, crowelsa@puyallup.k12.wa.us

www.karshnermuseum.org

■Fee: \$50/hour, ♦learning kits are extra

■Appropriate for grades 1-12

■Native American Experience and culture, pioneer artifacts and culture, Japanese internment camps, diverse cultures/habitats

■Presentations are an outgrowth of the elementary program. Steve brings kits to the school, with which students are engaged with the presentation. He brings a variety of artifacts and resources dealing with Native American culture and history. Students learn about the use of natural resources, and the camp harmony (Japanese internment camp in Puyallup) experience. This is an excellent resource for teachers of U.S. and Washington State history, as students are exposed to a variety of habitats and cultures.

■Pre-/post-trip resources: <http://www.karshnermuseum.org/discovery.htm> (numerous learning kits for grades 1-6)

Adapted from conversation with Steve

The Daybreak Star Cultural Center/Discovery Park

■P.O. Box 99100, Seattle, WA 98199 (located in Discovery Park)

206-285-4425, info@unitedindians.org

www.unitedindians.org

■Fee: varies

■Appropriate for grades 1-12

■habitat restoration, geology, intertidal investigations, forest biomes, animal life, unity and health of Native Americans in the region, exploration and expression of Native American culture

■The Daybreak Star Cultural Center is an extremely interesting resource. The Center provides a variety of resources to the community and to the Native American

populations. Speakers are equipped with intimate knowledge of ♥tribal culture, unique ways of living, and Native American history. This is an excellent resource for teachers of ♪U.S. and Washington State history.

■Pre-/post-trip resources:

<http://www.cityofseattle.net/parks/parkspaces/discoverypark/wildlife.htm> (free walking tour, map included),

<http://www.cityofseattle.net/parks/environment/brochures/Spring07.pdf> (spring activities brochure), <http://www.unitedindians.org/images/DBSMasterPlan5-1-2007.jpg> (Discovery Park map), <http://students.washington.edu/kuharicm/geologytours/> (guided geology tour of the area)

Adapted from conversations with representatives

The Sikh Coalition

■1140 Palomino Court SE, Tumwater, WA 98501
360-956-1474, Fax: 413-228-0773, jasmit.singh@sikhcoalition.org (Dr. Jasmit Singh)

■Fee varies

■Appropriate for grades k-12

■Themes: Asian/Pacific Islander/Asian American, multicultural/diversity education, religion

■This resource provides an intimate look at the ♥cultural bias certain individuals who dress or look a particular way must face. The Sikhs in particular experienced a great deal of persecution due to their distinct turbans and unshorn beards. The Sikh coalition is an excellent resource for this historic phenomenon in America. Their presenters discuss the historic journey of Sikhs in America along with the recent escalation of hostility since 9/11. This would be an excellent ♪U.S. history resource dealing with the a specific segment of the U.S. population and their interaction with the broader culture.

■Pre-/post-presentation resources:

Adapted from WSAME Resource Directory

Washington State Association for Multicultural Education (WSAME)

■P.O. Box 15404, Seattle, WA 98115

206-522-5438, Fax: 206-522-5438, wsame@mindspring.com (Dr. Cynthia Rekdal)

www.wsame.org

■Fee negotiable

■Appropriate for grades k-12

■Themes: Multi-ethnic, multicultural/diversity education, conflict resolution, race relations, age/gender/disability/sexual orientation, mixed race, international relations, religion, prejudice/power/privilege, bullying/harassment, bridging cultural differences, ethnic arts & culture

■WSAME is a nonprofit collaborative organization that utilizes a variety of individuals ranging from businesspersons to government officials in order to advocate for diversity issues, multiculturalism, international issues, and intercultural education. WSAME presents the heritage of the United States: a nation of immigrants. Their goal is to engender sensitivity and understanding in this modern world. This organization can provide fabulous guest speakers that would be able to touch upon a variety of ♪U.S. and Washington State history related topics.

■Pre-/post-presentation resources:

Adapted from WSAME Resource Directory

Washington State Commission on Hispanic Affairs (WSCHA)

■P.O. Box 40924, Olympia, WA 98504

800-443-0294, Fax: 360-586-9501, Hispanic@cha.wa.gov (Yvonne Lopez-Morton)

www.cha.wa.gov

■Fee: depends upon the suggested resource

■Appropriate for grades 6-12

■Themes: Chicano/Latino/South American/Central American/Hispanic/Hispanic American, race relations, multicultural/diversity education, conflict resolution

■The WSCHA provides a great deal of information on issues relating to the Latino, Hispanic, Chicano community in Washington. The needs of these individuals are defended and advocated through a variety of venues. The WSCHA can provide speakers at no cost and recommend guest speakers on a variety of topics. This resource is particularly relevant in the light of historical U.S./Mexico relations and the interactions of Chicano, Latino, and Hispanic individuals with the broader ♪U.S. culture.

■Pre-/post-presentation resources: educational/informational handouts

Adapted from conversations with representatives

Washington State History Museum (WSHM)

■1911 Pacific Avenue, Tacoma, WA 98402

253-272-3500, 888-BETHERE (238-4373), Fax: 253-272-9518, shultman@wshs.wa.gov

www.washingtonhistory.org

■Fee: varies for speaking engagement, ♦history boxes \$25/week

■Appropriate for k-12 students

■Historical figures in Washington State, Native American experiences, settlers, student discovery and use of historical resources

■The Washington State History Museum provides many resources such as ♦traveling artifact trunks. There are artifact trunks for pioneer and Native American cultures as well as the Lewis and Clark expedition. The museum has one employee who can be booked for classroom presentations. This resource can be helpful in the study of ♪Washington State history in regard to the ♥impact of settlers and the historical narrative of the native peoples.

■Pre-/post-trip resources: A field guide is included with the field trip which contains information on all exhibits, activity sheets, vocabulary, and even suggestions for pre-/post-trip activities. Additionally, ▣virtual tours and other resources can be accessed at the following website: <http://www.washingtonhistory.org/wshm/education/teachers.htm>,

Adapted from conversations with representatives

Wing Luke Asian Museum (WLAM)/Cambodian Cultural Museum (CCM)

■407 7th Avenue S, Seattle, WA 98104

206-623-5124 ext. 109 (education bureau)

<http://www.wingluke.org> (WLAM)

<http://www.killingfieldsmuseum.com/museum/visit.html> (CCM)

■Fee: Guest speakers are on a donation basis, ♦traveling trunks are \$10/week

■Appropriate for grades 1-12

■Asian immigrant population history and experience, settlement, Japanese internment camp (Puyallup)

■The Wing Luke Museum does not have a guest speaker program, but they can procure individuals from the ♥community to present in the classroom. Recommended speakers typically are survivors of the Japanese internment camps and have a wealth of knowledge regarding the experience. This is a thought provoking resource for teachers of ♪U.S. and Washington State history, as students get firsthand recollections of the horrible atrocities committed some 50+ years ago.

■Pre-/post-trip resources: ♣<http://www.wingluke.org/teachers.htm> (pre-tour activities), call for free walking tour brochure and list of EALRS, a variety of learning kits and instructional units are available at cost, various traveling trunks filled with artifacts are available for purchase

Adapted from conversations with representatives

Woodland Park Zoo

■750 North 50th Street, Seattle, WA 98103 (South Gate)
206-684-4800, susan.parke@zoo.org (zoo educator)

www.zoo.org

■Fee: varies according to need

■Appropriate for grades 1-12

■Themes: United States wildlife, African animals, conservation, migration, native northwest animals, cultural ties to the history of the U.S., diverse cultures (African tribes, Native Americans)

■The Zoo occasionally provides guest speakers to schools. They get booked up very early in the year so it is best to contact them far in advance. Speakers from the Woodland Park Zoo do a good job of describing the wildlife native to the Northwest, the United States, and even Africa. Speakers are trained to present in an appealing format that captivates students and allows them to be engaged. This resource would be great for ♪teachers of U.S. and Washington State history. Speakers are trained to present a variety of programs ranging from animals to ♥African tribes. This is a resource filled with multicultural links and diverse environments.

■Pre-/post-trip resources: http://www.zoo.org/educate/pdf_bin/connectclass_zoo.pdf (connecting learning), http://www.zoo.org/educate/pdf_bin/chaperone_info.pdf (chaperone information sheet)

Adapted from conversations with representatives

CHAPTER V

SUMMARY

After a great deal of research and evaluation of Seattle area field trip and guest speaker resources, it has become apparent that there is no lack of supplemental resources for teachers. The guidebook, filled with rich resources, is not representative of the full spectrum of resource in the Seattle area, but rather is an attempt to cover a many of the key resources. It was much easier to find field trip resources than it was to find guest speakers in the area. Potential guest speakers can be found all around. Numerous individuals in local government, local business, and even cultural centers would love to be invited into the classroom. There were a few resources on the web and in print that provided a list of potential guest speakers in the area. Most of the resources that were listed in these compilations charged a fee for their services. Many of these individuals relied speaking/presenting to make a living. Understandably so, one must be able to make a sustainable income to live in the Seattle area. In reality there are two types of guest speakers: professionals and nonprofessionals. While professional guest speakers charge a fee, they oftentimes provide activities and other curriculum resources that the nonprofessional guest would not have access to. Even so, it would be a mistake to unequivocally ignore potential nonprofessional speakers. Much of the research supports the fact that parents, local community members, and other untrained speakers can be quite effective. A certain amount of student respect is yielded to these individuals due to such factors as age, success, and expertise. Students also tend to admire individuals who have active experience in a particular area of study.

Concerning field trips and guest speakers, I made an extensive search of the area

in order to procure a list of useful resources. With what resources were available, this search was conducted in order to identify noteworthy resources. This was completed by utilizing specified criteria to shape the journey. As it turns out, there are many resources related to U.S. and Washington State history. These resources were examined in light of the connection to history as well as diversity issues. Cost and location were also important factors. After it was all said and done, an extensive list was generated that will be extremely helpful to Seattle area schools, teachers, and even parents.

CONCLUSIONS

After all the hours of scouring the internet, searching the phone book, living at the library, making personal calls and emails to gather information, asking permission to include each source, and enduring the painstaking process of writing the guidebook, a product was created that will be convenient and useful. The review of related literature revealed that fewer classes are going on field trips and that there is increased reluctance on the part of teachers to participate in these ventures. Additionally the literature stated the importance of field trips and guest speakers to the school system. A vast array of educational benefits were cited, ranging from increased levels of retention to a greater appreciation for peoples, cultures, and fields of study. While cost and liability are big considerations, it is important that teachers seek to get beyond these societal constraints. There were many free resources uncovered in the research that have the potential to yield educational benefit for students. It is hoped that guidebook contributes to the process of breathing life to the flailing realm of real-world experience. Teachers cannot afford to move so far away from experiential learning that students no longer get outside of the four walls of the classroom.

RECOMMENDATIONS

This project has its limitations due to the time and resources available. It would be extremely beneficial for the State of Washington to continue on the work that was begun here. In this way, resources could be made available to the entire state. It would be helpful for more communication to take place concerning experiential learning opportunities available to teachers. For a project of this magnitude, teachers from all over Washington could be interviewed and given an opportunity to share their insights regarding the issue. This venture could be a shared obligation by researchers and educators alike.

The time has come for professionals to compile detailed lists of all resources and possible resources that teachers can have at their disposal. These resources might include field trips, guest speakers, movies, websites, virtual field trips, audio technology, and even PowerPoint presentations. Teachers need to be armed and equipped with the myriad of resources available to them. Experiential education needs to become a more important aspect of the current educational system. When education is relevant, students are more apt to learn and retain information. Learning with purpose is a necessary and vital part of the process of opening up minds to new ideas, thoughts, and ways of being.

REFERENCES

- Alleman, J., & Brophy, J. (1994). Taking advantage of out-of-school opportunities for meaning [Electronic version]. *The Social Studies*, 85(6), 262-267.
- Barshinger, T., & Ray, A. (1998). From volcanoes to virtual tours: Bringing museums to students through videoconferencing technology [Electronic version]. *Research Report Proceedings of the Annual Conference on Distance Teaching & Learning, Madison, WI, 8pgs.*
- Bellan, J., & Scheurman, G. (1998). Actual and virtual reality: Making the most of field trips [Electronic version]. *Social Education*, 1, 35-40.
- Berliner, D., & Pinero, U. C. (1985). The field trip: Frill or essential? [Electronic version]. *Instructor*, 94(9), 14-15.
- Borja, R. (2004). New breed of retail field trips emerging [Electronic version]. *Education Week*, 6, 1-2.
- Bracey, G. (1995). Getting the most from field trips [Electronic version]. *Phi Delta Kappan*, 76(7), 567
- Business Education Council of Niagara. (n.d.). *BEC guest spot! Teacher tips*. Retrieved April 28, 2007, from <http://speakers.becon.org/suggestions.html>
- Butler, F. (2000). Comments: In praise of off-season field trips [Electronic version]. *The Journal of Geography*, 99(1), 36-42.
- Carol, F. (1994). Collaborations and the conundrums they breed: Introduction to the symposium on community resources [Electronic version]. *Arts Education Policy Review*, 95(5), 9-12.

Carroll, K. (1999). Plan a great field trip [Electronic version]. *Instructor*, 116(3), 44-45.

Charles and Helen Schwab Foundation. (2007). *Frequently Used Educational Terms*.

Retrieved May 1st, 2007 from <http://www.schwablearning.org/articles.aspx?r=40>

Connolly, R., Groome, M., Sheppard, K., & Stroud, N. (2006). Tips from the field

[Electronic version]. *The Science Teacher*, 73(1), 42-45.

Cox-Petersen, A., & Melber, L. (2001). Using technology to prepare and extend field

trips [Electronic version]. *The Clearing House*, 75(1), 18-20.

Ewing, J. (2005). Meeting standards through field trips [Electronic version]. *The*

Agricultural Education Magazine, 78(3), 24-26.

Falk, J. & Dierking, L. (1997). School field trips: Assessing their longterm impact

[Electronic version]. *Curator* 40, 211-218.

Floyd, M. (2002). More than just a field trip: Making relevant curricular connections

through museum experiences [Electronic version]. *Art Education*, 55(5), 39-45.

Fredrick, B., & Osborn, A. (2003). The summer geography institute workshop: Sharing a

passion for landscape through field trips [Electronic version]. *Social Studies*

Review, 42(2), 67.

Freire, R (1970). *Pedagogy of the oppressed*. New York: Herder & Herder.

Gillani, B. B. (2000). Using the web to create student-centered curriculum. In R. A. Cole

(Ed.), *Issues in web-based pedagogy: A critical primer* (pp. 161-181). Westport,

CT: Greenwood Press.

Hagiwara, T. (1998). 20 ways to introduce multiculturalism in your classroom [Electronic

version]. *Intervention in School and Clinic*, 34(1), 43-44.

Hannon, K., & Randolph, A. (1999). Collaborations between museum educators and

- classroom teachers: Partnerships, curricula, and student understanding [Electronic version]. *Reports, Research, & Tests: The Curry School of Education, University of Virginia*, 45pgs.
- Hatton, S. D. (2005). *Teaching by heart: The foxfire interviews*. New York, NY: Teachers College Press.
- Hicks, E. (1986). Museums and schools as partners [Electronic version]. *Eric Clearinghouse on Information Resource, Syracuse, NY*, 6pgs.
- Hock, R. (2004). The latest field trip: An update on field searching in web search engines [Electronic version]. *Online*, 28(5), 15-21.
- Hutchings, P., & Wutzdorff, A. (1988). *Knowing and doing: Learning through experience*. San Francisco: Jossey-Bass.
- Jakubowski, L. M. (2003). Beyond book learning: Cultivating the pedagogy of experience through field trips [Electronic version]. *The Journal of Experiential Education*, 26(1), 24-34.
- Jan Guidry, L. (2004). Designing a virtual field trip [Electronic version]. *Childhood Education*, 80(4), 221-222.
- Kisiel, J. (2006a). More than lions and tigers and bears: Creating meaningful field trip lessons [Electronic version]. *Science Activities*, 43(2), 7-10.
- Kisiel, J. (2006b). Urban teens exploring museums: Science experiences beyond the classroom [Electronic version]. *The American Biology Teacher*, 68(7), 396-399.
- Klemm, B., & Tuthill, G. (2003). Virtual field trips: Best practices [Electronic version]. *International Journal of Instructional Media*, 30(2), 177-187.
- Martin, S., & Seevers, R. (2003). A field trip planning guide for early childhood classes

- [Electronic version]. *Preventing School Failure*, 47(4), 177-182.
- McLellan, J. A., & Dewey, J. (1889). *Applied psychology: An introduction to the principles and practice of education*. New York, NY: Educational Publishing Company.
- McLoughlin, A. (2004). Engineering active and effective field trips [Electronic version]. *The Clearing House*, 77(4), 160-163.
- McLure, J. (1999). How to guide a field trip [Electronic version]. *Science Activities*, 36(3), 3.
- Moore, K. (2003). Reaching out to the community [Electronic version]. *Scholastic Early Childhood Today*, 17(6), 12-13.
- Morris, R. (2006). The land of hope: Third-grade students use a walking tour to explore their community [Electronic version]. *The Social Studies*, 97(3), 129-132.
- Moser, K. (1998). Ten tricks for a successful field trip [Electronic version]. *Teaching Pre K-8*, 28(7), 44-45.
- Multiple intelligences. (n.d.). *Wikipedia*. Retrieved May 02, 2007, from Answers.com
Web site: <http://www.answers.com/topic/multiple-intelligences>
- Munoz, J. (2003). Community resource mapping—An exciting tool for decision making in the social studies classroom [Electronic version]. *The Social Studies*, 94(1), 20-22.
- NCREL. (2002). *Glossary of Education Terms and Acronyms*. Retrieved May 1st, 2007 from <http://www.ncrel.org/sdrs/areas/misc/glossary.htm>
- Orion, N., & Hofstein, A. (1994). Factors that influence learning during a scientific field trip in a natural environment [Electronic version]. *Journal of Research in Science*

Teaching, 29, 1097-1119.

Pace, S. (2005). Service learning: Service through oral history projects [Electronic version]. *The Clearing House*, 79(2), 69-70.

Pace, S., & Tesi, R. (2004). Adult's perception of field trips taken within grades k-12: Eight case studies in the New York metropolitan area [Electronic version].
Education, 12(1), 30-40.

Pasquier, M., & Narguizian, P. (2006). Using nature as a resource: Effectively planning an outdoor field trip [Electronic version]. *Science Activities*, 43(2), 29-33.

Patrick, T. (1998). Increasing student input in the classroom [Electronic version].
CollegeTeaching, 46(3), 112-114.

Pennsylvania State University. (2006). *Tips for guest speakers: Adobe connect community*. Retrieved April 28, 2007, from <http://meeting.psu.edu/guestspeakers>

Reissman, R. (1998). Here's the ticket for making every field trip fruitful and fun [Electronic version]. *Mailbox Teacher*, 26(5), 22-23.

Retention. (n.d.). *Wikipedia*. Retrieved May 02, 2007, from Answers.com Web site:
<http://www.answers.com/topic/retention>

Robinson, C., & Kakela, P. (2006). Creating a space to learn: A classroom of fun, interaction, and trust [Electronic version]. *College Teaching*, 54(1), 202-206.

Salend, J., Taylor, L., & Whittaker, C. (1998). Diversifying the special education training curriculum to address the needs of migrant students and families [Electronic version]. *Teacher Education and Special Education*, 21(3), 174-186.

Scarce, R. (1997). Field trips as short-term experiential education [Electronic version].
Teaching Sociology, 25(3), 219-226.

Schema (psychology). (2007, April 24). In *Wikipedia, The Free Encyclopedia*. Retrieved 05:11, May 21, 2007, from http://en.wikipedia.org/w/index.php?title=Schema_%28psychology%29&oldid=125364668

Sniezek, T. (2005, June 23). Avoiding the pitfalls of the invited guest speaker.

Exchanges: The Online Journal of Teaching and Learning in the CSU. Retrieved April 29, 2007, from http://csu.net/itl/exchanges/classroom/1207_Sniezek.html

Socio-cultural. (n.d.). *The American Heritage® Dictionary of the English Language, Fourth Edition*. Retrieved May 02, 2007, from Answers.com Web site: <http://www.answers.com/topic/socio-cultural>

Socioeconomic. (n.d.). *The American Heritage® Dictionary of the English Language, Fourth Edition*. Retrieved May 02, 2007, from Answers.com Web site: <http://www.answers.com/topic/socioeconomic>

Stevenson, S. (2001). Discover and create your own field trips [Electronic version]. *Multimedia Schools*, 8(4), 40-45.

Taba H., & Van Til, W. (1945). *Democratic human relations: Promising practices in intergroup and intercultural education in the social studies*. Menasha, Wisconsin: George Banta Publishing Company.

Taba, H., (1949). *Curriculum in intergroup relations: Case studies in instruction for secondary schools*. Washington, D. C.: American Council Association.

Takeuchi Cullen, L. (2004). Brand-name field trips [Electronic version]. *Time*, 163(26), 54.

Tam, K. Y., Nassivera, J., Rousseau, M., & Vreeland, P. (2000). More than just a field trip

[Electronic version]. *Teaching Exceptional Children*, 33(1), 70-78.

Tucson Unified School District. (2007). *Governing board policy: Guest speakers*.

Retrieved April 28, 2007, from

<http://www.tusd.k12.az.us/contents/distinfo/guestspeaker/Documents/DRAFT%20GUEST%20SPEAKERS%20POLICY.pdf>

Tuthill, G., & Klemm, B. (2002). Virtual field trips: Alternatives to actual field trips

[Electronic version]. *International Journal of Instructional Media*, 29(4), 453-468.

Tyler, R. (1949). *Basic principles of curriculum and instruction*. Chicago, IL: University of Chicago Press.

Van Gigch, M. (2001). Multiple perspectives: A middle school course on the Vietnam War [Electronic version]. *Radical Teacher*, 60, 15-21.

Wood, T., & Scafturaon, L. (1993). *Pacific Northwest accredited social studies and geological expedition*. Unpublished manuscript, Evergreen State College., WA.

Woolf, L. (2006). The good, bad, and ugly [Electronic version]. *Green Teacher*, 78, 36-38.

APPENDICES
APPENDIX A

VIRTUAL FIELD TRIPS

1. Virtual Field Trips for Locations Worldwide

Virtual Field Trips from Random Websites

<http://content.scholastic.com/browse/article.jsp?id=2887>, Washington/Lincoln
http://www.plimoth.org/education/olc/index_js2.html, Plymouth Plantation
<http://www.osv.org/Welcome.html?L=/tour/index.php>, Old Massachusetts
<http://2k.si.edu/>, virtual Smithsonian adventure
<http://www.unesco.org/whc/heritage.htm> Teaching with Historic Places
<http://www.cr.nps.gov/nr/twhp/home.html> End of the Oregon Trail Interpretive Center
<http://www.teleport.com/-eotic/index.html> Salem Witch Museum 1692
<http://www.salemwitchmuseum.com>, National Geographic Society
<http://nationalgeographic.com>, Ice Age National Scenic Trail
<http://www.nhm.org>, Natural History Museum
<http://www.getty.edu>, The Getty Center
<http://www.amnh.org>, American Museum of Natural History
<http://www.plimoth.org>, Plymouth Plantation
<http://www.huntington.org>, Huntington Library, Art, and Gardens
<http://www.mbayaq.org>, Monterey Bay Aquarium
<http://www.aquariumpacific.org>, Aquarium of the Pacific
<http://www.tennis.org>, Tennessee Aquarium
<http://natzoo.si.edu>, National Zoo
<http://www.sandiegozoo.org>, San Diego Zoo
<http://www.swinfo.com>, Sea World
http://www.sierraclub.org/john_muir_exhibit, John Muir Exhibit
http://www.pbs.org/wgbh/nova/easter/Secrets_of_Easter_Island
<http://www.laep.org/target/technology/secondary/griffith/>, VFT to Griffith Park
<http://www.estuarylive.org>, Explore the Estuary
<http://www.minnesotaorchestra.org/education/tour.cfm>, Minnesota Orchestra VFT
<http://www.jasonproject.org>, The JASON Project
<http://www.holylandnetwork.com>, Holy Land Network
<http://www.reachtheworld.org>, Reach the World
<http://www.polarhusky.com>, PolarHusky.com
<http://www.goals.com>, GOALS: Global Online Adventure Learning

Virtual Field Trips from fortunecity.com

<http://www.fortunecity.com/banners/interstitial.html>

- Africam - Learn about the wildlife in this virtual game reserve in Africa. Cameras in several areas of the reserve allow viewing of the animals. Animals are most likely to be seen during the dry months of April-November. Most activity takes place in early morning and late afternoon.
- Alcatraz Island - Nine-part virtual tour of the former high-security prison.

- Antarctica - Imagery and information on Antarctica's history and ecology.
- California Academy of Science - Exhibitions from San Francisco's Steinhart Aquarium, Morrison Planetarium and Natural History Museum. Exhibits change quarterly.
- California State Railroad Museum - Railroad history and virtual tour of the Sacramento facility.
- Carnegie Hall Timeline, walk-through and 360-degree view of the Main Hall.
- Cathedral and Castle of Durham, United Kingdom - Wander through these 900-year-old sites, reading historical accounts along the way.
- Central Park, New York - Take a walk through this famous park. Choose a directional path, or head to one of the park favorites.
- The Cephalopod Page - Learn about the group of animals that are thought to be the most intelligent of all invertebrates.
- Electronic Zoo - Animal facts, pet care, photos
- Exploring the Environment - Web-based learning modules that address environmental dilemmas worldwide.
- Franklin Institute Science Museum - Excellent source of science lessons and online exhibits.
- Galapagos Islands - History, geology, and wildlife of the islands
- Golden Gate Bridge, San Francisco - History and current information about the engineering wonder. Take a virtual walk across the bridge, or view a Quicktime clip. Quicktime software provided.
- Hubble Space Telescope - Space transmissions, learning activities.
- Iditarod - The latest news on the Iditarod. Musher profiles, racing course, commentary.
- Kennedy Space Center - Flight archives, live video feeds, future space flight events.
- Louvre Museum - Louvre history, exhibits
- Metropolitan Museum of Art - Educational programs, collections, art activities
- Monterey Bay Aquarium - Underwater exhibits
- Monticello - Go back in time with Thomas Jefferson; follow along as the third president goes about his daily routine on the plantation.
- Museum of Science, Boston - Online virtual tours include a scanning microscope, the universe, electricity, fractals, and featured exhibits
- Museum of Science, Miami - Explore topics such as killer storms, atoms, and the body. Take the sports challenge.
- Museum of Science and Industry - Changing online exhibits as well as more than a dozen permanent displays. Explore the human heart, tour a German U-boat or take a walk through a gem-filled fairy castle.
- Museum of Unnatural Mystery - Investigate UFOs, the Loch Ness Monster, Wonders of the Ancient World, and other unique exhibits. Site includes a children's reading room for ages 3-9.
- NASA Homepage - Space exploration
- National Gallery of Art - Paintings, sculpture and graphic arts from the Middle Ages to the present. Artists/works of art featured weekly.
- National Geographic Kids - Education topics and activities for kids, pen pals, virtual tours

- National Parks Service - Park history, museum collections, National Register of Historic Places, park geology tours
- National Portrait Gallery - Portrait collections, changing exhibitions at the Smithsonian institution.
- National Zoo, Washington, D.C. - Information about zoo animals presented through slide shows, audio clips, webcams, and various educational activities.
- The Nine Planets - Multimedia tour of the solar system.
- Ocean Reefs - Explore the Gulf of Mexico in a virtual submarine.
- Public Library - Featured exhibitions change on a regular basis
- Royal Ontario Museum - Dinosaurs, mammals, insects and special exhibitions
- San Francisco Exploratorium - Monthly exhibition updates, observatory, interactive science displays
- Science Museum of Minnesota - Natural history and technology, online projects
- Seven Wonders of the Ancient World - Learn about the ancient wonders and then view modern wonders of the world.
- The Smithsonian Institution - Collections, research, and tours
- Virtually Hawaii - Tour the Hawaiian Islands; view a volcano.
- Washington Monument - Description, history and photos of the famous monument. Also includes links to many other memorials and historical sites in the Washington D.C. area: Lincoln Memorial, Vietnam Veterans' Memorial, Ford's Theatre, others.
- The White House - Tour and activities

Virtual Field Trips from [efieldtrips.org](http://www.efieldtrips.org)

<http://www.efieldtrips.org/Schedules/searchResults.cfm?searchType=all>

- "This Is No Drill" Attack on Pearl Harbor - Hosted By: Naval Historical Center
- Bats! Fantastic Mammals of Flight - Hosted By: Carlsbad Caverns National Park
- Biscayne National Park: An Underwater Ecosystem Adventure - Hosted By: Biscayne National Park
- Butterflies: Unlocking the Mystery of Metamorphosis - Hosted By: NABA International Butterfly Park
- Brown v. Board of Education: The Struggle for Equality - Hosted By: Brown v. Board National Historic Site
- Caves: An Underground Wonderland - Hosted By: Carlsbad Caverns National Park
- Climbing Denali: The Highest Challenge - Hosted By: Denali National Park and Preserve
- Grand Teton's Birds of Prey: Awesome Winged Predators! - Hosted By: Grand Teton National Park and Partners
- Dred Scott: A Legacy of Citizenship - Hosted By: Jefferson National Expansion Memorial
- Earthquakes and Mountains and Glaciers...Oh My! - Hosted By: Grand Teton National Park
- Fire's Role in Ecosystems: A Hot Topic! - Hosted By: Bureau of Land Management
- Invasive Species: America's Least Wanted - Hosted By: U.S. Fish & Wildlife Service
- North Atlantic Right Whales: A Struggle to Avoid Extinction - Hosted By: Florida Fish and Wildlife Conservation Commission

- Renewable Energy: POWERful Choices! - Hosted By: Bureau of Land Management
- Sea Turtles: Endangered Ocean Navigators - Hosted By: Pea Island National Wildlife Refuge
- The C&O Canal: Unlocking the Dream of Western Expansion - Hosted By: C&O Canal National Historical Park
- The Manatee: A Florida Treasure - Hosted By: Florida Fish and Wildlife Conservation Commission
- The Reptiles and Amphibians of Everglades National Park - Hosted By: Everglades National Park
- The Rocky Road to Devils Tower - Hosted By: Devils Tower National Monument
- Timeless Totems: The Carved History of the Alaskan Coast - Hosted By: Sitka National Historical Park
- WOW! The Wetlands of Watsonville - Hosted By: City of Watsonville

Virtual Field Trips from www.uh.edu

<http://www.uh.edu/~jbutler/anon/alphatrips.html>

- A Geologists' Life Time Field Check List ["everything (?)" *]
- Age of Dinosaurs Field Trip Northeastern University
- Antarctica [Virtual Antarctica, general *]
- Antarctica, Mawson Station [from the Australian Antarctica Divison]
- Anza Borego, California
- Arizona [Virtual Arizona, general]
- Arizona Geology
- Arizona Virtual Tourist [Great for student projects]
- Avery Island [Louisiana, home of Tabasco!]
- Batur Volcano [Indonesia, a double caldera]
- Bell's Canyon [Utah, Urban Planning]
- Big Bend Ranch State Park [Sul Ross University, Alpine, Texas]
- Big Bend, Texas [General Geology, TAMU *]
- Big Bend, Texas [Misc. Photos and Guides, Art Busbey, TCU]
- Big Cottonwood Canyon [Utah, Stratigraphy]
- Blue Lias at LYME REGIS [Jurassic System, West Dorset, England]
- Bodega Head [California, Salinian Terrane]
- Bridport Sands [Jurassic, Dorset, England]
- Burgess Shale, The [Fossils, General Geology]
- Cajon Pass, California
- Calaveras Fault [A Creeping Fault, Hollister, CA]
- Calvert Cliffs [Maryland, paleontology]
- Canary Islands [Canary Islands, geologic history]
- Carbonate Field Trip, Utah
- Channeled Scablands, Washington
- Chimney Bluffs, NY [New York, erosion of a drumlin]
- Clastic Sedimentology Field Trip to Big Cottonwood Canyon, Utha [maps and field guides]
- Coastal Erosion Field Trip [Solana Beach to Del Mar, San Diego County, California]

- Colorado River [Arizona, general geology]
- Connecticut Field Guides [Connecticut, coastal]
- Deschutes National Forest [geology of a young and complex volcanic region]
- Dinosaur Dig at Hell Creek [South Dakota]
- Dry Creek Canyon [Utah, Stratigraphy]
- Earth Trips by Time & Place
- Enchanted Rock, Texas [Central Texas, General Geology *]
- Fidalgo Island [based on Fidalgo Island in Washington, examining evidence for an accreted terrane]
- Geology of Dorset and Cornwall [SW England Field Trip, University College London]
- Glacial Geology of Pineo Ridge [Maine, glacial geology]
- Glacier Bay [Alaska, a multimedia history *]
- Golden, Colorado ["As the trip progresses, we will travel through approximately 275 million years in time and will see outcrops of the Idaho Springs, Fountain, Lyons, Lykins, Morrison, Dakota, Foxhills, and Green Mountain Formations."]
- Grand Tetons [Wyoming, geology of the National Park]
- Grandure Peak [Utah, Structure]
- Great Basin [Utah, carbonate platform to margin]
- Hartford Basin [Conn., tectonics of a rift basin]
- Harz Mountains [structural units, in German]
- Hawaiian Islands [Hawaii, general geology *]
- Hayward Fault [California, a walking tour *]
- Hayward's Campus Geology Field Trip [Geology of the CSUH Campus -- Ancient Ocean Crust]
- Henry Mountains and Capital Reef [Utah, geologic history]
- Hill Country of Central Texas [Texas A&M University]
- Holyrood Park [Geologic features found in Holyrood Park, Edinboro, Scotland]
- Hunterdon County, NJ [general geology]
- Iceland - A Virtual Geology Field Trip
- Josephine Ophiolite [College of the Redlands]
- Jurassic Park Reef [Germany, geology of a reef complex *]
- Kansas City, Geology of
- Kentucky River Fault Zone [Kentucky, Ordovician stratigraphy]
- Kobe Earthquake Zone [Japan, earthquakes *]
- LaBrea Tar Pits [Photo Tour]
- Lake Hills Greenbelt Trail [Seattle, Washington, wetlands]
- Lake Meade [Nevada, origin of the lake]
- Latah County [Idaho, mineral deposits]
- Latah County [Idaho, regional geology]
- Llano Uplift [Texas, precambrian]
- Loma Prieta Field Trip [San Andreas fault]
- Malta [Malta, general geology]
- Mass Wasting, North Ogden [Utah, mass wasting]
- Mazon Creek Fossils [Illinois, paleontology]
- Mid-Atlantic Ridge [from Woods Hole]

- Mohawk Valley [New York, historical geology, stratigraphy *]
- Mojave Mines [California, 9 mining districts *]
- Monterey Bay [California, Loma Prieta Earthquake]
- Monument Valley [How to observe landscapes - student exercises]
- Mt. Holyoke [Mass, field trip photos]
- Mt. Ranier [southern flank of Mt. Rainier, looking at rocks that make up the base and slopes of Rainier]
- Mt. St. Helens [from Volcano World]
- Mt. St. Helens Blast Zone Recovery [An exercise from Athena - Uses NIH Image]
- Natural Bridges State Park [California, coastal geology]
- North Carolina Field Trips [Diabase Dikes, Mt. Airy Granite, Pilot Mountain, Stone Mountain]
- North Cascades [field trip through the North Cascades along Highway 20 in Washington, examining the regional metamorphism of the North Cascades and some other geological events]
- Northern Bahama Bank
- Ohio Field Trips [Miami University, Oxford, Ohio]
- Oman Ophiolite [Oman, a good exercise *]
- Oneonta to the Hudson River [New York, geologic history of central New York *]
- Owens Valley - Mammoth Lakes [Pamona, CA]
- Paleoseismology of Mercer Canyon [Utah, Structure]
- Palmdale, California
- Papago Park Virtual Field Trip [student exercises]
- Patrick's Point State Park [College of the Redlands]
- Permian Reef Complex [Texas, a slide show]
- Petrified Forest [Sanoma Co., Calif, a walking guide]
- Petroleum Geology Field Trip [California, geologic history]
- Physical Geology Field Trips (6) [University of Minnesota, general]
- Pisgah Crater, California
- Pt. Reyes [California, geologic history]
- Rainbow Basin, California
- Red River Gorge Field Trip [from the University of Kentucky]
- Reefs of the Gulf of Mexico
- Ring Mountain [Marin Co., Calif -- To See A World Project]
- Rock Canyon, Utah
- San Diego County (CA) Field Trip [from the coast to the mountains]
- San Francisco Bay Area [California, Neogene paleogeography]
- Sandy Pond [New York, changes in an inlet since 1898]
- Santa Cruz Campus Field Trip [California, general geology *]
- Shell Beach [California, geology of a subduction zone]
- Siccar Point, Scotland [the Hutton Classic]
- Sideling Hill [Pennsylvania, Structure *]
- Sierra Cobre [How do we find copper? - Great student exercise]
- Silurian Reefs [the Virtual Silurian Reef]
- Silurian Reefs in the Field [Five field trips to look at Silurian Reefs]
- Skiddaw Granite and Thermal Metamorphism [England, virtual reality field trip]

- Sonoma County [California, general geology]
- St. Francis Dam Site, California
- Staten Island
- Stone Mountain [Georgia, general]
- Stromboli [Italy, virtually climb Stromboli]
- Structural Geology of the mid-Continent Rift System [The Midcontinent Rift system of North America extends for more than 2000 km northeasterly from Kansas through the Lake Superior region and then southeasterly through lower Michigan.]
- The San Andreas Fault [California, San Francisco Bay area]
- Tibet [Tibet, geologic history *]
- Tomorrow River [Good model for building virtual field trips]
- Tour of a Geology Rock Garden [Indiana, rocks!]
- Tulley Valley Landslide Field Trip [New York, general geology]
- Unzen-Decade [Japan, geologic history]
- Virtual Clinch River [Tennessee, interactive with exercises]
- Virtual Field Trips [from Worth Publishing Co.]
- Virtual Geology Project [University of North Carolina -- up to 20 trips when completed]
- Volcanoes in Iceland [volcanoes, Iceland]
- Wasatch Fault [Utah, Structure]
- Wetumpka Impact Structure

Virtual Field Trips from [www.ncesd](http://www.ncesd.net)

<http://www.ncesd.net/vft/bySubject.cfm>

- African American Artists- Examine works by influential artists, such as Horace Pippin, Henry Ossawa Tanner and Elizabeth Catlett. (A set of teaching posters may be purchased for this lesson.)
- Black Experience in Theater and Film- Did you know the first great African-American actor had to go to Europe to become famous? Did you know that many African-Americans had to "blackup" to be on Broadway in the 19th and early 20th centuries? Did you know that in the 1920s until the 1960s most Black actors had to take secondary roles. It's better, but its not good enough yet. We'll look at the role of Black America in American entertainment.
- Dream Big: Art and Martin Luther King Jr.'s Vision- Teaching students to look at and act on the needs of those around them is not an easy task. This program addresses the issue by examining the connections between themes of Dr. Martin Luther King Jr.'s "I have a dream" speech and works of art at the IMA by artists who have struggled to have their voices heard. A complimentary seven-minute video is sent to help students prepare for the broadcast.
- Follow the North Star- Follow the North Star is a characterization of the Underground Railroad in 1836 Indiana. Participants role play as fugitive slaves and interact with representative characters they may have met during their escape to freedom.
- The Civil Rights Movement on Television- Television played a vital role in the civil rights movement, both as observer and participant. By watching significant television

work from that era, students explore the role that television played in recording and shaping the struggle for equal rights in America.

- "Island of the Blue Dolphins"- Discover the history and culture of the Native California Indians during this interactive videoconference. Designed to complement the book, *Island of the Blue Dolphins* by Scott O'Dell, students will act as both archaeologist and anthropologist to research the truth behind this award-winning story. Students interview a culture bearer of the Chumash and Achegmen tribe and identify artifacts from an Indian midden.

- 1836 Literary Society: Poetry- Prairietown's Literary Society will read and discuss poetry. Learn about the roles of the literary society gatherings in the lives of early women settlers. How do these issues relate to today's society?

- 1836 School Days- 1836 school is a much different experience compared to modern schools. Give your scholars this opportunity to interact with our schoolmaster or schoolmistress to learn ciphering, geography, civics and even manners - all loud school style. If they learn their lessons quickly, there might be time for some period games.

- A Child's School Day in the 1800's- The Village Schoolmaster or Schoolmarm will create the proper environment for 19th century learning (and fun) by organizing and conducting class in the style typical of the period, including the games that were played during recess.

- A Conversation with Mr. Jefferson- Join Thomas Jefferson in his study at Monticello where he will relate highlights in his life including his role in writing the Declaration of Independence, Louisiana Purchase and Corps of Discovery. Thomas Jefferson will provide a glimpse into his private life from his earliest memory at age three to one of his most poignant memories when he was 81. He will invite students into his study at where he spends his mornings, never to be disturbed, writing letters. He will relate highlights including his role in writing the Declaration of Independence, negotiating the Louisiana Purchase and planning the expedition led by Meriwether and William Clark. Students will have the opportunity to interact with Mr. Jefferson throughout the presentation. The participant will: - Study early national developments. - Draw conclusions about past and present life in the United States. - Engage in discussion about the writing of the Declaration of Independence. - Experience how political parties developed and changed in United States history.

- A Father's Day in the 1800's- Deals with the following crafts: Woodworking, tinsmithing, and printing. Tools, illustrations and examples of work will be brought into the classroom. Demonstrations on any or all of these crafts will be incorporated into the overall presentation. The "father" will discuss his contribution to the home and society.

- A Mother's Day in the 1800's- Deals with the following crafts: domestic arts, spinning, weaving and basket making. Illustrations and examples of work will be brought into the classroom. Demonstrations on any or all of the crafts will be brought into the presentation. The "mother" will discuss her contribution to the home and society.

- American Art: From Colony to Nation- Explore early American life by examining and discussing paintings and furniture from George Washington's day

- America's Challenges- Join Susan Erickson, Political Science Professor, IUPUI and a panel of older adults who have experienced life during and since World War II. Program can be geared to any audience. Participants will engage in intergenerational discussions regarding the most current events impacting America at the time of this scheduled event.

Participants will have the opportunity to explore how events from the past correlate or differ from current events. Students and adults will explore how they get their information and what value they put on that information. Session can include how media effects our news and how we use that information to form our opinions. Participants will engage in a discussion about current events. Participants will develop an appreciation for older adult experiences and perspectives. Participants will describe the differences between media in 1940s and 2000. Participants will appreciate the similarities and differences of major historical events regardless of the time in history.

- Artists and Nature- The Albany Institute is known worldwide for its collection of artworks by the Hudson River School. This group of artists, active in the 19th century, used their art to celebrate the beauty of the American wilderness. A Museum Educator guides students in their viewing of paintings and drawings by artists such as Thomas Cole and Frederic Church. The artists' process and materials are studied. Suitable for schools studying American history, art and environmentalism.
- Battle of Gettysburg- An army surgeon journeyed to Gettysburg in July, 1863, following a battle fought there only days before. In this event you will hear his recollections of the battle and the stories he gathered from wounded soldiers he cared for following that bloody event. Dr. Cromwell will give a brief overview of his experience at Gettysburg. Participants will then have the opportunity to ask questions regarding the Battle, Civil War, or Dr. Cromwell's experience. Relics, memorabilia, and visuals will be shared when appropriate. Participants will: - Engage in discussions regarding the Civil War. -Develop an appreciation for our country's history. -Describe the differences in medicine and warfare between Civil War era and now.
- Black Experience in Theater and Film- Did you know the first great African-American actor had to go to Europe to become famous? Did you know that many African-Americans had to "blackup" to be on Broadway in the 19th and early 20th centuries? Did you know that in the 1920s until the 1960s most Black actors had to take secondary roles. It's better, but its not good enough yet. We'll look at the role of Black America in American entertainment.
- Colonial Life in America- A Museum Educator guides students in their viewing of colonial era artifacts and artworks to discover the reasons for the original 17th century Dutch settlement of upstate New York. Life for the Dutch settlers and their relationship to Native Americans and other residents of colonial Albany is discussed, especially related to the fur trade, agriculture, and commerce. Suitable for schools studying New York State or American history during the colonial era.
- Creating Communities- As settlers moved into Indiana, they began to form communities to fulfill the needs of the people. We will explore the needs of communities by using the 1836 village of Prairietown as our example. First, the natural resources of the area will be taken into consideration as your students develop a community. Then, the variety of Prairietown jobs will examine how goods and services are exchanged.
- Customized Crafts- Special program presented by Historic Cold Spring Village Artisans.
- Diving into History - Great Lakes Shipwrecks- Students learn about three Great Lakes shipwrecks and examine defined periods of American history. The narrators, who are divers who actually explored the ships and studied their history, discuss both conventional and obscure Great Lakes shipwreck lore including tales of French fur

traders, westward expansion, pre-Civil War and WWI submarines, Northern secessionists, and WWII planes.

- Diving into Lake Invaders- Viewers learn about how the ecosystem of the Great Lakes has changed over the course of time due to the introduction of non-native species such as the lamprey eel, zebra mussel and round goby.
- Dream Big: Art and Martin Luther King Jr.'s Vision- Teaching students to look at and act on the needs of those around them is not an easy task. This program addresses the issue by examining the connections between themes of Dr. Martin Luther King Jr.'s "I have a dream" speech and works of art at the IMA by artists who have struggled to have their voices heard. A complimentary seven-minute video is sent to help students prepare for the broadcast.
- Facing Portraits- Guided by a Museum Educator, students look closely at a varied selection of portraits from the Albany Institute's collection to learn how portraits reveal personal and cultural values. Students explore formal "grand style" oil portraits, commercial products, political campaign materials, and informal photographs for their historic and artistic connections. Suitable for schools studying the cultural and ethnic diversity of America and the interpretive skills of art history.
- From Horses to Horsepower- Examines the dramatic changes wrought on transportation by the Industrial Revolution, focusing on the invention of the steamboat and steam locomotive.
- From Independence to Interdependence- Through interaction with an American history teacher via an interactive, power point videoconference presentation, learn how our Founding Fathers experienced and adapted to the changing world of economics and politics in the 1776-1800 time period. Understand how the changing world of the Industrial Revolution brought new interdependent thinking into our social, political and military thinking. Learn how the Seeds of Interdependence were planted by our Founding Fathers as they experienced living as an independent nation under the Articles of Confederation and moved to the interdependent concepts found in the US Constitution. See how the new government in the 1790-1800 period dealt with this changing world. Programs can be customized to teach interdependence through 1776-1800 curriculum guidelines. Also available is a comparison of Henry Steele Commager's Declaration of Interdependence with the US Declaration of Independence. "An understanding of global interdependence is essential for today's young people to comprehend. In the course of human events this new, global reality is not often readily understood and an educational approach that reflects our culture's historical roots may help the next generation to understand and become more responsible in our interdependent world". Wayne Jacoby, President, GEM Remarks to Philadelphia City Council, March 10, 1988
- George Washington - The Man and the Myth- Students will spend this interactive session getting a personal glimpse of the Father of our Country. The chopped down cherry tree and the set of wooden false teeth remain as widely circulated facts about George Washington, but in truth, they are only myths. The true stories of his remarkable life are far more engaging. His reading of the account of the Greek statesman Cato incited in Washington a burning desire for freedom. The mettle and physical strength developed as a surveyor in the wilderness. His brush with death and experience of the horrors of war as he led the troops in the French and Indian War. These are stories Americans young and

old need to hear and to repeat. These are true stories which incite in the heart a perpetual desire for freedom.

- George Washington-His Presidential Years- Students will visit with President Washington and hear how the Father of our country served as the first president of the United States, discuss his concerns and witness his humility. With the newly crafted Constitution, members of the Congress did as it instructed them to do. They, by a unanimous vote, elected the first president of the United States, George Washington. Washington was visibly humbled by this expression of confidence He reluctantly accepted and began to serve the first of tow four-year terms. Of particular concern to Washington was the simple fact that everything he did as president was precedent-setting. He named Alexander Hamilton to serve as his Secretary of the Treasury and Thomas Jefferson as his Secretary of State. He could have become president for life, but at the end of his second term he refused to serve another stating that such continued service would impede the principle of the democratic republic. He returned to his beloved Mt. Vernon.
- Hearth & Home: Domestic Arts in Early America- Open hearth cooking and spinning demonstration with discussion about the differences between domestic life in the 1850's and today's modern kitchen.
- Hoagy, Cole and the Other Great Hoosier Composers- It's a feast for your eyes and ears, learning not only about Hoagy and Cole, but also about James F. Hanley, Paul Dresser, the Von Tilzers, even John Mellencamp and Babyface Edmonds. You'll hear songs from the 1890s to present from all of the great Hoosier composers and find out what made them great. Students will have the opportunity to explore music history and culture through this program. Students will have the opportunity to interact with Mr. Feinman throughout the presentation. Many visuals will be provided to stimulate questions and conversation.
- Hoosiers Who Wrote- Lew Wallace, Theodore Dreiser, Kurt Vonnegut are but a few of the famous Hoosiers who gave us great literature. Learn how they became writers and what made them famous. The three mentioned are just a few of the many whose books were also made into movies. When you find out how many authors came from Indiana you might be astounded. Why were we so prolific? We'll find out.
- Indiana and the Civil War- An army surgeon will recall Indian's role during the conflict. He will talk about the road to war, organization, training, various regiments and batteries from the state as well as the state's overall participation during the great rebellion. During this program, Dr. Addison Bentley Cromwell, an army surgeon, recalls his visit to Gettysburg in November 1863 following a battle fought there only days before. Hear his recollections of the battle and the stories he gathered from wounded soldiers he cared for following that bloody event. Learn of his adventures as he boarded an east-bound train on November 10, 1863 to witness the dedication of a National Cemetery on the 19th, that many dignitaries from many states would be present for an elaborate ceremony that had been arranged over a period of three months.
- Journey Through Space and Time- Who did the United States first launch into space? Did we really land on the Moon? Join the CLC for an adventure exploring America's space program....from the early days of Project Mercury to the International Space Station.
- Lincoln at Gettysburg- An army surgeon visited Gettysburg on November 19, 1863, and later recalls his encounter with history. He will speak briefly about the battle and

specifically of Mr. Lincoln's address. An interpretation of Lincoln's Gettysburg Address will be included.

- Rag, Jazz and Dixieland - Hoosier Style- May Aufderhyde, Wes Montgomery and the Hoosier Hot Shots were all great musicians who were born in Indiana and became famous on the national music scene in each of the afromentioned genres. They are not the only ones. Find out about these and the many others, even contemporary Hoosiers who are now a part of Rag, Jazz and Dixieland.

- Raising the Curtain on the Cold War- Fears of war and the atomic bomb consumed America during the 1950s. By examining programs from this pivotal period, students learn how television reflected and perpetuated the paranoia and hysteria that were pervasive at that time.

- Recollections of the Civil War- An army surgeon relives the Civil War, talking about the soldier's life, battles and combat conditions, medical procedures, weapons, and a host of other topics related to the bloodiest war in American history. Throughout this program, Dr. Cromwell challenges his audience to direct questions to him, remembering that he knows only those historical events PRIOR to 1869.

- Show and Tell- Children are encouraged to bring in objects from home and comparable objects from the 1800's will be discussed. A suggested list of objects will be offered.

- The Building of Monticello- Visit with President Jefferson as he relates to his childhood vision - Monticello, his home atop a small mountain. Today, Monticello remains one of the architectural wonders of the world. Students will join Mr. Jefferson as he relates how he built his home atop a small mountain and named it Monticello, the fulfillment of a childhood vision. The almost 50-year building project consumed his artistic interests, starting with the six-room Monticello One and ending with his finished masterpiece of 23 rooms, Monticello. His skill as an architect and innovator is evident in the decor, furnishings and conveniences incorporated imperceptibly into the design, providing the home with an air of unequalled beauty. Monticello remains today as one of the architectural wonders of the world. Students will have the opportunity to interact with Mr. Jefferson throughout the presentation.

- The Bulletproof George Washington- Students will spend this interactive session getting a personal glimpse of the Father of our Country. At the battles of Fort Necessity and Fort Duquesne, George Washington earned the title of "Bulletproof". On three occasions his horse was shot out from under him, while bullets grazed his uniform and left singed holes in his hat. The Indians ceased shooting at him, firmly convinced that he was "Bulletproof". But why? They attributed to him a divine destiny and felt their efforts futile. George Washington was never wounded in battle. His five years of military service, his innate ability as a leader of men, and his irreproachable moral standards, led John Adams in 1775 to nominate Washington to be the commanding general of the Revolutionary Army. Students will spend an interactive hour learning more about the father of our country.

- The Civil Rights Movement on Television- Television played a vital role in the civil rights movement, both as observer and participant. By watching significant television work from that era, students explore the role that television played in recording and shaping the struggle for equal rights in America.

- The Red Badge of Courage- Combining literature with history, this program uses Stephen Crane's famous novel as the basis of a discussion of the life of a typical Union Civil War soldier.
- The Victorian Age in America- Led by a Museum Educator, students will investigate selected artworks from the museum's collection related to late 19th century American history. Through these works, students will explore how Americans dealt with the effects of the Civil War and learn more about the impact of expansionism and industrialism on the American economy and life. Suitable for schools studying the Victorian age in history art or literature.
- The Woman's Domain- This program will explore the early roles of women in America. We will visit with Prairietown women to see how their lives were shaped by their families and homes. How have women's roles changed over time?
- Thomas Jefferson - His Presidential Years- Visit with President Jefferson as he relates the triumphs of his first term including the Louisiana Purchase and expedition of Lewis and Clark. Mr. Jefferson describes his term as John Adams' vice president as a tumultuous one which led to his decision to oppose Adams for the presidency in 1800. His two terms as president were a contrast of triumph and defeat. He unequivocally states that he served in a public way out of sense of duty, not as a ploy for power. He was, however, very politically astute. Mr. Jefferson will relate his triumphs of his first term including the purchase of the Louisiana Territory and the expedition of Lewis and Clark. He will describe in detail the almost casual dealing with his six-member cabinet. Students will interact with Mr. Jefferson throughout the event.
- Thomas Jefferson and the Birth of a Nation- Join Thomas Jefferson in his study at Monticello where he will relate highlights in his life including his role in writing the Declaration of Independence, Louisiana Purchase and Corps of Discovery. Thomas Jefferson will provide a glimpse into his private life from his earliest memory at age three to one of his most poignant memories when he was 81. He will invite students into his study at where he spends his mornings, never to be disturbed, writing letters. He will relate highlights including his role in writing the Declaration of Independence, negotiating the Louisiana Purchase and planning the expedition led by Meriwether and William Clark. Students will have the opportunity to interact with Mr. Jefferson throughout the presentation.
- Thomas Jefferson and the Corps of Discovery- Visit with President Jefferson as he relates the triumphs of his first term including the Louisiana Purchase and expedition of Lewis and Clark. a 20-year dream of finding a passageway to the Pacific Ocean was realized when President Jefferson persuaded a reluctant Congress to underwrite an expedition to the Northwest to be headed by Meriwether Lewis and William Clark. Jefferson was convinced from his study of available maps and from conversations with several men who had ventured west of the Mississippi River that there had to be a continuous waterway from the Mississippi to the Pacific. The expedition proved him wrong. The 55-man expedition was not heard from for two years. Jefferson will describe the tree unsuccessful efforts and the dramatic success of the two-year expedition. Students will interact with President Jefferson throughout the event.
- Treaty of St. Mary's- Interactive only - point to point! Help us re-enact the 1818 Treaty of St. Mary's, a document affecting the removal of Native Americans from

Indiana. The students will role play important characters in a treaty signing and "vote" on the outcome.

Virtual Field Trips from [midgefrazel.net](http://www.midgefrazel.net)

<http://www.midgefrazel.net/fieldtrip.html>

- The National Park Guide
- Oops Virtual Field Trip Hotlist
- NY Times Web Explorer
- The Freedom Trail, Boston
- Subject Discipline List of Virtual Field Trips
- Scholastic's Internet Field Trips
- The 7 Wonders of the Ancient World
- Virtual Field Trip to The Oregon Trail
- Explore the Fantastic Forest
- Eduweb Adventures
- European Immigrant Museum Page
- Castillo de San Marcos-A Trip to Madrid
- Virtual Field Trip to Nova Scotia
- Virtual Field Trip to Washington, DC
- Galapagos Geology Field Trip
- A Virtual Geological Field Trip to Iceland
- Create a Virtual Field Trip
- Virtual Reality Panoramas
- WebCams in Education
- EarthCams for Kids
- Discovery.com Web Cams

Virtual Field Trips from www.remc11.k12.mi.us

<http://www.remc11.k12.mi.us/dl/fave/>

Favorite Video Field Trips

Below you will find featured our favorite field trips. Some links feature video clips and others feature blog entries. We encourage you to try these and other field trips for yourself. The video clips were created in 2000. Video clips are best viewed on faster computers with faster connections to the Internet.

Best of Distance Learning Fieldtrips, view video clips, student comments, prep materials and more. From SouthwestNet Distance Learning Collaborative - a regional project of 20 public school districts in Michigan.

- | | |
|---------------------------------------|---|
| ● Alaska Sea Life Center | ● Baseball Hall of Fame |
| ● Ann Arbor Hands On Museum | ● Brownsburg Challenger Learning Center |
| ● Owls from the Inside Out | ● Bronx Zoo |
| ● Arizona Memorial Museum Association | ● Buffalo Zoo |
| ● Athena, UK | ● Camden Children's Garden |
| ● Author Ben Mikaelson | ● Center for Puppetry Arts |

- Gingerbread Boy
- Plants
- CESA 7
- Challenger Learning Center
- Children’s Museum of Indianapolis
- Cincinnati Museum Center
- Cincinnati Zoo & Botanical Gardens
- Cleveland Institute of Music
- Spellers of Note
- Musical Geography of America
- Let’s Go to the Show
- Dalcroze Eurhythmics
- Cleveland Museum of Art
- Columbus Zoo
- Animal Classification
- Animals in Jeopardy
- I Want to Work at the Zoo
- Magnificent Manatees
- Nocturnal Animals
- Conner Prairie
- COSI Columbus
- Gadget Works
- In Depth: Autopsy
- COSI Toledo
- Atmospheric Adventures
- Cranbrook Institute of Science
- Great Lakes Native Peoples
- Fort Mifflin on the Delaware
- Gerald Ford Museum
- Global Nomads Group
- HealthSpace Cleveland
- Historic Cold Springs Village
- Indianapolis Museum of Art
- Indiana Repertory Theatre
- Institute of Texan Cultures
- International Wolf Center
- Intrepid Sea.Air.Space Museum
- Kigluait Adventures
- Meet an Iditarod Musher
- Mote Marine Laboratory / SeaTrek
- Sea Me Read
- Museum of Tolerance
- NASA Glenn Research Center
- NASA Johnson Space Center
- National Archives and Records Administration
- New York Institute of Technology Culinary Arts Center
- Rock and Roll Hall of Fame
- U.S. House of Representatives: Fred Upton
- U.S. Senate: Carl Levin

Virtual Field Trips from www.history.org/trips (06-07)

www.history.org/trips

- **Yorktown (premiere) October 19, 2006**

Learn the story of the biggest turning point in the Revolutionary War. Follow the people who converged on the tiny village of York in October 1781: the military leaders, common soldiers, and civilians whose lives were changed forever by the siege. Join us to learn why Yorktown was the place where American independence was finally secured.

- **Degrees of Latitude November 16, 2006**

Charting the New World was the task of American surveyors and European mapmakers. This is a 21st-century look at the craftsmanship and importance of 18th-century mapmaking—revealing to student historians the geography of a rapidly changing world.

- **Buying Respectability December 14, 2006**

By 1700, the demand for goods and services led to a “consumer revolution.” Explore the eighteenth century’s changing economy, including the status symbols of this class society, social mobility, taxation, the monetary system, and the impact of British mercantilism on America.

- **Influenced by None January 18, 2007**

“Freedom of the press” is a principle that Americans take for granted. Eighteenth-century printers, though, were not free to express independent points of view. Explore the world of Clementina Rind, printer of the *Virginia Gazette* in pre-Revolutionary America.

- **The Slave Trade (premiere) February 15, 2007**

Beginning with the American Revolution, this program explores the U.S. law of 1807 that abolished the transatlantic slave trade. Meet the people who were involved in or influenced by this pivotal legislation: the slaves, plantation owners, slave ship captains, common seamen, government officials, Navy officers, and antislavery activists.

- **Made in America March 22, 2007**

Throughout America’s history, advances in technology have revolutionized the nature of work several times over. This trip through three centuries examines technology’s effects on labor, the family, and how people perceive their jobs.

- **Jamestown Unearthed (premiere) April 26, 2007**

Take a look at how history is written and reevaluated as new methods of study are introduced. Using the example of Jamestown in 1607, explore the myths and misconceptions of that era: revisit the documents, artifacts, and other evidence through archaeology. Learn how every generation sees the evidence in new ways, and how this affects our understanding of the past.

For more information about this Emmy award-winning, live, interactive television series, teacher guides, and online resources call 1-800-761-8331

Virtual Field Trips from www.cesa10.k12.wi.us

http://www.cesa10.k12.wi.us/services/educational_technology/.field_trips.htm

Trip/Size/Grade/Length/Fee

- ACT Out Ensemble (6 KB) [HTM] K-12, 60 Min, \$500, ISDN
- Adler Planetarium (5 KB) [HTM] K-12, 45 Min, \$100-125, IP
- Adventure Science Center (7 KB) [HTM] K-12, 25-45 Min, \$95-150, ISDN/IP
- Alaska SeaLife Center (9 KB) [HTM] K-12, 50-60 Min, \$150-175, ISDN/IP
- Albany Institute of History & Art (11 KB) [HTM] 3-12, 60 Min, \$100, ISDN/IP
- American Labor Museum/Botto House National Landmark (13 KB) [HTM] 3-12, 45 Min, \$75, ISDN
- Amon Carter Museum (9 KB) [HTM] 3-12, 60 Min, \$100, ISDN
- Ann Arbor Hands-On Museum (0 KB) [HTM]
- Arizona Memorial Museum Association (6 KB) [HTM] 5-12, 50 Min, \$0,
- Atlanta History Center (7 KB) [HTM] 2-12, 60 Min, \$150, ISDN/IP
- Battleship New Jersey Museum & Memorial (6 KB) [HTM] 5-12, 45 Min, ISDN
- Ben Mikaelson (6 KB) [HTM] K-12, 50-180 Min, \$500, ISDN
- Boonshoft Museum of Discovery (9 KB) [HTM] 1-12, 60-90 Min, \$85, IP
- Bronx Zoo/Wildlife Conservation Society (9 KB) [HTM] K-12, 45-60 Min, \$125,
- Buffalo Museum of Science (5 KB) [HTM] 2-6, 45-60 Min, \$125, ISDN
- Buffalo Zoo (10 KB) [HTM] K-12, 30-45 Min, \$85-200, ISDN
- Camden Children's Garden (13 KB) [HTM] K-12, 30-45 Min, \$45-75, ISDN
- Cape May County Park & Zoo (5 KB) [HTM] K-12, \$50-75, ISDN
- Carnegie Museum of Natural History (7 KB) [HTM] 6-12, 45 Min, \$125,

- Center for Agricultural Science & Heritage, Inc. (7 KB) [HTM] K-12, \$100,
- Center for Puppetry Arts (20 KB) [HTM] PreK-12, 50-60 Min, \$145, ISDN/IP
- Challenger Learning Center of Brownsburg (10 KB) [HTM] K-8, 30-60 Min, \$60-130, ISDN/IP
- Challenger Learning Center of Northwest Indiana (5 KB) [HTM] 7-10, 120 Min, \$50-400, ISDN/IP
- Challenger Learning Center at Wheeling Jesuit University (6 KB) [HTM] 5-12, 120 Min, \$500, IP
- Chicago Historical Society (4 KB) [HTM] K-12, IP
- Children's Health Education Center (5 KB) [HTM] 6-8, 45 Min, \$100, ISDN
- Children's Museum of Indianapolis (5 KB) [HTM] K-12, 45 Min, \$90
- Cincinnati Art Museum (7 KB) [HTM] K-12, 50 Min, \$100, ISDN
- Cincinnati Museum Center at Union Terminal (8 KB) [HTM] K-12, 45 Min, \$90,
- Cincinnati Zoo & Botanical Garden (12 KB) [HTM] K-12, \$90, ISDN/IP
- Clarian Health (20 KB) [HTM] K-12, \$75-85, ISDN/IP
- Cleveland Institute of Music (22 KB) [HTM] K-12, \$175, ISDN/IP
- Cleveland Metroparks Zoo (16 KB) [HTM] K-12, 30-60 Min, \$0, IP
- Cleveland Museum of Art (25 KB) [HTM] K-12, 45-60 Min, \$135, ISDN/IP
- Clowes Memorial Hall (11 KB) [HTM] 3-12, 30-75 Min, \$75-200, ISDN
- Coca Cola Space Science Center (5 KB) [HTM] Custom Programs
- Colonial Williamsburg Foundation (8 KB) [HTM] 4-8, 60 Min, \$120, Columbus Zoo & Aquarium (10 KB) [HTM] 1-12, 40 Min, \$100, ISDN
- Conner Prairie Museum (11 KB) [HTM] K-12, 45-60 Min, \$110-130, ISDN/IP
- COSI Columbus (9 KB) [HTM] 2-12, 30-180 Min, \$80-245, ISDN/IP
- COSI Toledo (13 KB) [HTM] K-12, 45 Min, \$60-170, ISDN/IP
- Cranbrook Institute of Science (13 KB) [HTM] 3-12, 45 Min, \$45-120, ISDN/IP
- Discovery Center (11 KB) [HTM] PreK-12, 60 Min, \$150, ISDN/IP
- EarlyWorks Museum (6 KB) [HTM] 1-12, 40 Min, \$125, IP
- Eiteljorg Museum of American Indians and Western Art (9 KB) [HTM] 6-16, \$200, ISDN
- Electronic Field Trips at Ball State University (7 KB) [HTM] 3-12, 90 Min, \$75
- Elephant Sanctuary (6 KB) [HTM] K-8, 45 Min, \$100, ISDN
- Eli Lilly and Company (13 KB) [HTM] 3-12, 45 Min, \$0, ISDN
- Everhart Museum (5 KB) [HTM]
- Expressive Concepts (0 KB) [HTM]
- Field Museum of Natural History (5 KB) [HTM]
- Freetown Village (6 KB) [HTM] K-8, 45 Min, \$85-100
- George Eastman House (6 KB) [HTM] 7-12, 45-55 Min, \$120, ISDN
- Georgia Music Hall of Fame (5 KB) [HTM] Programming resuming Jan. 2006
- Gerald R. Ford Presidential Museum (6 KB) [HTM] 3-5 and 11-12, 45-50 Min, \$0, ISDN
- Global Education Motivators (13 KB) [HTM] K-12, 45-60 Min, \$50-250,
- Grace Museum (7 KB) [HTM] K-12, 50 Min, \$100-110
- Great Barrier Reef Australia (6 KB) [HTM] K-12, 60 Min, ISDN

- Griot Drum, Inc. (5 KB) [HTM] 3-12, 45 Min, \$150-200, ISDN/IP
- Hampshire Technology Centre: Intech (4 KB) [HTM]
- Hank Fincken - A National Theatre Company of One (7 KB) [HTM] 1-12, 45-60 Min, \$275, ISDN
- HealthSpace Cleveland (17 KB) [HTM] 4-12, 40 Min, \$135, ISDN/IP
- Heart Mind Productions (12 KB) [HTM] K-5, 60 Min, \$100
- Historic Cold Spring Village (8 KB) [HTM] K-12, 45 Min, \$95, ISDN
- Historic Landmarks Foundation of Indiana (6 KB) [HTM] K-12, 45 Min, \$45-70,
- Historically Speaking (7 KB) [HTM] K-12, 30-60 Min, \$62.50-125
- Holocaust Memorial & Education Center (6 KB) [HTM] 6-12, 60 Min, \$125,
- Hook's Discovery & Learning Center (14 KB) [HTM] -12, 45 Min, \$100, ISDN
- IDSolutions (7 KB) [HTM] 2-12, 60 Min, \$85-150, ISDN/IP
- Indiana Historical Society (6 KB) [HTM] 4-12, 45 Min, \$100, ISDN
- Indiana Repertory Theatre (9 KB) [HTM] 1-12, 60 Min, \$125-175, ISDN
- Indiana University School of Medicine (8 KB) [HTM] 11-12, \$90
- Indianapolis Museum of Art (8 KB) [HTM] 3-12, 45-60 Min, \$95-120, ISDN
- Indianapolis Zoo (22 KB) [HTM] K-12, 45 Min, \$50-170, ISDN
- International Studies for Indiana Schools (5 KB) [HTM] K-12, ISDN/IP/I2
- Intrepid Sea Air Space Museum (8 KB) [HTM] 4-12, 45-60 Min, \$150, ISDN/IP
- James H Porter Center for Science & Mathematics (6 KB) [HTM] 3-5, 45 Min, \$95
- John G. Shedd Aquarium (6 KB) [HTM] 7-12, 240 Min, \$400, ISDN
- Lake County Solid Waste Management District (8 KB) [HTM] K-12, \$0, ISDN
- Lee Richardson Zoo (11 KB) [HTM] K-12, \$0, IP
- Liberty Science Center (16 KB) [HTM] K-12, 45 Min, \$190, ISDN
- Library of Congress (9 KB) [HTM] 5-12, 60-120 Min, \$0, ISDN
- Los Angeles County Museum of Art (9 KB) [HTM] K-12, 90 Min, \$100, ISDN
- Louisville Science Center (7 KB) [HTM] 4-12, 60 Min, \$100-250, ISDN/IP
- Mammoth Site (7 KB) [HTM] 1-12, 45 Min, \$0
- Manhattan School of Music (10 KB) [HTM] 1-12, 40 Min, \$175-275, ISDN/IP
- Mary Ann Hunsberger (9 KB) [HTM] K-12, 45-60 Min, \$100
- Melbourne Zoo (8 KB) [HTM] 30 Min, AUS \$220, ISDN
- Miami Museum of Science & Planetarium (5 KB) [HTM] 4-12, \$200, ISDN/IP
- Michigan State University Museum (8 KB) [HTM] K-12, 30-60 Min, \$50,
- Mid-Atlantic Center for the Arts (12 KB) [HTM] 35 Min, \$75, ISDN
- Milwaukee Public Museum (7 KB) [HTM] K-12, 45-60 Min, \$75, ISDN/IP
- Minnetrista (8 KB) [HTM] 1-8, 45 Min, \$100, ISDN
- Mote Marine Laboratory (9 KB) [HTM] K-12, 45-60 Min, \$35-175, ISDN/IP/I2
- Museum of Modern Art (6 KB) [HTM] 4-12, \$150-500
- Museum of Science and Industry (6 KB) [HTM] 4-12, 45-150 Min, \$90-240,
- Museum of Television & Radio (18 KB) [HTM] K-12, 60 Min, \$125-200,
- Museum of Tolerance (6 KB) [HTM] 5-12, 90 Min, \$250, ISDN
- NASA Digital Learning Network (11 KB) [HTM] K-16, 30-90 Min, \$0, ISDN/IP
- Nashville Zoo at Grassmere (4 KB) [HTM] 30 Min, \$50
- National Archives (5 KB) [HTM] 4-12, 60 Min, \$0, ISDN

- National Aviary (7 KB) [HTM] 45-60 Min, \$125, ISDN/IP
- National Baseball Hall of Fame and Museum (17 KB) [HTM] 4-8, 60 Min, \$100,
- National Museum of American History (4 KB) [HTM]
- National Museum of Natural History (5 KB) [HTM] K-16, 30-60 Min, \$200-300
- National Museums Liverpool (5 KB) [HTM] K-12, 35-40 Min, \$0
- National Science Center (24 KB) [HTM] K-12, 50-60 Min, \$75-225
- Naval Air Station Wildwood Aviation Museum (6 KB) [HTM] K-12, 40 Min, \$85, ISDN
- New Jersey Academy for Aquatic Sciences (6 KB) [HTM] K-12, 30 Min, \$135,
- New Links to New Learning (8 KB) [HTM] K-12, \$220-500, ISDN
- New York Hall of Science (8 KB) [HTM] K-16, 45 Min, \$150-200, ISDN
- New York Institute of Technology Culinary Arts Center (11 KB) [HTM] K-12, 60 Min, \$150, ISDN/IP
- Newark Museum (7 KB) [HTM] 3-12, 45-60 Min, \$100, IP
- North Carolina Museum of History (6 KB) [HTM] 3-5, 55 Min
- North Carolina Museum of Natural Sciences (8 KB) [HTM] 1-12, 55 Min
- Northern Michigan University (7 KB) [HTM] K-12, 45-50 Min, \$25-50, ISDN/IP
- Oakland Museum of California (4 KB) [HTM]
- OASIS (11 KB) [HTM] K-12, \$150, ISDN
- Ocean Institute (6 KB) [HTM] 1-12, 50 Min, \$210, ISDN/IP
- Ohio Historical Society (20 KB) [HTM] K-12, 45-120 Min, \$125, ISDN
- Patrick Girouard Illustration (5 KB) [HTM] 2-6, 45-60 Min, \$125
- Pennsbury Manor (7 KB) [HTM] 4-12, 30-60 Min, \$60, IP/ISDN
- Philadelphia Museum of Art (8 KB) [HTM] 40-60 Min, \$100, IP/ISDN
- Pier Wisconsin (8 KB) [HTM] K-12, \$100-175
- President Benjamin Harrison Home (6 KB) [HTM] 3-5, \$75-110, ISDN
- Queens Botanical Garden (7 KB) [HTM] PreK-5, 60 Min, \$175, ISDN
- Railroad Museum of Pennsylvania (6 KB) [HTM] 3-12, 30-40 Min, ISDN/IP
- Red Vista Ranch LLC (6 KB) [HTM] K-12
- Rock and Roll Hall of Fame and Museum (7 KB) [HTM] 4-12, 60 Min, ISDN
- Rutgers Camden Center for the Arts (13 KB) [HTM] K-12, 30-45 Min, \$65-85,
- San Diego Zoo (5 KB) [HTM] K-12, 30-50 Min, \$93, ISDN/IP
- Smithsonian American Art Museum (13 KB) [HTM] K-12, 30-60 Min, \$0,
- Smithsonian Environmental Research Center (11 KB) [HTM] K-12, 30-60 Min, \$150, ISDN/IP
- Southern Alleghenies Museum of Art (6 KB) [HTM] K-12, 60 Min, \$350
- Southmount Jr-Sr High School (12 KB) [HTM] 7-12, 45 Min, \$60
- Story Peddlers (7 KB) [HTM] K-8, 45-60 Min, \$150, ISDN/IP
- Tennessee Aquarium (7 KB) [HTM] K-12, 40 Min, \$50, ISDN
- Thunder Bay National Marine Sanctuary (5 KB) [HTM] K-12, 40 Min, Line Fees,
- Texas Heroes (5 KB) [HTM] 3-12, 45-60 Min, \$150, IP
- Toledo Zoo (12 KB) [HTM] 30-60 Min, \$85, ISDN
- US House of Representatives (4 KB) [HTM] \$0, ISDN

- US National Archives and Record Administration (6 KB) [HTM] 5-12, 60 Min, \$0, ISDN/IP
- US Senate (4 KB) [HTM] \$0, ISDN
- University of Georgia Marine Extension Service (14 KB) [HTM] 3-12, 50-60 Min, \$125, ISDN/IP
- University of Texas Institute of Texan Cultures at San Antonio (16 KB) [HTM] K-12, 45 Min, \$150, ISDN
- Valerie Marsh (7 KB) [HTM] K-8, \$120-215, ISDN
- Vanderbilt Center for Science Outreach (13 KB) [HTM] 4-12, 30-45 Min, \$0,
- Vanderbilt Virtual School (27 KB) [HTM] 3-12, 30-35 Min, \$50, ISDN/IP
- Videoconference Organization Seminars (9 KB) [HTM] 2-12, 60 Min, \$300-600,
- ViREnt Broadcasting (8 KB) [HTM] 3-12, 60 Min, \$150-200, ISDN/IP
- Walden Theatre (5 KB) [HTM] 7-12, 60 Min, \$75, ISDN
- Ward Melville Heritage Organization (12 KB) [HTM] 3-12, 45-60 Min, \$125-165, ISDN
- Wetlands Institute (6 KB) [HTM] K-12, 45-60 Min, \$80, IP
- Wisconsin Department of Financial Institutions (5 KB) [HTM] 7-12, \$0, ISDN
- Zoo Atlanta (8 KB) [HTM] K-12, 60 Min, \$12

More Virtual Field Trip Possibilities

- Middle School Virtual Field Trips (www.madison.k12.wi.us/tnl/tech/techlearn/virtualft.htm). This Web site is sponsored by Madison, Wisconsin, public schools. The site lists their virtual field trips by subject area and by theme. A variety of well-designed virtual field trips are included.
- White House Kids (www.whitehouse.gov/kids/tour). This kid-friendly Web site is sponsored by the White House. Spotty, President Bush's springer spaniel, gives a guided tour of the White House.
- Colonial Williamsburg (www.history.org/History/teaching/eftsched00.cfm). This site is extremely well-organized and well-designed, offering numerous options for online field trips. Schools must pay \$100 for an entire campus to have access to the site's virtual trips. The fee covers a comprehensive teacher's guide, including online student activities, access to historians' perspectives, discussions on the Internet with other classes, and taping rights.
- The Mummy's Curse (www.hunterian.g21a.ac.uk/education/mCurse.html). This site is sponsored by the Hunterian Museum and Art Gallery in Glasgow, Scotland. The site offers an interesting game in which students are asked to pretend that they have been left in the museum with a mummy, and they must find clues throughout the virtual tour to find an exit.
- Tramline (www.field-guides.com/trips.htm). This site offers links to various virtual Web sites appropriate for the lower elementary grades, middle school, and high school. Big Bend National Park Geology Field Trip (<http://geoweb.tamu.edu/faculty/herbert/bigbend/>). This site was created by a student at Texas A&M University and is maintained by a professor at the university. The site offers a comprehensive, historical overview of Big Bend National Park.

- TheMysteriousMayas(www.uen.org/utahlink/tours/tourFames.cgi?tour_id=14933). This site focuses on ancient Mexican history and culture. Students can explore numerous Mexican cities and ruins.
- Pompeii: A Virtual Field Trip (www.burlington.mec.edu/memorial/Pompeii.htm). This site was created by a teacher in Burlington Public Schools, Massachusetts. The site is very well organized, and the designer uses clear directions to check for student understanding. Recommended Book
- Berson, M. J., Cruz, B. C., Duplass, J. A., & Johnston, J. H. (2001). Social studies on the Internet. Upper Saddle River, NJ: Prentice Hall. Readers might be interested in this excellent resource book. The authors include an organized and detailed annotated review of Web sites that can be used to enhance social studies instruction while integrating technology. The book connects NCSS themes and provides information on specialized sites.
- Virtual Field Trips: Take, Create, and Visit (www.uen.org/utahlink/tours). This site is sponsored by the Utah Education Network. The site presents a comprehensive tutorial and evaluation rubric on developing a virtual field trip. Sample student release forms are listed, as are step-by-step directions on how to create a virtual trip.
- Organizing a Virtual Website (www.geographyjim.org/virtual.htm). This site, sponsored by the International School of Geneva, gives teachers a clear outline on organizing and managing a virtual field trip. <http://www.coe.missouri.edu/~kyle/edu.html> Other sites that can start you on your own "virtual field trip" adventure: Rock and Roll Hall of Fame <http://www.rockhall.com> US Census Bureau <http://www.census.gov> World Heritage List

2. Virtual Field Trips for Washington State

Virtual Field Trips for Locations in Washington State

<http://www.geology.ewu.edu/dept/ftrips.htm>, Northwest virtual tours

<http://www.estuaries.gov/elivepb06.html>, Padilla Bay live estuary program
<http://www.thekingcenter.org/mlk/>, MLK center w/ audio
<http://www.olympicpeninsula.com/phototour/index.html>, Olympic Peninsula
http://www.historylink.org/essays/output.cfm?file_id=3604, Russian community center
<http://www.lib.washington.edu/subject/History/tm/native.html>, Native American
<http://washingtonhistoryonline.org/treatytrail/context/context.htm>, tribal information
<http://washingtonhistoryonline.org/treatytrail/activities/index.htm>, The Treaty Trail
<http://www.efieldtrips.org/Schedules/searchResults.cfm?searchType=all>, Many VFTs
http://www.historylink.org/essays/output.cfm?file_id=3604, cyber tours/slide shows
<http://www.lib.washington.edu/subject/History/tm/native.html>, Native American VFTs
<http://washingtonhistoryonline.org/treatytrail/context/context.htm>, tribal info map
<http://washingtonhistoryonline.org/treatytrail/activities/index.htm>, The Treaty Trail
<http://www.historicedmonds.org/historic/historic.htm>, Historic places in Edmonds
<http://www.seattleveteransmuseum.org/images/MuseumInterior2.mov>, Seattle veterans
<http://www.historicedmonds.org/historic/historicwalk/walk.html>, Edmonds history walk,
<http://www.historicedmonds.org/historic/cabin/cabin/pres0000.htm>, Log Cabin slides
<http://access.wa.gov/>, State of Washington Government Site
<http://www.spaceneedle.com/>, The Space Needle,
<http://www.broadwaycenter.org/TheBroadwayCenterofTacoma>,
<http://www.bpa.gov/Power/PL/Columbia/page5cov.htm>, Power of the Columbia
<http://www.pdza.org/>, Point Defiance Zoo and Aquarium,
http://www.historylink.org/essays/output.cfm?file_id=7042, 1962 Seattle World's Fair,
<http://volcano.und.nodak.edu/vwdocs/msh/mshvr/mshvr.html>, Mt. Saint Helens
<http://www.vrseattle.com/>, VR Seattle,
<http://depts.washington.edu/wpa/visual.htm>, Washington Park Arboretum Virtual Tour,
<http://www.tacomapiercecountypublicart.org/>, Launch Tacoma Online Public Art Tour,
<http://www.parks.wa.gov/lewisandclark/>, Lewis and Clark Trail

Virtual Field Trips from historylink.org

<http://www.historylink.org/essays/output.cfm>

Typical VFT's from Historylink.org

- **Ballard Cybertour**

This is a cybertour of Ballard, the historic Seattle neighborhood. Also available as a

- **printable walking tour** (PDF format). Written by Walt Crowley. Curated by Chris Goodman. Presented by the City of Seattle.

- **Burke-Gilman Trail Cybertour**

This is a Cybertour of the Seattle's Burke-Gilman Trail, an urban trail that follows the route of the old Seattle, Lake Shore & Eastern Railroad.

- **Cedar River Cybertour**

This is a Rivers in Time "Cybertour" of the Cedar River, home of Seattle's watershed since 1901. Curated by Alan J. Stein. Presented by King County, Seattle Public Utilities, and Seattle City Light.

- **Century 21 Exposition -- Forward Into the Past!**

This is a Cybertour of the Century 21 Exposition, better known as the Seattle World's Fair of 1962. It was written by Alan J. Stein and designed by Chris Goodman.

- **Columbia City Cybertour**

This is a guided photographic cybertour of Columbia City, an historic Seattle neighborhood and designated landmark. Also available as a **printable walking tour** (PDF format). Written by Cassandra Tate. Produced by Chris Goodman. Historical photographs provided by the Rainier Valley Historical Society and Paul Dorpat, with funding from the City of Seattle.

- **Columbia River Cybertour**

This Cybertour of the Columbia River focuses on state and national parks and wildlife areas. It was written and curated by Cassandra Tate and photographed (except for historical pictures) by Glenn Drosendahl. It was made possible by a grant from the Peach Foundation and an appropriation by the Washington State Legislature.

- **Ellensburg Cybertour**

This is a Cybertour of historic Ellensburg, including the Downtown Ellensburg Historic District, the First Railroad Addition Historic District, and the Kittitas County Fairgrounds District. It was written and curated by Paula Becker with the assistance of Historic Ellensburg, the Kittitas County Historical Museum, and Ellensburg librarian Milton Wagy. Preparation of this feature was made possible by an appropriation from the Washington State Legislature administered by the State Department of Archeology and Historic pres.

- **Harry Tracy: Trail of the Northwest's Last Desperado Cybertour**

Journey back to 1902, and follow the trail of Harry Tracy -- the Wild Northwest's last desperado -- one step ahead of the posse. Written by Alan J. Stein and designed by Chris Goodman.

- **International District Cybertour**

This is a Cybertour of Seattle's International District. Also available as a **printable walking tour** (PDF format). It was prepared by Walt Crowley and produced by Chris Goodman and Marie McCaffrey. Presented by the City of Seattle, Office of Economic Development, Tourism Division.

- **Lewis and Clark Expedition in WA State, 1805-1806: An Illustrated Cybertour**

An illustrated cybertour of the Lewis and Clark Expedition in Washington state. The Corps of Volunteers for Northwest Discovery (as the expedition was formally named) entered the region of the future state of Washington in October 1805. The cybertour was written and curated by Cassandra Tate, with photos by Glenn Drosendahl.

- **Olmsted Park Plans Cybertour**

This is a Cybertour of the parks, playfields, and boulevards laid out by famed landscape designer John Charles Olmsted in his 1903 and 1908 plans for the Seattle Parks Board. It was prepared by HistoryLink with Friends of Seattle's Olmsted Parks to commemorate the centennial of John C. Olmsted's arrival in Seattle on April 30, 1903. Original map art by Marie McCaffery.

- **Pike Place Market Cybertour**

This is a photographic cybertour of Seattle's Pike Place Market. Also available as a **printable walking tour** (PDF format). Prepared by Walt Crowley and produced by Chris Goodman and Marie McCaffrey. Presented by the City of Seattle, Office of Economic Development, Tourism Division.

- **Pioneer Square Cybertour**

A guided photographic cybertour of Pioneer Square, Seattle's First Neighborhood and a National Historic District. Also available as a **printable walking tour** (PDF format). Written by Walt Crowley, produced by Chris Goodman, and funded by the City of Seattle.

- **Port Gamble Cybertour**

A Cybertour of Kitsap Peninsula's historic Port Gamble, Washington's oldest surviving company town.

- **Port of Seattle Central Waterfront Cybertour**

A guided, photographic Cybertour of Seattle's downtown waterfront. Curated by Paul Dorpat, written by Walt Crowley, Designed by Chris Goodman.

- **Queen Anne Hill Cybertour**

A tour of selected points of historical interest on Queen Anne Hill. This cybertour was written in July 2001 by Walt Crowley, photographed by David Wilma, and produced by Chris Goodman for the City of Seattle Department of Neighborhoods.

- **Seattle Central Waterfront Tour, Part 1: Overview**

Salish natives fished, hunted, and gathered shellfish along Elliott bay for millennia before May 1792, when European sailors first gazed at the site of present-day Seattle. Sixty years later, U.S. settlers began building a sawmill and wharf on the muddy shores of today's Pioneer Square. Maritime trade was crucial from that first day, and Seattle's harbor defined and energized the city's development over the next century and a half. This overview summarizes the Central Waterfront's remarkable evolution and growth as part of a "cybertour" curated by Paul Dorpat and sponsored by the Port of Seattle.

- **South King County Rivers Cybertour**

A Rivers in Time Project "Cybertour" tracing the South King County river system. Since the arrival of King County's first white settlers in 1851, the White, Green, Black and Duwamish rivers have undergone many changes. The natural flow of water was altered to halt flooding, and this in turn altered the course of commercial and housing development throughout the region. This guided Cybertour was written by Alan Stein, produced by Chris Goodman, and funded by a 2000/2001 Hotel/Motel Tax Special Projects Grant from the King County Landmarks & Heritage Commission.

- **Tacoma Public Utilities Cybertour**

This is an illustrated Cybertour of Tacoma Public Utilities -- Tacoma Power, Tacoma Water, Tacoma Rail, and the Click! network. Written and curated by David Wilma.

- **Tacoma's Historic Downtown -- A Cybertour**

This is a photographic Cybertour of downtown Tacoma's historic buildings, museums, theaters, and other cultural attractions. Presented by the City of Tacoma Economic Development Department. Written by Walt Crowley and produced by Chris Goodman, with photographs by David Wilma and Walt Crowley, and maps by Marie McCaffrey. Copyright 2003, History Ink. This feature is intended for personal use only and may not be reproduced by any means for commercial purposes without written permission from History Ink

- **Washington Forest Fires: A Cybertour**

This is a cybertour of major forest fires in Washington state history. Written and curated by David Wilma. Map by Marie McCaffrey.

Slideshows from Historylink.org

- **Alaska-Yukon-Pacific Expo, 1909 -- A Slide Show of Seattle's First World's Fair**

This is a Slide Show on the Alaska-Yukon-Pacific Exposition, Seattle's first World's Fair, which opened on June 1, 1909, and closed on October 16, 1909. More than 3 million people visited the fair, which took place on the University of Washington campus.

Written and Curated by Paul Dorpat, with Chris Goodman. Presented by Safeco.

- **An Eastside Slide Show: I've Lived Here All My Life**

Since 1920 when he was born, Robert (Bob) Peterson has lived near King County's Lake Boren. This once bucolic setting, now within Newcastle's incorporated city limits, is surrounded by new developments. On March 4, 2000, six days before his 80th birthday, Bob shared his family's story and photographs. This slideshow was edited and curated by Heather MacIntosh.

- **Betty MacDonald and Mary Bard: Slide Show Tour of their King County Homes**

The sisters Betty MacDonald (1908-1958) and Mary Bard Jensen (1904-1970), both writers, grew up in Seattle. Betty MacDonald authored the international bestseller, *The Egg and I*, among others, and Mary Bard wrote the *Best Friends* series for girls, among others. See a slideshow of their King County homes and lives. This slide show tour was written by Paula Becker and curated by Priscilla Long. The photographs of the writers' homes were taken as part of the WPA-funded King County Land Use Survey in 1937-1939.

- **Building Seattle -- Slide Show History of Seattle's Capital Improvement Projects**

This is a Slide Show photo essay on the history of Seattle's Capital Improvement Projects. Written By Walt Crowley and curated by Paul Dorpat, with Chris Goodman. Presented by Seattle City Councilmember Martha Choe.

- **Cedar River Education Center -- Slide Show**

This Slide Show documents the opening of the Cedar River Education Center, located in eastern King County on Rattlesnake Lake, on October 2, 2001. Written and photographed by Alan Stein and sponsored by Seattle Public Utilities with Friends of the Cedar River Watershed.

- **Ferry Whistles on Puget Sound: A Slide Show**

For more than a century, ferryboat captains on Puget Sound have used the distinctive docking signal made up of a long blast on the boat's whistle followed by two short ones. In maritime terms, this is called a warp and two woofs. Still in use today, this method of sounding the vessel's arrival to land is not only unique to each boat's whistle, but also to each individual ferryboat captain and the techniques they use to sound the call. This file links to sound recordings of some of the more distinctive boat whistles of the Washington State Ferry fleet. The recordings were made in the 1960s and 1970s by retired Black Ball Line publicist William O. Thorniley.

- **HistoryLink.org -- A Slide Show History**

A slide show photo essay on the history of HistoryLink.org, the evolving online encyclopedia of Washington state history that you are here looking at. Written and Curated by Heather MacIntosh.

Note: This file was written in 1999, before HistoryLink expanded its content and scope in 2003 to cover the history of all of Washington state.

- **Kingdome -- Animated Slide Show Showing its Construction and Destruction**

A computer animated sequence showing the construction and destruction of the Kingdome in Seattle. The Kingdome (formally, the King County Multipurpose Domed Stadium) opened in March 1976 and was imploded in March 2000. By Chris Goodman.

- **Kingdome: A Slide Show History of its Site, Design, and Construction**

This is a Slide Show photo essay on the history of Seattle's Kingdome, its site, design, and construction. The Kingdome (formally, the King County Multipurpose Domed Stadium) opened in March 1976 and was imploded in March 2000. Written and Curated by Heather MacIntosh.

- **Occidental Hotel: The Rise, Fall, Rise, and Fall of Pioneer Square's Historic Hotel -- A Slide Show Photo Essay**

This is a history of the Rise, Fall, Rise, and Fall of the Occidental Hotel, located in Seattle's Pioneer Square, from 1881 to the present. Written and Curated by Paul Dorpat, with Steven Leith. Presented by Priscilla "Patsy" Collins.

- **Play Ball! A Slide Show of the History of Early Baseball in Washington**

This is a HistoryLink Baseball Memories Slide Show by Seattle Baseball historian David Eskenazi, recounting early baseball in Washington. Written and curated by David Eskenazi. All images copyright 2003, David Eskenazi. Produced by Alyssa Burrows.

- **Rose Red -- a Film's Seattle Locations**

This is a Slide Show of the Seattle locations of Stephen King's made-for-TV serial film *Rose Red*, which debuted on ABC-TV on January 27, 28, and 31, 2002. The tour was written by Paul Dorpat, and edited and curated by Priscilla Long, with support from David Wilma and Walt Crowley. King fans please note that the Rimbauer family, Joyce Reardon, and the Rose Red mansion are completely fictional and have no basis in actual Seattle history.

- **Sand Point: From Mud Lake to Magnuson Park -- a Slide Show Photo Essay**

This is a Slide Show photo essay on the history of Sand Point, located on Lake Washington in Northeast Seattle, from settlement in 1855 to the rededication of an expanded Magnuson Park in 2004. Written and Curated by Walt Crowley. Presented by the Seattle Department of Parks and Recreation.

- **Seattle Aquarium Slide Show, Part 1: From Settlement to Cinders, 1841-1899**

This is Part 1 of a three-part Slide Show photo essay on the history of the Seattle Aquarium and its neighborhood beginning in 1841 through the present day. Part 1 takes the story from the early dates of settlement along the Seattle waterfront to the Great Seattle Fire of 1899. Curated by Paul Dorpat. Edited by Walt Crowley. Presented by the Seattle Aquarium Society.

- **Seattle Aquarium Slide Show, Part 2: From the Great Fire to the Great Depression, 1889-1930s**

This is Part 2 of a three-part Slide Show photo essay on the history of the Seattle Aquarium and its neighborhood beginning in 1841 through the present day. Part 2 takes the story from the Great Seattle Fire of 1889 to the Great Depression of the 1930s. Curated by Paul Dorpat. Edited by Walt Crowley. Presented by the Seattle Aquarium Society.

- **Seattle Aquarium Slide Show, Part 3: From World War Shipping to a World-Class Aquarium, 1941-present**

This is Part 3 of a three-part Slide Show photo essay on the history of the Seattle Aquarium and its neighborhood beginning in 1841 through the present day. Part 3 continues the story from the beginning of World War II (1941) to the present. Curated by Paul Dorpat. Edited by Walt Crowley. Presented by the Seattle Aquarium Society.

- **Seattle City Light -- Bill Newby Working on the Skagit, 1935-1996 -- a Slide Show Photo Essay**

This Magic Lantern photo essay is by Bill Newby, Seattle City Light's Director of Operations for the Skagit River dam project. Edited and curated by David Wilma.

- **Seattle City Light -- Walt Sickler on the Line Crew, 1949-1973 -- a Photo Essay Slide Show**

This is a Slide Show photo essay about working on a line crew for Seattle City Light in the 1950s. It is narrated by former lineman Walt Sickler and curated by David Wilma.

- **Seattle Public Library -- A Pictorial History of Times and Tomes Past -- Slide Show**

This is a Slide Show on the history of The Seattle Public Library. Written and Curated by Paul Dorpat.

- **Seattle Rainiers Roll of Honor - A Slide Show**

In the spring of 1954, Seattle baseball fans were asked to vote for their all-time favorite Seattle Rainiers. Always enthusiastic about their diamond heroes, Seattle baseball boosters elected 11 players as charter members of the Rainiers Roll of Honor: "Kewpie" Dick Barrett, Bill Lawrence, Jack Lelivelt, Jo Jo White, Fred Hutchinson, Jim Rivera, Dick Gyselman, Mike Hunt, Bill Schuster, Hal Turpin, and Alan Strange.

- **Seattle Rainiers, 1938-1964: A Slide Show**

This slide show on the Seattle Rainiers was written by Russ Dille and curated by David S. Eskenazi

All Images (c) 2001, David Eskenazi

- **Seattle University, 1891-2001 -- A Slide Show**

This is a slide show presenting the history of Seattle University, the Northwest's largest Jesuit institution of higher learning. The essay was written by Walt Crowley based on his books, *Seattle University: A Century of Jesuit Education* and *William J. Sullivan: Twenty Years/Seattle University President*.

- **Seattle's First Hill: King County courthouse and Harborview Hospital -- A Slide Show**

This Slide Show is a scrapbook of photos on the development of Seattle's First Hill -- from the steep Profanity Hill of the old King County courthouse days (1890-1930) to the building of Harborview Hospital in 1931. Curated by Priscilla Long. Commentary by historian and photographer Paul Dorpat.

- **Seattle's History -- A 10-Minute Slide Show**

This is a 10-minute Slide Show of the history of Seattle. Written and Curated by Paul Dorpat.

- **Seattle's University District -- a Slide Show History, Part One: from Gunther Chain to Bascule Bridge**

This is a slide show on the history of Seattle's University District, Part One: Gunther Chain to Bascule Bridge. Written and Curated by Paul Dorpat, with Chris Goodman.

- **Tacoma's Salishan Housing Project -- A Slide Show**

This is a slide show on the history of Tacoma's Salishan Housing Project, built during World War II to house shipyard workers and military families. This slide show tour was written and curated by David Wilma. Presented by the Tacoma Housing Authority.

- **Teamsters Local 174 in Seattle: An Illustrated History**

Since it was chartered in 1909, Local 174 of the International Brotherhood of Teamsters has grown to become one of greater Seattle's most important and influential unions. Its first members truly did drive teams of horses to deliver goods for local employers such as Frederick & Nelson's department store. These teamsters quickly made the transition to motor trucks. The local was a major force in the area's dramatic rise in unionization prior to World War I and it gained strength through the 1920s and Great Depression under the leadership of Dave Beck and Frank Brewster. After World War II, 174 Secretary-Treasurer George Cavano achieved national respect as an honest and creative unionist. The local weathered the "union-busting" assaults of the 1980s to emerge as a progressive force in the regional labor movement, and it joined forces with environmentalists and human rights to challenge the rush to globalization during the 1999 WTO meeting in Seattle. Today, Teamsters Local 174 is respected by friend and foe alike as a proud, militant, and creative democratic organization dedicated to serving the best interests not only of its membership but of the entire community.

- **The Life of a Tree: From Seed to Finished Product -- A Slide Show**

This slide show is based on the Washington Forest Protection Association's educational video, *The Life of a Tree: From Seed to Finished Product*. Written and curated by David Wilma.

- **When Giants Walked Seattle: The 1912 Baseball Season -- A Slide Show**

This slide show was written by Russ Dille and curated by David S. Eskenazi
All Images (c) 2001, David Eskenazi

- **WTO Protests, Seattle, 1999 and 2000: A Slide Show and Archive**

This is a collection of images of massive protests in Seattle of the World Trade Organization's (WTO's) third Ministerial Conference, which took place from November 29 to December 4, 1999. This file includes a slide show including images captured by HistoryLink's WTO-CAM taken from the window of the HistoryLink office in downtown Seattle, links to essays on the events of that week, a reflection on civil unrest in Seattle history, and additional materials. The final frame of the slide show shows images of the WTO "N30" anniversary protest, which took place on November 30, 2000.

APPENDIX B
List of Applicable Washington Administrative Codes

WAC 180-51-060, Minimum subject areas for high school graduation.

(1) The minimum subject areas and credits therein shall be:

Social Studies: 2.5 credits. One credit of United States history and government, .5 credits of Washington State history and government, and finally one credit of contemporary world history, geography, and problems must be completed for graduation.

(2) The minimum elective credits shall be met by additional courses in the required subject areas, by specific local district requirements, or by any course offered pursuant to WAC 180-50-115

(3) In accordance with WAC 180-51-035, this section shall expire on June 30, 2014, for those students who begin the equivalent of a four-year high school program prior to July 1, 2004.

(4) The state board of education and superintendent of public instruction are not authorized by law to issue a high school diploma.

WAC 180-51-075, Social studies requirement — Mandatory courses — Equivalencies.

The social studies requirement in WAC 180-51-060 shall consist of the following mandatory courses or equivalencies:

(1) Pursuant to WAC 180-51-060, one credit shall be required in United States history and government which shall include study of the Constitution of the United States. No other course content may be substituted as an equivalency for this requirement.

(2)(a) Pursuant to the provisions of RCW 28A.230.170, 28A.230.090, and WAC 180-51-060, one-half credit shall be required in Washington state history and government which shall include study of the Constitution of the state of Washington and is encouraged to include information on the culture, history, and government of the American Indian people who were the first inhabitants of the state.

(b) Secondary school students who have completed and passed a state history and government course of study in another state may have the Washington state history and government requirement waived by their principal. The study of the United States and Washington state Constitutions required under RCW 28A.230.170 shall not be waived, but may be fulfilled through an alternative learning experience approved by the school principal pursuant to a written district policy. For purposes of this subsection the term "secondary school students" shall mean a student who is in one of the grades seven through twelve.

(c) After completion of the tenth grade and prior to commencement of the eleventh grade, eleventh and twelfth grade students who transfer from another state, and who have or will have earned two credits in social studies at graduation, may have the Washington state history requirement waived by their principal if without such a waiver they will not be able to graduate with their class.

(3) Pursuant to WAC 180-51-060, one credit shall be required in contemporary world history, geography, and problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on current problems may be accepted as equivalencies

WAC 180-51-050, High school credit — Definition.

As used in this chapter the term "high school credit" shall mean:

(1) Grades nine through twelve or the equivalent of a four-year high school program, and grades seven and eight under the provisions of RCW 28A.230.090 (4) and (5):

(a) One hundred fifty hours of planned instructional activities approved by the district

(b) Satisfactory demonstration by a student of clearly identified competencies established pursuant to a process defined in written district policy. Districts are strongly advised to confirm with the higher education coordinating board that the award of competency-based high school credit meets the minimum college core admissions standards set by the higher education coordinating board for admission into a public, baccalaureate institution.

(2) College and university course work. At the college or university level, five quarter or three semester hours shall equal 1.0 high school credit: Provided, That for the purpose of this subsection, "college and university course work" means course work that generally is designated 100 level or above by the college or university.

(3) Community/technical college high school completion program - Diploma awarded by community/technical colleges. Five quarter or three semester hours of community/technical college high school completion course work shall equal 1.0 high school credit: Provided, That for purposes of awarding equivalency credit under this subsection, college and university high school completion course work includes course work that is designated below the 100 level by the college and the course work is developmental education at grade levels nine through twelve or the equivalent of a four-year high school program. (See also WAC 180-51-053)

(4) Community/technical college high school completion program - Diploma awarded by school district. A minimum of .5 and a maximum of 1.0 high school credit may be awarded for every five quarter or three semester hours of community/technical college high school completion course work: Provided, That for purposes of awarding equivalency credit under this subsection, college and university high school completion course work includes course work that is designated below the 100 level by the college and the course work is developmental education at grade levels nine through twelve or the equivalent of a four-year high school program. (See also WAC 180-51-053)

(5) Each high school district board of directors shall adopt a written policy for determining the awarding of equivalency credit authorized under subsection (4) of this section. The policy shall apply uniformly to all high schools in the district.

(6) Each high school district board of directors shall adopt a written policy regarding the recognition and acceptance of earned credits. The policy shall apply to all high schools in the district. The policy may include reliance on the professional judgment of the building principal or designee in determining whether or not a credit meets the district's standards for recognition and acceptance of a credit. The policy shall include an appeal procedure to the district if it includes reliance on the professional judgment of the building principal or designee.

(7) A student must first obtain a written release from their school district to enroll in a high school completion program under subsection (3) of this section if the student has not reached age eighteen or whose class has not graduated.

(8) The state board of education shall notify the state board for community and technical colleges and the higher education coordinating board of any school or school district that awards high school credit as authorized under subsection (1)(b) of this section.

WAC 180-51-061, Minimum requirements for high school graduation.

(1) The statewide minimum subject areas and credits required for high school graduation, beginning July 1, 2004, for students who enter the ninth grade or begin the equivalent of a four-year high school program, shall total 19 as listed below.

(d) ~~Two and one-half~~ **social studies** credits that at minimum align with the state's essential academic learning requirements in civics, economics, geography, history, and social studies skills at grade ten and/or above plus content that is determined by the district. The assessment of achieved competence in this subject area is to be determined by the local district although state law requires districts to have "assessments or other strategies" in social studies at the high school level by 2008-09. In addition, districts shall require students to complete a classroom-based assessment in civics in the eleventh or twelfth grade also by 2008-09. The state superintendent's office has developed classroom-based assessment models for districts to use (RCW 28A.230.095). The social studies requirement shall consist of the following mandatory courses or equivalencies:

(i) One credit shall be required in United States history and government which shall include study of the Constitution of the United States. No other course content may be substituted as an equivalency for this requirement.

(ii) Under the provisions of RCW 28A.230.170 and 28A.230.090, one-half credit shall be required in Washington state history and government which shall include study of the Constitution of the state of Washington and is encouraged to include information on the culture, history, and government of the American Indian people who were the first inhabitants of the state.

Adapted From <http://apps.leg.wa.gov/wac/>

APPENDIX C

Historic Landmarks, Colleges/Universities, Tribal Museums, and Local History
Museums in the Seattle Area or Washington State**Seattle Parks and Recreation City Landmarks**

<u>Name</u>	<u>Address</u>
Hiawatha Playfield	2700 California Ave. S.W.
Langston Hughes Cultural Arts Center	104 17th Ave. So.
Parsons Memorial Garden	Immediately west of 618 W. Highland Dr.
"Seattle, Chief of Suquamish" Statue	intersection: 5th Ave./Denny Way/Cedar St.
Belltown Cottages	2512, 2512A, and 2516 Elliott Ave.
Gas Works Park	2101 North Northlake Way
Kinnear Park	988 W. Olympic Place
Kubota Gardens	9727 Renton Avenue South
Lake Washington Bicycle Path	Interlaken Blvd by Delmar Dr E/24 th Ave E
Lincoln Park/Lincoln Reservoir	1000 E. Pine Street
Pier 59	1415 Alaskan Way
Queen Anne Boulevard	Certain streets on Queen Anne Hill
Seattle Art Museum at Volunteer Park	1400 E. Prospect Street
Volunteer Park Conservatory	1400 E. Prospect Street

**PARKS AND RECREATION FACILITIES
ON THE NATIONAL REGISTER OF HISTORIC PLACES**

<u>Name</u>	<u>Address</u>
Cowen Park Bridge	15th Ave. North
Duwamish	Lake Washington Ship Canal, Chittenden Locks
Fort Lawton	On Magnolia Bluff
Iron Pergola	1st Ave. and Yesler Way
Parks Department	301 Terry Ave.
Chief Seattle Statue	5th Ave., Denny Way, and Cedar St.
Volunteer Park	Between E Prospect/E Galer St/Federal/E 15th Aves
WA Street Public Boat Landing	S. Washington St., W. of Alaskan Way

Adapted from <http://www.seattle.gov/parks/parkspaces/historic.htm>

Historic Landmarks in Washington

<u>Formal Name</u>	<u>City/Location</u>
Adventuress (Schooner Yacht)	Seattle
American and English Camps	Friday Harbor (San Juan Island)
Arthur Foss (Tugboat)	Seattle
Chinook Point	Chinook
Duwamish (Fireboat)	Seattle
Fireboat NO. 1 (Tacoma)	Tacoma
Fort Nisqually Granary	Tacoma
Fort Worden	Port Townsend

Lightship NO. 83 "RELIEF"	Seattle
Longmire Buildings	Mount Rainier National Park
Marmes Rockshelter	Lyons Ferry
Mount Rainier National Park	Ashford
Panama Hotel	Seattle
Paradise Inn	Mount Rainier National Park
Pioneer Building, Pergola, and Totem Pole	Seattle
Port Gamble Historic District	Port Gamble
Port Townsend	Port Townsend
Puget Sound Naval Shipyard	Bremerton
Seattle Elect. Co Georgetown Steam Plant	Seattle
Virginia V (Steamer)	Seattle
W.T. Preston (Snagboat)	Anacortes
Yakima Park Stockade Group	Mount Rainier National Park

Adapted from <http://tps.cr.nps.gov/nhl/>

Tribal Museums in close proximity to the Seattle Area

Daybreak Star Cultural Center	Skokomish Tribal Center and Museum
Fort Nisqually History Museum, Tacoma	Steilacoom Cultural Center and Museum
Fort Vancouver national historic site	Stillaguamish Valley Pioneer Museum
Makah Museum/Cultural Research Ctr.	Suquamish Museum
Nisqually wildlife refuge in Lacy	The Makah Museum in Neah Bay
Northwest Nikkei Museum	Tulalip Tribe Hebolb Museum
Puyallup Tribal Museum	White River Valley Museum in Auburn
Quinault Cultural Center & Museum	

Adapted from

<http://www.epodunk.com/cgi-bin/localList.php?local=48&locTGroup=Museums&direction=down&sec=0>

Local History Museums in the Seattle area

Blackman's House Museum	Jefferson County Historical Society
Bothell Historical Museum	Job Carr Cabin Museum
City of Lacy Museum	Kent Historical Museum
Edmonds Historical Museum	Lake Stevens Historical Museum
Fife History Museum	Log House Museum
Foothills Historical Society Museum	Monroe Historical Society Museum
Fort Worden Museum	Natural History Museum/Port Townsend
Ghost Town at Monte Cristo	Puyallup Tribal Museum
Gig Harbor Peninsula Historical Society	Quilcene Historical Museum
Gilman Town Hall Museum	Quinault Cultural Center & Museum
Gold Bar Museum & Historical Society	Renton Historical Museum
Granite Falls Historical Museum	Renton History Museum
Henderson Museum	Shoreline Historical Museum
Issaquah Depot Museum	Snoqualmie Valley Historical Museum,

Stanwood Historical Society/Museum
 Sultan Historical Museum
 The Black Diamond Museum
 The Pearson House Museum

Transportation Museum
 Vashon/Maury Island Heritage Museum
 Whatcom Museum of History and Art
 White River Valley Museum

Adapted from

<http://www.epodunk.com/cgi-bin/localList.php?local=48&locTGroup=Museums&direction=down&sec=0>

Historic Sites in Washington

Dougherty House
 Eastside Heritage Center - McDowell House
 Eastside Heritage Center - Winters House
 Fort Nisqually Historic Site
 Fort Vancouver National Historic Site
 Interurban Car 55
 Klondike Gold Rush National Historical Park
 Meeker Mansion
 Rothschild House
 San Juan Island National Historical Park
 Whitman Mission National Historic Site

Adapted from

http://www.epodunk.com/cgi-bin/localList.php?local=48&locTGroup=Historic_sites&direction=down&sec=0

Colleges/Universities in Washington

Central Washington University	Seattle University
Cornish College of the Arts	University of Puget Sound
Eastern Washington University	University of Washington - Bothell
Evergreen State College	University of Washington - Seattle
Gonzaga University	University of Washington - Tacoma
Heritage College	Walla Walla College
Northwest College	Washington State University
Pacific Lutheran University	Western Washington University
Saint Martin's College	Whitman College
Seattle Pacific University	Whitworth College

Adapted from http://www.epodunk.com/colleges/wa_college.html

Historical/Cultural Points of Interest in Washington

- **Natural Heritage Sites**
 Canyons, cliffs and coulees carved by massive Ice Age floods can be seen at Sun Lakes-Dry Falls, Steamboat Rock and Palouse Falls. Fields Spring features Puffer Butte, a volcanic butte at the origin of the Columbia River basalt flows, and ponderosa pine and shrub-steppe habitats with exceptional wildflower displays and

diverse bird life. The Ocean Shores Environmental Interpretive Center (near Ocean City State Park) features rocks, plants, birds and animals found in the coastal dunes. Groves of old-growth timber at Lewis and Clark and Federation Forest offer glimpses of what this land looked like before outside settlers came.

- **Northwest Indian Heritage Sites**

Prehistoric images pecked into rocks (petroglyphs) and painted onto stone (pictographs) can be seen at Ginkgo Petrified Forest, Riverside and the Painted Rocks satellite of Yakima Sportsman. Rangers at Columbia Hills offer guided tours of extensive rock images high above the Columbia River. Palouse Falls is home to the **Marmes Rock Shelter**, a major archaeological site dating back 10,000 years. Exhibits on American Indian cultures can be found in interpretive centers at Sacajawea, Fort Simcoe, Fort Columbia, Riverside and other parks throughout the state.

- **Early Settlement Heritage Sites**

The picturesque whitewashed buildings of Fort Simcoe, now surrounded by tribal lands of the Yakama Nation, were built in 1856 to help keep peace between settlers and Native peoples. Fort Okanogan and Spokane House (Riverside) were early fur-trading posts. Olmstead Place near Ellensburg is an authentic early Washington farm with an original homestead cabin, a 1908 farmhouse and historic barns and sheds. Other historic homes include the Colbert House (Cape Disappointment), the Rothschild House (Fort Worden) and the John R. Jackson House (Lewis and Clark).

- **Coastal Fortifications**

Eight coastal military forts, most of them dating from the turn of the 20th century, now serve as historic state parks. Fort Columbia and Fort Worden survive almost fully intact, but all - Fort Casey, Fort Flagler, Fort Ebey, Fort Ward, Manchester and Fort Canby at Cape Disappointment - have at least some original structures and wonderful water views.

- **Civilian Conservation Corps Heritage Sites**

Washington State Parks benefited tremendously from the work of the Civilian Conservation Corps (CCC), a federal relief program that put young men to work during the Great Depression. Many log-and-stone bathhouses, picnic shelters and ranger's houses built by the CCC during the 1930s are still in active use. Good examples can be seen at Deception Pass, Moran, Millersylvania and Riverside. A "Three Cs" bathhouse at Deception Pass has been converted into a small CCC museum.

APPENDIX D

Cultural Centers, Government Agencies, and Related Websites

Cultural Centers and Government Agencies

<u>Name</u>	<u>Phone Number</u>
African American Cultural Ctr	(253) 813-1747
Asia Pacific Cultural Ctr	(253) 383-3900
British-American Chamber-Cmmrc	(206) 236-2116
Council On Cultural Diversity	(360) 786-5498
Dutch-American Chamber Of Comm	(206) 956-9243
Ethnic Cultural Ctr	(206) 543-4635
Ethnic Heritage Council	(206) 443-1410,
Filipino Chamber Of Commerce	(206) 781-7361
French American Chamber-Cmmrc	(206) 443-4703
Hindu Temple & Cultural Ctr	(425) 483-7115
Indochinese Cultural & Svc Ctr	(253) 473-5666
Ismaili Cultural Ctr	(425) 825-7860
Japanese American Chamber-Cmrc	(206) 320-1010
Morning Star Korean Cultural	(425) 745-9977
Northwest Maritime Ctr	(360) 379-2629
Norwegian American Chamber	(206) 441-9298
Philippine Cultural & Edu Svc	(425) 646-9142
Pierce County Arts & Cultural	(253) 798-7205
Rainier Valley Cultural Ctr	(206) 725-7517
Russian Cultural Ctr	(206) 323-3877
Scandinavian Cultural Ctr	(253) 535-7532
Southwest Seattle Historical	(206) 938-5293
Suquamish Indian Tribe	(360) 598-3311
Swedish Cultural Ctr	(206) 283-1090
Washington State Hspnc Chamber	(206) 441-8894

Heritage and Cultural Websites

- German Heritage Society of Seattle, <http://www.geocities.com/hoessler/index.html>
- Encyclopedia of WA State History, [HistoryLink.org](http://www.historylink.org)
- Irish Heritage Club of Seattle, <http://www.geocities.com/hoessler/index.html>
- Japanese American Citizen's League - Seattle, <http://www.jaclseattle.org/>
- Korean American Historical Society, <http://www.kaahs.org/>
- Northwest Folklife, <http://www.nwfolklife.org/>
- Seattle Folklore Society, <http://www.seafolklore.org/>
- South King County Cultural Coalition, <http://www.sococulture.org/index.html>
- Association for African American Historical Research and Preservation , <http://www.aaahrp.org/>
- Black Heritage Society of Washington, <http://www.blackheritagewa.org/>
- 4 Culture, <http://www.blackheritagewa.org/>

- Historic Seattle, <http://www.blackheritagewa.org/>
- Seattle Arts and Lectures, <http://www.blackheritagewa.org/>
- Town Hall Seattle, <http://www.townhallseattle.org/>
- Centrum's Port Townsend Writers' Conference, <http://www.centrum.org/>
- Elliott Bay Books -- Author Events,
<http://www.elliottbaybook.com/events/index.jsp;jsessionid=qjac9m2es1>
- King County Library Programs & Events,
<http://www.kcls.org/programs/programs.cfm>
- Northwest Classics Society, <http://www.northwestclassics.org/>
- Nextbook: Seattle Events, <http://www.nextbook.org/localprograms/seattle.html>
- PoetsWest, <http://www.poetswest.com/>
- Richard Hugo House, <http://www.hugohouse.org/>
- Seattle Public Library Events & Programs,
<http://www2.spl.org/calendar/default.asp>
- Subtext Reading Series, <http://www.speakeasy.org/~subtext/>
- Seattle Neighborhood Events,
http://www.seattle.gov/neighborhoods/events/pubs/cc_new.pdf
- Citywide Events Calendar, <http://www.seattle.gov/events/default.asp>

APPENDIX E
More Field Trip Opportunities

Fun Field Trips in Seattle Area

● **Boehm's Chocolates (Issaquah, WA)** - Julius Boehm (1897-1981), the original founder of Boehm's Candy Kitchen in Issaquah, WA, was of Swiss-Austrian decent. After immigrating to the United States in 1940, he and partner George Tedlock opened the first Candy Kitchen in the Greenlake area of Seattle. In 1956 the company moved to Issaquah where he built the Edelweiss Chalet and a beautiful Alpine Chapel in the shadow of the Issaquah Alps. To this day the Issaquah Boehm's Candies plant manufactures over 150 different confections....

<http://factorytoursusa.com/TourDetails.asp?TourID=485&State=WA&Search=&CategoryID>

● **Boeing Commercial Airplanes (Mukilteo, WA)** - The Boeing Everett factory tours are conducted to showcase The Boeing Company and the Everett product line, the 747, 767, 777 and soon 787. As part of the tour, visitors walk through part of the largest building in the world by volume (472,000,000 cubic feet). On the Boeing flight line, visitors see airplanes in various stages of assembly, manufacture and flight test for airline customers around the world....

<http://factorytoursusa.com/TourDetails.asp?TourID=1&State=WA&Search=&CategoryID=>

● **Duroboat (Snohomish, WA)** - Duroboat is a small aluminum boat manufacturing company located in the quaint village of Maltby in south Snohomish county about 24 miles Northeast of Seattle. Duroboat manufactures small high performance aluminum boats that are unique because of a patented process that does not require welds or rivets. Most visitors are Duroboat owners who show a ferocious loyalty to the brand but prospective boaters or the curious are

welcomed...*<http://factorytoursusa.com/TourDetails.asp?TourID=509&State=WA&Search=&CategoryID=>*

Elegant Gourmet (Woodinville, WA) - Come visit our unique manufacturing facility, one of only 3 wholesale candy companies in the United States, and the only on the West Coast, still making hard candy by hand! Be enchanted by this turn of the Century lost art made right before your very eyes! During the approximately 40-minute walking tour you will see a variety of treats in the making; from cookies and chocolate to nostalgic favorites like old-fashioned spiral lollipops and ribbon candy. No tour is exactly the same! Now with the addition of our new retail store open on-site, you will have the opportunity to see the entire selection of premium confections together under one roof; at the exact location where the recipe was tested, produced, and packaged.

<http://factorytoursusa.com/TourDetails.asp?TourID=508&State=WA&Search=&CategoryID=>

● **Microsoft Museum (Redmond, WA)** - It all started with the dream of "a computer on every desk and in every home." In just 28 years, Microsoft turned this revolutionary idea into a reality, creating a new industry and transforming how we work, live, learn and play. Today, Microsoft is empowering people everywhere to realize their potential through great software anytime, anyplace and on any device. At the Microsoft Museum, you can explore the vision, products, culture and history of Microsoft. Our exhibits