

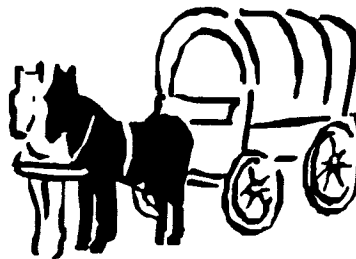


# Kids on the Chisholm Trail

Lynn Tilley  
ltilley@comanche.k12.ok.us

Bandy Sanders  
blsanders@comanche.k12.ok.us

Comanche Public Schools  
1030 Ash  
Comanche, OK 73529  
580-439-2911 or 2922





## Resources

**NatureShift: Linking Learning to Life**

<http://natureshift.org/>

**Chisholm Trail Heritage Center**

Duncan, Oklahoma

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

**Using Primary Sources in the Classroom - Library of Congress**

<http://memory.loc.gov/learn/lessons/primary.html>

**Constructivist Teaching**

**Concept to Classroom on Constructivist Teaching**

<http://www.thirteen.org/edonline/concept2class/month2/index.html>

**"Assessment in a Constructivist Classroom"**

(North Central Regional Education Laboratory)

<http://www.ncrel.org/sdrs/areas/issues/methods/assment/as7const.htm>

**Center for Media Literacy**

<http://www.medialit.org/>

**Educators Guide to Copyright and Fair Use**

[http://www.techlearning.com/db\\_area/archives/TL/2002/10/copyright.html](http://www.techlearning.com/db_area/archives/TL/2002/10/copyright.html)

**U.S. Copyright Office**

<http://www.copyright.gov/>

**Fair Use Guidelines for Educational Multimedia**

<http://www.utsystem.edu/ogc/IntellectualProperty/ccmcguid.htm>

**Final Draft Software**

<http://www.finaldraft.com>

**Inspiration Software**

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

**Kids on the Chisholm Trail** became a project when a local history museum approached our school district seeking high school students to produce a mini-documentary spot-lighting children who rode up the old Chisholm Trail with the great herds of cattle. A unique and productive partnership developed between the elementary library media specialist and a middle school English teacher, who each felt the project would have more impact by including a mixture of multi-age elementary, middle school, and high school students. Completed over an eleven-month period, this project continues to impact the lives and education of students today.

This type of integrated, collaborative, hands-on, constructivist, student-driven learning project using local history, primary sources, and real-life learning experiences is a wonderful vehicle for teaching not only curricular standards, but also each of the nine information literacy standards. Students are accessing, evaluating, and using a variety of information accurately and creatively. They become independent learners who not only are seekers of information, but also generators of information. They learn ethical behavior and contribute positively to both society and their fellow students as they work together in groups to create a project that will benefit the entire learning and local community around them.

Can't be done, you say? It is not as hard as you think. We surely faced our share of trials, such as rainy days, conflicts with students' schedules, days being too short, hectic filming schedules on weekends and during summer months, but with each unexpected challenge, the students were amazing in their creativity, fortitude and ability to problem-solve. The impact on student learning was tremendous as evidenced by, among other things, the confidence and leadership skills these students exhibit today as they have moved on to other projects in their schooling and lives.

Undertaking a similar project at your own school can be very rewarding for student and teacher alike. Local communities are rich in many learning opportunities. Attached is a list of helpful tips and strategies for making the most of such a wonderful learning experience.

- Choose a topic of interest. Know your desired objectives and outcomes, but let the students help guide the means for achieving these.
- Don't go it alone. Develop a collaborative relationship between one or more teachers and the library media specialist.
- Involve parents and other community members and organizations. You will be amazed at how much and how willing they are to help.
- Delegate. There is strength in numbers.
- Build a *team* among all participants. All ideas and jobs are important. Even the older ones can learn from the younger.
- Be flexible. Don't box yourself in with traditional timetables, or traditional teaching and learning practices. Allow the students to guide the project.
- Have a sense of humor.
- Have fun.
- Don't sweat the small stuff.....OR the big stuff.
- Use graphic organizers. Inspiration software, or putting paper on the walls, can help your students visualize and plan their project.
- Don't wait to fully understand Constructivism. Just dive in and let your students be the guide.
- Act as a facilitator. Students should be the producers, not simply consumers, of learning.
- Use Final Draft, iMovie, Final Cut Pro, and other software programs to make your student's job easier. You will be amazed at how fast they learn how to use new technology.
- Trust your students. They can be great problem-solvers.
- Look for many different types of primary sources. First-hand accounts can be as powerful as actual places or artifacts.
- Don't forget to educate your students on copyright and other ethical issues.
- Provide ongoing opportunities for showcasing your student's work. This can be the type of project with continued learner impact.

For Additional Information or Questions, contact:

Lynn Tilley, Comanche Elementary Library Media Specialist

[ltilley@comanche.k12.ok.us](mailto:ltilley@comanche.k12.ok.us)

Bandy Sanders, Middle School English Teacher & Tech Specialist

[bsanders@comanche.k12.ok.us](mailto:bsanders@comanche.k12.ok.us)

