

Viewing Activities

Focus	Tell students that the Coach and Mom are talking about filing their taxes. Briefly explain that each year adult workers fill out a tax return that shows how much they have paid in taxes. Some people get a refund if they have paid too much. Others will have to pay more if they have not paid enough. Have students listen and watch to find out what comments Mom and the Coach make about the road construction. Also have them listen and watch to find out where the children want to go for their vacations.
Start	Start the video with the opening segment of the Virginia Pathways logo.
Pause Point 1	Stop after the van drives away through the construction.
Ask	<ul style="list-style-type: none">• What were the four pictures you saw as the children talked? (<i>The first was Virginia Beach. The second was the mountains in the western part of the state. Third was the Chrysler Museum in Norfolk. Fourth was the state capitol building in Richmond.</i>)• What did Coach say about the road construction? What did she mean? (<i>She said it was their tax dollars at work. Some of the money paid in taxes goes for road improvements.</i>) <p>Option 1: Complete items 1 & 2 on the note-taking worksheet now.</p>
Further Discussion	<ul style="list-style-type: none">• Ask students which number was circled on the calendar. (<i>It was the number 15.</i>) Tell them tax returns are due to the federal government by April 15.• What did the road construction scenes look like? (<i>Accept reasonable answers.</i>)• Why is road construction necessary? (<i>Accept reasonable answers.</i>)• How can the children plan their vacations? (<i>Accept reasonable answers.</i>)
Focus	The children and Coach meet at the library to research possible vacation sites. Have students watch and listen for places the children want to visit. Also have them listen for the Coach's suggestions for planning their trips.

Resume.

Pause Point 2

Stop after the Coach says "Why don't we all meet at your house and decide how we'll get where we want to do, and even how much it's going to cost." Video fades from the library.

Viewing Activities

- Ask
- What places did the children find out about? What did they say about each one? (*Luray Caverns is near the Skyline Drive. There are huge caves with stalagmites. Virginia Beach has waves and dolphin watching tours. Richmond is the state capital. It is the home of the Federal Reserve Bank, where money is shredded. State laws, including tax laws, are made in Richmond.*)
 - How can the children find out how much the trip will cost? (*They can use information from the brochures to estimate the cost.*)
- Further Discussion
- What is the Federal Reserve Bank? (*See the Definitions page.*)
 - Why does the Federal Reserve Bank shred money? (*This is usually done to paper currency that is old and worn out.*)
- Focus
- The next section of the tape takes place in Kelly and Tony's house. Have students watch and listen for the resources the children use to begin to plan their trips.
- Resume.**
- Pause Point 3
- Stop after Coach says, "Let's check it out!" Children get ready to watch the video they got from the library.
- Ask
- What did the children find to help them? (*They found some brochures, a Web-page, and a video.*)
- Focus
- Tell students they will be watching a short video insert that tells about the history of roads in Virginia. Have students watch and listen to find out about the earliest roadways, the Fall Line, and the Urban Crescent.
- Resume.**
- Pause Point 4
- Stop after the sentence "The coal mining and textile industries relied on these new roads to make their way east to the shipping ports", and the video footage of the mills and ports.

Ask

- What happened as the population in Virginia grew? (*The pathways expanded.*)
- How did transportation in America begin? (*It began with colonists who used boats to explore along the rivers that emptied into the Chesapeake Bay.*)
- What did the travelers do when they could not go any further on the rivers? (*Some colonists went home. Others kept going on foot.*)
- What is the Fall Line? What is it? How did it affect the colonists? (*The Fall Line is the point where the rivers are not wide or deep enough to be used for transportation. Some of the colonists turned back; others followed Native American trails or made their own paths through the wilderness.*)

Viewing Activities

- Ask
- How did the inland settlers use the rivers? (*They used them to travel back to the shipping ports.*)
 - Why did Norfolk become the largest commercial trading port? (*Because it had the largest natural harbor.*)
 - What is the Urban Crescent? (*It is the group of cities that were built along the Fall Line.*)
 - What industries in the western part of the state needed the roads? (*Textiles and coal mining.*)
 - Option 1: Complete items 3 - 11 on the note-taking worksheet.
- Focus
- Tell students the next section of the video inset discusses the origin and development of road taxes. Have them look to see how the roads were built, and how they changed over the years. Have them listen to find out how the roads were paid for in earlier times, and how they are paid for now.
- Resume.**
- Pause Point 5
- Stop the video after the sentence ". . . and where they could be taking you next." This is the end of the video insert.
- Ask
- How were the first roads in Virginia paid for? (*Laws were created that set aside a part of each tax payer's money to pay for the roads.*)
 - How did the roads change? (*They went from dirt trails to superhighways.*)
 - What did the citizens do to help pay for new roads? (*They began to pay taxes on personal property and vehicle licensing.*)
 - What was taxed under the "pay as you go" policy? (*Gasoline purchases*)
- Extra Discussion
- What is a toll gate? (*It is a bar across a part of a highway. After a fee, or toll, is paid, the bar is lifted and the vehicle can pass through.*)
 - Why were the changes in the roads necessary? (Accept reasonable answers.)
 - What are the interstate highways in Virginia? Where does each one go? (*I-81 runs north-south through the Valley within the Appalachian*

Mountains. I-95 runs north-south through the fall line along the eastern section of the state. I-64 runs east-west from the Tidewater region across the state to the mining areas.)

Option 1: Have students complete items 12 - 17 on the note-taking worksheet.

Viewing Activities

Focus Ask students to watch and listen to find out what the children do to plan their trip, and where each of them goes.

Resume.

Stop Stop the video at the end.

- Ask:**
- Through which cities does I-64 travel? (*Norfolk, Richmond, Charlottesville.*)
 - Through which cities does I-95 travel? (*Richmond, going north and south.*)
 - Through which cities does I-81 travel? (*Roanoke, Lexington, and Harrisonburg.*)
 - How did the children plan their trips? (*They made budgets and listed the places they wanted to go.*)
 - Where did each of the children go? (*Tony went hiking on the Appalachian Trail. Kelly visited the Museum of Natural History. Kim went to Virginia Beach. Jeff went to the state capitol in Richmond.*)

Option 1: Complete items 18-25 of the note-taking worksheet.

At this time, you may wish to use the discussion questions, have students complete the Note-taking Worksheets, replay the video, or use the Post-Viewing Activities.