

## Series Introduction

Dave: Thanks for joining us today on this program that is the introductory program for the new series that has been jointly produced by the Department of Elementary & Secondary Education, and the Department of Natural Resources. This series, entitled Finding Missouri: Our History and Heritage, has been in the making for several years now and we've had lots of input from different historians; and it's been a labor of love to develop a program that could be used effectively as an instructional tool in the classroom with students approximately ages 8 to 13, grades 5 to grades 7 or 8. And, we're going to talk a little bit today with some people who had input on producing the series, and give you, the teacher, some input as to how this series might be effectively used in the classroom to supplement social studies curriculum; and we hope that you find our discussion here enlightening and also we hope that you and your students enjoy this series. And I have with me today Jim Karpowicz, who is producer of the video series, he is with The Documentary Group out of Columbia, and he has had extensive background and experience in producing environmental, natural and history videos, educational videos. I also have with me Warren Solomon, who is the educational consultant for social studies curriculum for the Department of Elementary & Secondary Education. And then I have with me Karen Grace, and she is the preservation education coordinator for the Historic Preservation Program with the Department of Natural Resources. And, thanks for joining me here today. And let's visit a little bit now about why we decided to produce this series and what went into that effort. Jim, I guess I'd like to start with you in talking about -- did this present any different challenges than your typical documentary video?

Jim: Well, any time you're producing historical documentaries, you can't just go out and shoot them, you're actually building the story, particularly in the units before the advent of photography. When you're talking about Lewis and Clark, or Ste. Genevieve, it's very difficult; it's easy to tell a story, but it's very difficult to visualize what things might have looked like at that time. So, you have to rely on a variety of different techniques, using calligraphy or maybe showing a historic site in a certain way that captures the mood of that period. So, yeah, it's a little more labor intensive working with historical subject matter because you actually have to build it, you can't just go out and record on it, as if it's a new story.

Dave: How about the fact that we were producing this for kids instead of adults. Is that harder, easier, what's your feeling on that?

Jim: Oh, I think producing for kids is easier, because it's more fun, and it allows you a little more freedom to kind of experiment with different techniques, different camera angles, and it really, to me, it frees you up to have a little freer sense of what might be interesting or not. I enjoy working with kid subject matters though.

Dave: We'll get back into the format and how we developed that and some of the techniques that we've used there to hold the viewer's attention, but first I'd like to talk with Warren a little about how we came up with the subject matter, the topics. Give us a little

background on the process we went through to come up with the topics, and the numbers of units that we were going to share with the students.

Warren: Well, we've been at this project for a long time, so Karen may want to add some things, but as best I remember them, but what we were thinking in terms of was, to have a number of topics that would pretty much carry us through a good part of the school year, so we were thinking maybe fifteen topics or so, approximately, would be a good number of topics to have. We had a special advisory committee that included historians, and so we had a mixture of historians and educators who, together, we reached a consensus on what we thought would be a very good set of topics. And, the topics that we have are also topics very parallel to things that teachers may well be teaching, or could well be teaching in their social studies programs. If they're studying Missouri history or if they're studying United States history.

Dave: Now, I know that's one thing that we realized, kind of in the middle of the project as we were focusing, in our thinking in developing this series on seventh grade, and suddenly we got feedback from teachers saying, "Hey, this is something we really need earlier." Why is that, and do you think we were successful in our attempt there to cover more than one grade?

Warren: I think we were, I think probably some of the programs may be more appropriate for the older students, than other ones, if I'm recalling right, I think there was a program about Harry Truman that might fit a little bit better for the older students, but the reason why the great interest at the elementary level, there really were a couple of reasons. One thing is that in social studies curriculum in a lot of states in the country, often fourth grade, is a grade that's allocated to state history. And so, a lot of Missouri curricula in school districts have fourth grade as an area where Missouri history is a separate course; might be taught for maybe a semester or so. The other thing is that fifth grade often times, they will teach United States history. And, one way to make United States history perhaps more meaningful to students in Missouri would be to, well, let's look at these events from a Missouri perspective. And so, as units are being taught, like in westward expansion in United States history, we could look at what was Missouri's role in westward expansion, quite nicely with a series like this.

Dave: So, Missouri doesn't have a mandated curriculum certainly, and it also doesn't really require state history at a specific grade level, but we do have a set of standards that we are using for social studies curriculum. Talk a little bit about that and how this video might play into that.

Warren: Yeah, we do have standards, we have the Show-Me Standards, which is we nicknamed the "placemat" because it's about the right size, it works, it would work for that purpose.

Dave: Put that under your plate....

Warren: Though some people have gone to enough meetings that they can actually use this for their whole family, so that's.... And then we have the book of content specifications where we for social studies we say, well, if we have a standard on pertaining to United States and world history what does this mean at the various grade levels? And, when teachers came in to work on the content specifications for, connected with our state assessment program, particularly at the fourth grade level, they did see that Missouri history could play a significant part in this. It's not that we're expecting students to have memorized a lot of details of Missouri history, but I would say really that this series would have a very nice relationship to the kinds of things we would get into in our assessment at the fourth grade levels and particularly if you apply it toward United States history also at the eighth grade level.

Dave: Now you've taken the time with the teachers' guide that we've developed to go along with the series to identify, kind of an alignment of the units with our social studies curriculum, within the Standards. So that's going to help teachers there to identify what units might be used best in a particular curriculum of study.

Warren: Well, as you know we don't have an official Missouri state curriculum, but what we did do, was we took each of the program topics and said, if you're teaching United States history, for each topic that we have for a program, what unit in United States history might this particular topic be used with? And so, the topics, the units that we identified are commonly taught kinds of units that would be taught for example if you're studying American History you'll probably be studying about the Civil War. And, Missouri's role in the Civil War is covered in one of the programs in the Finding Missouri series. So, we show that relationship and then also in the teacher's guide we do identify specific Show-Me Standards to which this series relates. In fact, the whole idea of the video in a sense is to start encouraging kids to think of topics for research and to do research related to Missouri History, and the Show-Me Standards, particularly, when we look at the processes of thinking, side of the placemat where we have the four goal areas and standards underneath that, this series could be used beautifully for stimulating the kind of thinking we would like to get into with the process standards.

Dave: Do you see this as being necessary for a teacher to start with unit one and go through it within a particular grade, or do you see that you could pull out units and fit that in where you see fit in your particular course of study at different grade levels?

Warren: I think it could be used nicely both ways. You could, if you had a course, the units do follow in a nice chronological pattern, so if you, you could use it that that sense, but, if you're teaching, like if you're teaching eighth grade, and you're focus is on a particular facet or period of United States history, you would not necessarily use all of the programs in the particular series. It's even conceivable that a high school teacher might say, let me see that unit about Harry Truman, that might be something we might be able to use even at the high school level, just to get kids thinking about him, and to stimulate questions that they might want to raise, that they could investigate. I think you could do it either by being very selective in terms of units you're teaching and which programs will you pull into those units, or if you do have a chronological course dealing with Missouri history,

either at the elementary level or at the middle school junior high level you could use the series just as it's been developed.

Dave: Karen, your input into this, I think, has given us an interesting perspective. I think if we'd had just educators and historians produce this series, it might have been more of a PBS documentary format, more of a travel-log format if you will, but the perspective that you brought to the table in talking about how to cover history, in a historical perspective there was really, looking at the built environment, not just looking at the events of history from a people stand point. And that gave us a whole different avenue, if you will, to get into a lot of these topics. Talk a little bit about why this is important, that we connect with kids particularly, about their surroundings and how that might relate to the past.

Karen: Well, I think I started from the perspective that all history is local history, meaning it happened in somebody's back yard. And, in every town in Missouri, no matter what size town or rural or urban, whatever, there are many places that if studied, can help to tell the story of Missouri's heritage and history. Sometimes a great event might have happened in that building, sometimes it was the every day lives of people during a certain time period, or maybe that particular place in Missouri helps to illustrate some great theme that involves many places such as Route 66, there are many buildings along Route 66, that tell us the story of the whole era of automobile travel and transportation during a certain time period. So, that was really my perspective, and I have long felt that these places are more than little museum places, these important historic places, that they can be used as a tool for teaching and for learning about our heritage in Missouri. And, that's been my focus through this whole project.

Dave: And I think that's one point we want to make to teachers particularly is this isn't intended to be an all encompassing overview of all the events and locations of historical significance in Missouri. There's just...we would have been at this eternally. There's just...that sense overwhelmed us early on. That there was so much to cover, how do you encapsulate this information in viewable lengths of programming? And, for most kids, your attention span past fifteen minutes is pretty limited. And, most of us in general, you don't like to watch things of instructional or educational importance that don't entertain you. So, we had this responsibility really, is to try to connect people to the event we were discussing, or in some cases, more that one event really, a rolled-in-to-one-topic, one unit, and locations. And I guess, Jim, that's where we ought to get into this whole, the whole key to the format approach, what were some of the things that went through your mind in looking at how we might manage the business of instructing the viewers, but at the same time keeping them entertained and interested in what was going on.

Jim: Well, each of the videos, there's sort of a loose format that runs through all of the videos. We really used the story, or the anecdote, as our basic kind of, learning technique. Each of the videos describes a period of history, as a series of anecdotes. So, basically we started from a location that our host could host from that would kind of tell part of the story of that period of history that we were discussing. We tried to concentrate on those areas, or those physical locations, that people could actually visit. The Old Courthouse, Ft. Osage, Wilson's Creek...places where children, families, or classrooms and their

teachers could go and actually see a part of history. From there we kind of expanded on the location and developed interesting stories to kind of compliment that location. We didn't try to be comprehensive, there's quite a bit of information about Missouri history that's not in this video series, but we simply felt in order to do justice to the stories we were telling, to concentrate on just a few things, and try to make them interesting for a younger audience.

Dave: Where did you have to go to get background information, or was it the kind of thing where you could just check books out of the library and get background, because I know the anecdotal perspective particularly, you've got a lot of kind of first-hand accounts that are integrated into the video that are taken from journals; was that kind of background information hard to come by?

Jim: Well, it's not hard to come by, but it's essential, anytime that you're involved in any kind of historic research you always want to go to a primary source, somebody that was there, that actually experienced that. And so we used those primary sources a lot in this video and hopefully in some of the later units the "History Begins at Home" unit that based in Waynesville where we actually follow a class doing their own historical research, they'll be able to see how important primary sources are, and how those can be utilized to get information about the past. But basically we did a lot of work with various historical societies concerning archival images and that sort of thing.

Dave: We learned early on, if you get too many historians in the room together talking about a particular event in history, you can have a different interpretation of what went on, and it was very hard, I'm sure for you as a producer, to say, this is a piece of...this is a factual bit of information that we're going to include in this video to stand as fact, because, like you say, it happened in the past and it's real hard to put that to a primary source.

Jim: Early in the process, we had a group of historians, historical advisors, that were helping all along in the process and though we had some interesting discussions on what should be in and what shouldn't be in I think that that process sort of whittled out a lot of the unimportant things and we kind of came up with some basic things that everyone could agree on. So, it was sort of a consensus of a large group of people that came up with these basic units that we have.

Dave: And really, in a sense, that's what took the greatest amount of time, the actual time of out in the field doing taping and the editing part, didn't consume near as much time as the background research activities.

Jim: No, that took forever also...Well, it felt like it took a long time.

Dave: I guess, what I want to do now, is we have a video tape that we're going to roll that shows a teacher using a unit in the classroom and then exploring with her students what they might do to spin off from that unit they watched in the class and turn it into a research project for themselves. So, we'll look at that tape, and then we'll come back and visit some more.

Teacher: Good morning. This morning I'm going to be showing you a video on Arrow Rock and it's called "Trails West", it's Finding Missouri: Our History and Heritage. So, we're going to start with that and when we get done we'll just ask some questions and think a little bit.

Narrator on video: Too often, history is considered a dim, forgotten thing. Like a faded photograph, the events of the past lose their gravity. Imperceptibly blurring with age. But there are places where history remains in sharp focus, places....

Teacher: And, what do you think of it? What did you get out of this video that maybe you hadn't learned before about Arrow Rock, or if you've never been there, what did you get?

Teacher: From what, from McDonalds or something?

Teacher: Have you seen the Capitol before, where George Caleb Bingham's paintings are all around?

Student: Yea, I ....

Teacher: If you'd never been to Arrow Rock before, which I think there's a few people who haven't, would it make you want to go there and check it out?

Student: Because I see all these things that I didn't see when, and I recognize some things like the gun shop and the tavern, but I didn't, like some of the things....

Teacher: OK, now if you could do a video like this, about our community, what would you want for it to show?

Student: The MKT Trail, and the malls....

Teacher: Let's go one at a time, so we've got MKT Trail, the older schools, the mall, alright....

Student: ...Civil War cemetery....

Teacher: Which is where? ...Okay.

Teacher: So, that Mizzou and that would really go with the Missouri Heritage and History thing. And the MKT trail, I think, can you think of anything else that would stick with their theme that they have for the videos?

Student: Maybe downtown, if we showed certain parts of it....

Teacher: ...the Courthouse.... What else in town or around Columbia would you?

Student: I think the ... cause it's got some background to it. Even the Mall has some background to it. I mean, everything, even if it's just been here for a year, it has a history, like the ground it was made on, that could have been fought on, you know, bloodshed, it could have been .... It just, you know, different things. So everything has a history, you have to go back. So really, everything in Columbia is .... The older things, like the Courthouse, that do have significance...house, and the cemetery.... Those are top things.....

Teacher: Do you think the video we're talking about best be created by the whole group or breaking it up into smaller groups?

Student: Probably breaking it up, because like, a few people for one basic idea in Columbia, and have separate groups to make different videos and you can kind of piece it together to make one big one...series.

Student: ...agree with.... There's so many things to cover....

Student: And it might get done faster because you're in smaller groups and there's a lot of things to research.

Student: ...look at the history, and another group...would you want to go there....stuff.

Student: ...one group could look at the MKT Trail, and one group could videotape the columns and stuff.

Teacher: We'd probably have to make some decisions on what specifically you want to use after we get into smaller groups.

Teacher: So, we're making this videotape about Columbia and our history and heritage for the Missouri videotape series and which part are you guys interested in doing on a tape.

Student: I'd like to do the columns and see what they .....

Student: The cemetery would be...

Teacher: The columns, the cemetery, what else? The MKT trail...

Teacher: How about we pick one of these to focus on so that the other groups can work on one of the other places?

Student: The cemetery.

Teacher: The cemetery? Okay. It's the easiest one? All right. First off, where is the cemetery?

Student: It's behind Grant....

Teacher: And so, how are we going to get there, when are we going to do this?

Student: By car.

Teacher: We're going to get there by car. The four of us?

Teacher: Okay. And, when do you want to do it?

Teacher: So what are we going to do then?

Student: Like...I, if I remember correctly, it's broken in parts, there's like slave area, Confederate, and Union, and they have generals, like they have...the twelve ...or something like that.

Teacher: Oh yeah. All right. So, how are we going to figure out which area is which? Who has that kind of information?

Student: Um, I could probably figure it out.

Student: Couldn't you ask the lady that worked there or something?

Teacher: Do we know the exact name of this cemetery? So how are we going to find it?

Student: It's ....

Teacher: Maybe we could look it up in the phone book and find what sounds like the right address maybe?

Teacher: All right, so can we think of anything else?

Student: ...get lost doing it....

Teacher: Well, we know where it is, but what I'm talking about is how do we find out, you know, first off, who even we should talk to and then, you know, find out specifically where these locations are.

Student: ...cemetery person that takes care of the cemetery; mows the lawn.

Teacher: But how do we find them?

Student: Go to their...call the city...

Teacher: Call the City? Okay.

Student: ...council or whatever....

Teacher: Okay, do you think that maybe, um, like one of the cemeteries, not cemeteries, one of the mortuaries in town would know?

Student: Yea, that would work.

Teacher: The people who preserve the bodies and that sort of stuff. Well, we could just call them and talk to them on the phone. How do we go about finding more information about this place?

Student: Like, there's .... Places here in town, there's an information center, we could go down there and see what they have on it.

Teacher: Are you thinking of any places in particular?

Student: They have one down by Osco Drugs and it's like, down the road, over by...

Teacher: Are you thinking about the Chamber of Commerce?

Student: Yes! That one...that's the place in town where you get information and stuff.  
...Boone Hospital...

Teacher: At Boone Hospital they have these brochures; do you think it's going to say anything about the cemetery?

Student: ....It has like history....

Student: Even if we just went to the Chamber of Commerce or something and they didn't have it, I'm sure that they'd probably know about it.

Teacher: Okay, and direct us to the right people? Okay. Should we call them first, rather than going down there? Save some time? What about like the Boone County Historical Society and those kinds of places?

Teacher: Um, have you been to campus before where they have the manuscript collection down in the basement of ... Library? Cause that's something we could check into to. Okay. Um, does anybody have a video camera to shoot it? Alright. Are you going to bring it? Alright. Any other place you can think of where we might find information about the cemetery?

Student: Couldn't ...at the cemetery?

Teacher: Do you think the newspapers would have anything about it?

Student: Well, yeah, the old ones.

Teacher: If we can find.... Do you think like the Tribune would have that sort of thing on file?

Student: I don't know. Cause if you think about it, the slaves, they might have not had newspapers back then, and then the Union and Confederate generals....

Teacher: How did they report the news back during the Civil War? How do you want the video to look?

Student: Like maybe we could have like a host or something, and like have him walk around and then other people could be like interviewed or something with what they think about the cemetery and once we find like the information, they could tell about the history and stuff.

Teacher: Who's they?

Student: Like the host would go and ask questions and then like, say I was the host and then you guys would say ...and answer the question. It would be like an interview.

Teacher: So you sort of want us to be the experts on the video of the information, or just say what we found in our research or what do you have in mind?

Student: Like, you know how the news reports go, they'll talk and then they interview people. Like what do you think about this?

Teacher: OK, we've got to go to other locations then to shoot that. All right. And, let's think about our time and budget constraints on this. Like, how are we going to pay for it if we need to and how much time we're willing to put into it. What are your feelings on that?

Student: I guess, we'll see how much money we have and put it together, somehow, find a way....

Teacher: Do we need to do that?

Student: I think, maybe, personally, I don't have money, and, so if we did a fundraiser thing, then we could get money, and then we could put it all into the video and the money that we don't use we could give to charity, or something.

Teacher: Do we need to have money though, if we could provide the tapes and the camcorder?

Student: ...it just depends on if they, if we have to pay others....

Teacher: Right, so we'll need to talk a little bit about that and see if we would be charged for that. You might see if the school would help us a little bit too. If we needed some money.

Dave: Welcome back again, and let's pursue a little bit of discussion about what we can do in the classroom as teachers to utilize this series, and I think you saw in the video that the kids got pretty excited about producing their own video, going out and exploring an event, a place, in their community where they could do some investigative research to find some information out about a locale, and make their own video and I guess that's really what our intention of the series was, you know, any of you disagree with me if you feel that you need to, but it seems like we really wanted to produce a series that was a catalyst to get students excited about exploring their own community's history and heritage, and not really, we didn't feel that we had any need or even the ability, to cover events of history and try to get all the chronology of the fact in the there in the thing. Let's talk about what we could do as teachers in the classroom to spin off into some projects to do some things after using one of our units. Warren, what do you, do you have some ideas there?

Warren: One thing is, that in a number of these programs, perhaps all of them, the narrator often will take you to a site to see something and then they'll say, why don't you check this out? There's a lot of opportunities here given for looking at different sites in the state of Missouri where there are very good programs that teachers could find out about and take advantage of, and with the students generate questions that they would want to investigate, so I think that's just one of many different possibilities. We also have in Missouri, a very fine history day program, and this series would be a good series to stimulate students into thinking about topics that they might investigate for history day,

where they would prepare dramatizations, or they might do historical written research projects, or they might make poster displays of different kinds or projects that would be done for the internet or something of this sort. I think there really, I think I'm just sort of hitting the tip of the iceberg, when I'm making these particular suggestions.

Dave: Karen, do you have other ideas, what are some things that you might suggest to teachers?

Karen: Um, well there are literally hundreds of different projects that could come out of this whole concept. One thing I've been working on recently with a teacher in a small town south of Kansas City; she called me and asked if I could help her with doing a diorama of their courthouse square in this town, and, so I volunteered to help, and provided some photographs and some historical materials that we had in our office, and then they decided they wanted to do a very detailed diorama and they wanted it to date to 1900, to the turn of the century, which meant that they had to research not only the appearance of every building on their town square in 1900, so that they could reproduce it, but they also had to know what types of businesses were in the buildings and something about, you know, what kinds of services those businesses provided. They had to know about their courthouse and exactly how it looked in 1900 so they could reproduce it, and so they're really learning a whole, not only a commercial history of their small town, but they're also learning a political history in a sense. So that's been a kind of a little bit different project than anything we've seen in the video series. We've also had an archeology project in Jefferson City, there's a building built in the 1870's, we think, and the building is being extensively rehabilitated, and as part of that rehabilitation, they had planned to do some pretty extensive earth moving in the backyard, so prior to that, the local class has been working with a professional archeologist on our staff and doing an excavation and testing in the backyard. The building had originally been used as a female academy, school for girls, and so we're finding some indications of that in the rubble that's underground in that backyard, so that's another way this whole thing can be used, this concept of discovering Missouri heritage and history.

Dave: And it sounds like these projects could take on a life of their own and you really have to get involved with other teachers at other grade levels and other subject areas to keep that kind of project going because you really, you literally don't have enough time in one school year to follow through with it.

Karen: Right, the students who are doing the archeology project are not only unearthing these artifacts, but they're finding out what they are and what they mean and why they're in the location they're in and they're learning to curate them, to clean them, care for them, label them, and set up a little museum display in a vacant room in their school, so there are a lot of things that are coming out of this what would at first seem like a very simple project.

Dave: What would your advice be to, at the local level, a teacher for getting in touch with people that can help them at the local level. Do you have a historical preservation society, or organization at the town level, or is that something that's regional, where could they get to get local help on where there might be buildings of historical

significance and what they're involvement might be in interacting with a project like that?

Karen: Well, our office has been collecting information on cultural resources, built environment historic built environment above ground and below ground for about 30 years now. So we have information on about 200,000 historic properties all over the state, and so they can get in touch with us and if we don't have the information, we can sometimes help them find it. Some towns and some counties have their own historical societies and the way you find out information about those, if you live in the town who belongs to the historical society, you can call the historical society at the University of Missouri at Columbia and they put out a little booklet that's updated, I don't know, every couple years I think, that has a list a person, the contact person for each historical society in the state of Missouri and tells you how to contact that person. Every historical society has some sort of a collection pertaining to either the city or the county that they cover, so that's an excellent source. You can also find newspaper clippings and maps, lots of different things at the University of Missouri Columbia, at the Historical Society there.

Dave: Do most universities have at least a library where you can go to find lots of information about the past?

Karen: Yes.

Dave: I'm sure there are a lot of restrictions about what you can walk out the door with, you can certainly go there and utilize some of their information in terms of doing background research.

Karen: Right.

Dave: Jim, let's talk a little bit advice you might have for a teacher who's wanting to put together a video. Because I could see where, in regard to any of the ideas that Karen was talking about, you'd want to document what went on, the whole activity of discovery that you went through and that process. That can be an overwhelming task for someone who's never put a video together, it's not just turning the camera on. What are some things, some pointers you could give to teachers to keep in mind when they're pulling a video together?

Jim: Well, making a video is just telling a story only you're doing it with pictures, so basically when you're planning on your local video, the first thing you want to do is establish what story you're going to tell. After you establish what story you're going to tell, and I would interject too, history is everywhere in Missouri, no matter what city or state, city or county in Missouri you're from, something significant happened there at some point in time, and something that's going to get the kids excited, there's lots of opportunities for kind of exploration and discovery no matter where in the state you are. So the stories are out there. Once you get a hold of your story, basically, write the script. You can write a script as a voice-over narration, or you can go out and interview older local residents, that might have some knowledge of whatever you're talking about, but basically you want to

put your story together. And then the challenge is, as it is in any historical video piece, is covering whatever that script that you wrote is with visuals. And that might be the challenge, but you'll have the advantage you're students are not only going to learn a lot about history, they might learn something about video production as well, so you'll be killing two birds with one stone.

Dave: What about length? The problem with any of these as we got into it, was where do you stop telling the story? Do you have any feeling for that?

Jim: I think the kids, I think the kids tell you to stop at about 12 minutes. I'm assuming teachers know that there's sort of a fidget factor that comes with a certain amount of watching a video and I think 12 minutes was certainly as long as we felt we could go. Some of them might go a little bit longer, but 10 to 12 minutes seems about standard to hold somebody's attention, and of course, you know, Ken Burns is currently working on a series on jazz that I think is 14 hours or 21 hours, something—it's a big subject and it deserves to be told, but I'm not sure that that length would be appropriate for school-age kids. So, I would say keep it short, keep it fun, have a ball.

Dave: And a lot has to do with your video production resources too, if you can't do anything to carry the imagery in an entertaining way, then you may not want to go too long either. If it's just straight video and you can't use any graphics or special effects.

Jim: Video's kind of a hard thing cause there's a lot of things involved. There's visuals and audio, but one of the final units in this series we concentrate on some students in Waynesville with a program called History Begins at Home; and they do a variety of different things, they do historical research at the county court, they do a radio program, they do a little newspaper, they also do videos. So, you're really not limited by technology, all you're limited by is your energy and the energy of your students because there's a whole variety of different projects that you could get into to pursue this avocation.

Dave: What we're talking about, really opening the window of discovery, is how you put it earlier on, and can you use these videos in a stand alone sense, where they'll teach history or they'll have content is part of the context there of the history lesson, or is it really something where you've got to do something else with it?

Warren: I think it's more where you do need to do something else with it. They, for the most part, the programs do tell the story, but at the same time, they don't attempt to tell the entire story. And, you can always look at things from different perspectives, and try to get deeper into it than the series, than the videos were able to do. And, so the intent was really to be a springboard for more inquiry and investigation so, I think they do a very good job of that, really. But, they will not attempt to tell the entire story, to do that you'd have to go to a type of Ken Burns type of thing and probably have to have some commercials speckled throughout it so, for the fidget actors, as far as that's concerned. But, I mean really these are very good programs to serve as a stimulus for further investigation.

Dave: Warren, visit with us for a minute to the fact that the videos themselves show kids engaged in activities that are discovering their own history and heritage, at home, so it's not necessarily that you'd have to go out and do it on your own, you could actually engage some instructional activities by having the students look at what's being done within a particular unit and then talking about that.

Warren: Sure, several of the videos actually show students doing things, often times with the classroom teacher. So, a classroom teacher could watch the series and say, let's, let me look and see what this teacher is doing and what some of the kids are doing, for example, the program History Begins at Home in Waynesville, or the program pertaining to Mingo Swamp, where you see actual teachers doing things with students and students getting involved in activities and using that information, the teacher will think of other things that he or she could do with students back in the classroom. Jim, I know you've, in making the series you were looking for things like this and you might want to mention a few other specific examples.

Jim: Right, in almost every unit I think that we've got kids from the local area being involved in some activity. I know in Hannibal we had a bunch of young people that were involved in a play, in almost all of the different units. In the Truman unit there were some young people going through the museum up there, and I think the challenge for teachers is, is going to be able to kind of tap into the excitement for kids about their history. And, I think once you tap into that though, teachers will find that there's a tremendous interest in students in their own personal history. And, basically, you're just going to have to find the resources in your local area in order to do that.

Warren: Some areas, some local areas, have incredibly rich resources, where they are really wanting to do outreach work, with classroom teachers so depending upon where you are; I know Truman Library for example, they've hired staff that's specifically are working, doing things to get the kids to use the library resources in very active ways. And I'm sure this is happening in other places as well.

Jim: Same with Jefferson Memorial, the Arch and Old Courthouse in St. Louis, they have a tremendous number of education programs for students....

Warren: Oh yeah, there's the Historical Society in St. Louis which has just expanded upon its museum, there's just very, very rich resources in the state.

Dave: And, there are local collectors too, the one unit that we do on the St. Louis World's Fair, we talk with an individual whose made it a life avocation, basically, to find out as much about that particular event in Missouri history as possible and has collected a lot of artifacts, and I suppose, almost every community has someone that's a collector of artifacts.

Jim: From a video producer's standpoint, these people that have spent their life involved in a simple subject, there's nothing they like better than to talk to a group of kids about it. They live for that, you know, in order to describe their passion, they just love that.

Dave: I guess with that, we'll end our discussion here, about what you as a teacher might be doing with the series, we hope we've given you some good ideas and we're going to roll some names and addresses on the screen that you could use as a background and resource contacts and also remind you that the teacher's guide that's included with the series that goes out with the tapes has a bibliography and you can expand on that, we're going to have a web site up and running that can be found through the Department of Education home page and that will serve as a bulletin board for teachers to exchange ideas, for right now this series is being delivered through the educational satellite network as a satellite feed, and then we're also going to distribute the tapes to every middle school in the state. So, thank you for watching our show today and we hope you enjoy using the series in the classroom.