McCLUNG MUSEUM of Natural History and Culture

Education Programs
fall 2018 through spring 2019
Includes outreach!
Learning Experiences

The education programs offered by the McClung Museum provide content support for K-12 teaching in the arts, social studies, and science curricula of the State of Tennessee. Specific content is noted with each program description to aid teachers in choosing programs for their students.

Students will learn how to “read” objects for information, gather evidence by describing their key attributes and comparing them, draw conclusions from these comparisons, assess visual sources, and listen and speak in a group setting.

Visits to the museum and the education programs offered are FREE!
Museum Policies for Teachers & Students

Requirements for Teachers/Chaperones:
- maintain proper student behavior
- remain with students at all times
- provide one adult for every 15 students

For Students:
- follow directions
- listen when appropriate
- stay with the group
- no food, drinks, or gum in exhibits

Risk Assessment: Teachers who need to write a risk assessment can find this information on the museum’s website at: mcclungmuseum.utk.edu/education/k-12/onsite.

Feedback: We welcome educators’ comments, concerns, and suggestions for future visits to the museum. Please fill out an online evaluation form at: tiny.utk.edu/k12visiteval.

Planning your trip:
Dining. There are no dining facilities in the museum.
Parking is under the control of University Parking and Transit Services.
- Buses may drop off and pick up students at the museum, but may not park on Circle Park Drive.
- Mini-buses or vans may park behind the museum with advance reservations.
- Individuals in cars accompanying school groups may receive a two-hour free parking permit to park on Circle Park Drive. If a longer time is desired, individuals may purchase a permit for $5 at the Parking Information Booth on Circle Park Drive.

For more information, or for assistance with parking, contact Parking and Transit Services at 865-974-3605.

The Museum Store
The Museum Store features an assortment of books and educational toys for children and a variety of decorative items, books, and jewelry for adults. We buy from Museum Store Association vendors, which guarantees high quality and educational value as well as items that have not been produced under slavery conditions or that may have adverse effects to endangered species. Sales from the store support our free education programs. Prices begin at $1. If you want to permit your students to visit the store, please allow extra time.

Reservations:
- required for all group visits
- are first come, first served
Groups without a reservation may be turned away. Submit your reservation request at tiny.utk.edu/mcclungschooltours.

Minimum group size is 10 students.
Maximum group size is 100 students.
Concurrent programs will be offered for groups with more than 30 students; discuss options with the education staff.

For more information on tour reservations, contact Leslie Chang Jantz (lcjantz@utk.edu) or Callie Bennett (croller2@utk.edu) or 865-974-3662.
For All The World To See
Visual Culture and The Struggle for Civil Rights
AUGUST 31- OCTOBER 21, 2018
For All The World to See: Visual Culture and the Struggle for Civil Rights

For All the World to See: Visual Culture and the Struggle for Civil Rights is an exploration of the power of the image in America’s pursuit of racial justice. Through a compelling assortment of photographs, television clips, art posters, and other historic artifacts, this exhibit traces how images and media disseminated to the American public transformed the modern Civil Rights movement and jolted Americans, both black and white, out of a state of denial or complacency.

Visitors to this immersive exhibition will explore more than 35 compelling and persuasive visual images, including photographs from influential magazines, such as Life, Jet, and Ebony; CBS news footage; and TV clips from The Ed Sullivan Show. Also included are Civil Rights era objects that exemplify the range of negative and positive imagery—from Aunt Jemima syrup dispensers and 1930s produce advertisements to Jackie Robinson baseball ephemera and African American portraiture.

For All the World to See is not a history of the Civil Rights movement, but rather an exploration of the vast number of potent images that influenced how Americans perceived race and the struggle for equality.

Time required: 45 minutes to 1 hour
Available August 31–October 21, 2018
Many Visions, Many Versions
Art from Indigenous Communities in India
FEBRUARY 1-MAY 26, 2019
Many Visions, Many Versions: Art from Indigenous Communities in India

Many Visions, Many Versions: Art from Indigenous Communities in India is the first comprehensive exhibition in the United States to present contemporary artists from four major indigenous artistic traditions in India. The exhibition includes art from the Gond and Warli communities of central India, the Mithila region of Bihar, and the narrative scroll painters of West Bengal. Featuring 47 exceptional paintings by 24 celebrated artists, this exhibition reflects diverse aesthetics that remains deeply rooted in traditional culture, yet vitally responsive to the world at large.

For Americans of all ages eager to know more about Indian art, Many Visions, Many Versions offers an opportunity to learn about life and culture in India through these remarkable artworks. By focusing on the four most prolific indigenous art traditions in India—Myth and Cosmology, Nature Real and Imagined, Village Life, and Contemporary Explorations—this exhibition is able to showcase the diversity and richness of Indian culture and offers a new vision of contemporary art in India.

Time required: 45 minutes to 1 hour
Available February 1–May 26, 2019
Archaeology and the Native Peoples of Tennessee
Archaeology and the Native Peoples of Tennessee

The culture and way of life of Native Peoples in Tennessee, as discovered through archaeology, is the subject of the exhibit. All programs involve inquiry, discussion, and hands-on objects, and content in culture, economics, history (especially Cherokee history), and geography are interwoven. Primary sources, including original artifacts and hands-on activities, provide opportunities for observing, comparing, and enhancing understanding and knowledge retention.

The exhibit also includes significant examples of prehistoric Native Peoples art, and middle and high school students in particular can use these objects as subjects for the identification and comparison of specific media, subjects, symbols, and cultural context.

For specific curriculum objectives for each grade, see inside the back cover of this brochure.

Time required: 45 minutes to 1 hour
The Civil War in Knoxville
The Battle of Fort Sanders, November 29, 1863

Original documents, newspapers, photographs, uniforms, weapons, and ordinary objects carried or worn by soldiers and civilians form the primary sources students will examine as evidence in the story of Knoxville’s role in the Civil War. Archaeology is also highlighted as a source of information. Directly related to the action at Chickamauga and Chattanooga, the events are placed within the geography and the culture of East Tennessee.

Time required: 45 minutes
Geology & Fossil
History of Tennessee

Students can examine more than 190 actual fossils of plants and animals, including bones of the only dinosaur ever found in Tennessee; authentic dinosaur eggs; life-size dioramas of Tennessee habitats and organisms of the past, with associated fossils; and minerals and rocks of Tennessee. Organisms and their adaptations to environments, survival, and extinction in ecosystems; plate tectonics; and types of rocks are among the topics that can be explored with a staff member or docent. Hands-on activities are included.

For specific curriculum objectives for each grade, see inside the back cover of this brochure.

Time required: 45 minutes
Human Origins: Searching for Our Fossil Ancestors

Skeletons, skulls, stone tools, and cave art illustrate the science of paleoanthropology and the physical and cultural changes leading to modern humans. Docent- or staff-led programs include discussions of homologous structures, adaptations, tool use, survival and extinction, and continuing skeletal changes.

Recommended for sixth grade and older. See curriculum specifics on the inside back cover.

Time required: 30 to 45 minutes
Ancient Egypt: The Eternal Voice

The people of ancient Egypt speak to us through the primary sources of writing, artifacts, and art. The purpose of the program in this exhibit is to use these sources as evidence for their beliefs, technology, society, and daily lives, as well as the history of their rulers.

Important artifacts include: the painted coffin of the priestess Anesenmes, c. 1000 BCE; six animal mummies, including two cats; a limestone sarcophagus, c. 100-300 BCE; and many artifacts of daily life and tomb furnishings.

In addition to the specific curriculum content noted on the inside back cover, the programs support language arts literacy standards in history and social studies in integrating information presented visually, orally, or quantitatively with other information in print and digital texts.

Time required: 45 minutes to 1 hour
Art of World Peoples in the Decorative Experience Gallery

Culture, economics, religion, government, geography, and history are reflected in the original art objects and artifacts of this exhibit, arranged geographically by continent. Students will practice extracting information from these works and using them as evidence for many aspects of human existence around the world. The exhibition is especially strong in Chinese history, regional art of Native Americans, and art reflecting natural resources, religion, and social status.

Find specific social studies curriculum content by grade on the inside back cover.

Time required: 45 minutes to 1 hour
Freshwater Mussels: Treasures Past and Present

The program and exhibit on these little-known, but ecologically significant animals explores many topics in the life sciences, including ecology, life cycle, symbiotic relationships, classification, and human uses and impacts on natural populations. Students observe features of mussel shells, infer organism characteristics and watch a short life cycle video.

Time required: 30 to 45 minutes
OUTREACH PROGRAMS

Can’t come to the museum? We’ll come to you for our outreach programs at a reasonable cost.

ARCHAEOLOGY & THE NATIVE PEOPLES OF TENNESSEE

Social Studies, Grades 4–12

Hands-on examination of artifacts and other materials highlight the story of 12,000+ years of human culture in East Tennessee. Students come away with an appreciation of early life ways, technology, cultural adaptations to a changing environment, and how archaeology contributes to our knowledge of human ingenuity and survival.

Time required: one class period
ANCIENT EGYPT: The Eternal Voice
Social Studies & Art, Grades 6-12
A PowerPoint presentation, facsimile artifacts, and small group activity illustrate the splendor of ancient Egypt. The people, religion, monuments, art, writing, and contributions to world culture are explored. Some photographs in the presentation show artifacts from the museum’s exhibition.

FEES: Outreach program fees are $2 per student, with no charge for students on fee waiver and are only available during the school year. The fee includes both large-group and small-group activities with at least 4 weeks of anticipation. Visits to the museum are free.

RESERVATIONS: Submit an outreach program request online at tiny.utk.edu/mcclimingschooltours.
For more information on these offerings, please contact Leslie Chang Jantz (lcjantz@utk.edu) or Callie Bennett (croller2@utk.edu).

Questions? Contact Leslie Chang Jantz (lcjantz@utk.edu) or Callie Bennett (croller2@utk.edu) at 865-974-3662.
CURRICULUM OBJECTIVES FOR ALL EXHIBITS

FOR ALL THE WORLD TO SEE: VISUAL CULTURE AND THE STRUGGLE FOR CIVIL RIGHTS
TENNESSEE VISUAL ARTS CURRICULUM
5.65 Analyze the key events and struggles during the Civil Rights Movement

ATH-47 Define various methods used to obtain civil rights.
ATH-58 Assess the extent to which the Civil Rights Movement transformed American politics and society (C, H, P).
GLS3 Describe the role of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.

Visual Art History Standard 3.0, 3.3, 4.0, 4.3a4

Middle school students will explore technologies as well as media, identify symbols and themes, and discuss the historical and cultural contexts for the works.

High school students will compare and contrast the design, materials, and purposes of works, explore reasons for subjects, and describe changes in art and the influences that produce them.

National Core Arts Standards, Anchor Standard 7: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

MANY VISIONS, MANY VERSIONS: ART FROM INDIGENOUS COMMUNITIES IN INDIA
TENNESSEE VISUAL ARTS CURRICULUM
1.3 Re-tell stories from folk tales, myths, and legends from other cultures.

1.4A Collaborate with diverse partners to discuss family customs and traditions.

3.57 Interpret different texts and primary sources to describe the major components of history and culture including language, clothing, food, art, beliefs, customs, and music.

Visual Art History Standard 3.0, 3.3, 4.0, 4.3a4

Elementary students will identify media, elements of art and principles of design, subject matter and art from different cultures, times, and places.

Middle school students will explore technologies as well as media, identify symbols and themes, and discuss the historical and cultural contexts for the works.

High school students will compare and contrast the design, materials, and purposes of works, explore reasons for subjects, and describe changes in art and the influences that produce them.

National Core Arts Standards, Anchor Standard 7: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

LIFE TIME AND WELLNESS CURRICULUM
5th-12th
Standard: Substance Use and Abuse
71.7, 72, 76

TENNESSEE VISUAL ARTS CURRICULUM
Elementary students will identify media, elements of art and principles of design, subject matter and art from different cultures, times and places.

Middle school students will explore technologies as well as media, identify symbols and themes, and discuss the historical and cultural contexts for the works.

High school students will compare and contrast the design, materials, and purposes of works, explore reasons for subjects, and describe changes in art and the influences that produce them.

National Core Arts Standards, Anchor Standard 7: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

ARCHAEOLOGY AND THE NATIVE PEOPLES OF TENNESSEE
TENNESSEE SOCIAL STUDIES CURRICULUM
1st: Tennessee’s Place in America. The first people of Tennessee is the focus, including the Cherokee town of Tuscaloosa; landforms and rivers; Cherokee folktales; picture timelines of Native American history, and comparing historic ways of life to today. 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.12, 1.13, 1.18
2nd: Life in the US. Beliefs, customs, traditions, and ways of life of Native Peoples of Tennessee; ancient timeline of Tennessee, Sequoyah, and Trail of Tears. 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.9, 2.10, 2.13, 2.15, 2.17, 2.18, 2.19, 2.23, 2.24, 2.26, 2.46
3rd: World Geography & Cultures. Maps and globes, Native American interaction with the environment and use of natural resources; Native American history in the Southeast U.S. region, and Tennessee in particular for comparison to peoples in other parts of the world (see Arts of World Peoples programs). 3.1, 3.3, 3.4, 3.6, 3.8, 3.9, 3.10, 3.13, 3.16, 3.26
4th: The History of America to 1850. Cultures of indigenous peoples of Tennessee, including the Cherokee (traditional government, houses, clans, way of life, etc.), European exploration, impact of settlement, and the Colonial Exchange; colonists, the Cherokee, westward expansion and the Trail of Tears. 4.1, 4.2, 4.4, 4.5, 4.10, 4.12, 4.54, 4.58
5th: The History of America from 1860. The viewpoint of the Cherokee as an example of a Native American people removed from their homeland and subsequent threat west of the Mississippi River. 5.10
6th: World History & Geography. Climate, geographic, and cultural change from Paleolithic (called Palaeolithic in the Americas) to agricultural in US and the different crops that developed in the Americas. 6.2, 6.4, 6.5, 6.7
7th: World History & Geography, the Middle Ages to Exploration of the Americas: The impact of exchanges between Native Americans of the Southeastern US and the Spanish and English, and the effects of exploration on Native Americans. 7.1, 7.5
8th: US History & Geography. Colonization to American West. Cooperation and conflict between Native Americans and colonists, Fort Loudoun; Indian Removal Act and the Trail of Tears; Sequoyah. 8.5, 8.9, 8.35, 8.37
AP US History: Several topics, including exchange, peopling, environment & geography, and ideas, beliefs & culture are reflected in the events of prehistoric, exploration, colonial, and early national periods of US history.

THE CIVIL WAR IN KNOXVILLE: THE BATTLE OF FORT SANDERS, NOVEMBER 29, 1863
TENNESSEE SOCIAL STUDIES CURRICULUM
5th: The History of America. From 1860. Uniforms, photographs, symbols on artifacts illustrate the two sides, and many artifacts show the everyday lives as well as action of Confederate and Union troops. Archaeological excavations at the battlefield site are also included. 5.6, 5.7, 5.8, 5.12, 5.14
8th: US History & Geography. Students examine and reflect on leaders, everyday soldiers, and the action in Knoxville. 8.75, 8.77, 8.79, 8.80

GEOLOGY AND FOSSIL HISTORY OF TENNESSEE
TENNESSEE SCIENCE CURRICULUM
Pre-K: Dinosaurs and their features

K.S.1.3 Explain how humans use their five senses in making scientific findings.
K.E.S.2.1 Use appropriate tools to make observations and answer testable scientific questions.
1.S.E.2 Obtain and communicate information to classify plants by where they grow and the plant’s physical characteristics.
1.S.E.2 Obtain and communicate information to classify animals (vertebrates—mammals, birds, amphibians, reptiles, fish, invertebrates—insects) based on their physical characteristics.
2.S.E.2 Predict what happens to animals when the environment changes (temperatures, cutting down trees, wildfires, pollution, salinity, drought, land preservation).
2.S.1.1 Use evidence to explain that living things have physical traits inherited from parents and that variations of these traits exist in groups of similar organisms.
3.S.E.3 Recognize that some of the Earth’s natural processes are cyclical, while others have a beginning and an end. Some events happen quickly, while other occur slowly over time.
3.S.E.2 Observe and analyze how blowing wind and water can move Earth materials (soil, rocks) from one place to another, changing the shape of a landform and affecting the habitat of living things.
3.P.S.1 Describe and compare the physical properties of matter including color, texture, shape, length, mass, temperature, volume, shape, hardness, and flexibility.
3.S.1.1 Analyze the internal and external structures that aquatic and land animals and plants have to support survival, growth, behavior, and reproduction.
4.S.1.2 Use information about the roles of organisms (producers, consumers, decomposers), evaluate how those roles in food chains are interconnected in a food web, and communicate how the organisms are continually able to meet their needs in a stable food web.
4.S.1.1 Obtain information about what a fossil is and ways a fossil can provide information about the past.
4.E.S.1.1 Generate and support a claim with evidence that over long periods of time, erosion (weathering and transportation) and deposition have changed landscapes and created new landforms.
4.E.S.1.1 Observe and combine information to describe that energy and fuels are derived from natural resources and that some energy and fuel sources are renewable and some are not (fossil fuels, minerals).
5.S.1.4 Analyze and interpret data from fossils to describe types of organisms and their environments that existed long ago. Compare similarities and differences of those living organisms and their environments. Recognize that most kinds of animals (and plants) that once lived on Earth are now extinct.
5.E.S.1.2 Use evidence from the presence and location of fossils to determine the order in which rock strata were formed.
8.S.1.4 Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change in life forms throughout Earth’s history.
8.S.1.2 Analyze and interpret data to support the assertion that rapid or gradual geographic changes lead to extirpation populations and extinction events.
8.S.1.2 Describe the relationship between the process and forces that create igneous, sedimentary and metamorphic rocks.
8.S.1.4 “plate boundaries and seafloor spreading”
ESS.5.E.2 Use maps and numerical data, evaluate claims, evidence and reasoning that forces due to plate tectonics cause earthquake activity, volcanic eruptions, and mountain building.
ESS.2.L.14 Use information based on the geologic time scale and history of the life of Earth, look for patterns in changes in organisms over time and explain how these patterns support the theory of evolution.
CURRICULUM OBJECTIVES FOR ALL EXHIBITS

K. The World Around Us. The different traditions and cultures of families around the world are explored through original objects, touchable objects, photographs, and a globe. Examples include Japan, the Arctic region, and countries of Africa.

1. Life in the U.S. Students will compare Native American art on different regions of the United States and retrace the objects and artifacts related to the customs and traditions of the Native American life. They will see, hear, touch, and feel the culture of the Native Americans.

2. World Geography and Cultures. Maps and globes, original objects, and illustrations highlight several regions of the world and their people; teachers may choose one or two for comparison. Other exhibits which may be used for comparison include the Native American House, and the African continent.

3. The History of America from 1600. Using historical artifacts and evidence, students will be able to create a narrative of Native American life to colonists and their communities, including agriculture, trade, technology, and interactions among them.

6. Ancient History. Ancient Egypt is the earliest civilization on earth. It had a long and complicated history, beginning with the unification of Upper and Lower Egypt around 3100 BCE. The Egyptians built great pyramids, temples, and cities, and were known for their advanced writing, mathematics, astronomy, and medicine.

6. World History and Geography to the 19th Century. Students examine early Chinese art and artifacts to the Han Dynasty for evidence of government, trade, culture, and religion. They also learn about Roman politics and religion, and how the Roman Empire collapsed.

6. World History and Geography to the 19th Century. Students examine early Chinese art and artifacts to the Han Dynasty for evidence of government, trade, culture, and religion. They also learn about Roman politics and religion, and how the Roman Empire collapsed.

7. World History and Geography to the 19th Century. Students examine early Chinese art and artifacts to the Han Dynasty for evidence of government, trade, culture, and religion. They also learn about Roman politics and religion, and how the Roman Empire collapsed.

7. World History and Geography to the 19th Century. Students examine early Chinese art and artifacts to the Han Dynasty for evidence of government, trade, culture, and religion. They also learn about Roman politics and religion, and how the Roman Empire collapsed.

7. World History and Geography to the 19th Century. Students examine early Chinese art and artifacts to the Han Dynasty for evidence of government, trade, culture, and religion. They also learn about Roman politics and religion, and how the Roman Empire collapsed.

7. World History and Geography to the 19th Century. Students examine early Chinese art and artifacts to the Han Dynasty for evidence of government, trade, culture, and religion. They also learn about Roman politics and religion, and how the Roman Empire collapsed.

7. World History and Geography to the 19th Century. Students examine early Chinese art and artifacts to the Han Dynasty for evidence of government, trade, culture, and religion. They also learn about Roman politics and religion, and how the Roman Empire collapsed.

7. World History and Geography to the 19th Century. Students examine early Chinese art and artifacts to the Han Dynasty for evidence of government, trade, culture, and religion. They also learn about Roman politics and religion, and how the Roman Empire collapsed.

7. World History and Geography to the 19th Century. Students examine early Chinese art and artifacts to the Han Dynasty for evidence of government, trade, culture, and religion. They also learn about Roman politics and religion, and how the Roman Empire collapsed.

7. World History and Geography to the 19th Century. Students examine early Chinese art and artifacts to the Han Dynasty for evidence of government, trade, culture, and religion. They also learn about Roman politics and religion, and how the Roman Empire collapsed.

7. World History and Geography to the 19th Century. Students examine early Chinese art and artifacts to the Han Dynasty for evidence of government, trade, culture, and religion. They also learn about Roman politics and religion, and how the Roman Empire collapsed.

7. World History and Geography to the 19th Century. Students examine early Chinese art and artifacts to the Han Dynasty for evidence of government, trade, culture, and religion. They also learn about Roman politics and religion, and how the Roman Empire collapsed.

7. World History and Geography to the 19th Century. Students examine early Chinese art and artifacts to the Han Dynasty for evidence of government, trade, culture, and religion. They also learn about Roman politics and religion, and how the Roman Empire collapsed.

7. World History and Geography to the 19th Century. Students examine early Chinese art and artifacts to the Han Dynasty for evidence of government, trade, culture, and religion. They also learn about Roman politics and religion, and how the Roman Empire collapsed.

7. World History and Geography to the 19th Century. Students examine early Chinese art and artifacts to the Han Dynasty for evidence of government, trade, culture, and religion. They also learn about Roman politics and religion, and how the Roman Empire collapsed.

7. World History and Geography to the 19th Century. Students examine early Chinese art and artifacts to the Han Dynasty for evidence of government, trade, culture, and religion. They also learn about Roman politics and religion, and how the Roman Empire collapsed.

7. World History and Geography to the 19th Century. Students examine early Chinese art and artifacts to the Han Dynasty for evidence of government, trade, culture, and religion. They also learn about Roman politics and religion, and how the Roman Empire collapsed.

7. World History and Geography to the 19th Century. Students examine early Chinese art and artifacts to the Han Dynasty for evidence of government, trade, culture, and religion. They also learn about Roman politics and religion, and how the Roman Empire collapsed.

7. World History and Geography to the 19th Century. Students examine early Chinese art and artifacts to the Han Dynasty for evidence of government, trade, culture, and religion. They also learn about Roman politics and religion, and how the Roman Empire collapsed.

7. World History and Geography to the 19th Century. Students examine early Chinese art and artifacts to the Han Dynasty for evidence of government, trade, culture, and religion. They also learn about Roman politics and religion, and how the Roman Empire collapsed.

7. World History and Geography to the 19th Century. Students examine early Chinese art and artifacts to the Han Dynasty for evidence of government, trade, culture, and religion. They also learn about Roman politics and religion, and how the Roman Empire collapsed.

7. World History and Geography to the 19th Century. Students examine early Chinese art and artifacts to the Han Dynasty for evidence of government, trade, culture, and religion. They also learn about Roman politics and religion, and how the Roman Empire collapsed.

7. World History and Geography to the 19th Century. Students examine early Chinese art and artifacts to the Han Dynasty for evidence of government, trade, culture, and religion. They also learn about Roman politics and religion, and how the Roman Empire collapsed.
Directions to the Museum

- From I-40, take the Alcoa Highway (Hwy. 129) exit, then exit at Neyland Drive. Turn left onto Neyland. At Lake Loudoun Blvd., turn left and go to the end of the street. You will be at Volunteer Blvd. Turn right onto Volunteer. Take the next right onto Circle Park Drive. The museum is on the right.

- From Alcoa Highway, traveling north, exit at Neyland Drive, then follow the directions given above.