



# Kentucky Junior Historical Society

2015-2016 Handbook  
for Teachers/Sponsors



**KentuckyHistoricalSociety**

100 W. Broadway | Frankfort KY 40601 | 502-564-1792 | [history.ky.gov](http://history.ky.gov)

# Contents

- Welcome to the Kentucky Junior Historical Society .....1
- Frequently Asked Questions .....2
- Membership Benefits.....3
- How to Start a Club.....4
- KJHS Regions (map) .....4
- Suggested KJHS Club Activities .....5-6
- KHS Wants to Know What You Are Doing .....7
- KJHS Annual Conference | NHDKy State Contest .....8
- Annual KJHS Awards .....9
- Teen Leadership Committee ..... 10
- Appendix A: How to Develop a Website ..... 11
- Appendix B: How to Conduct Oral History Interviews..... 12-13
- Appendic C: In-Class Exhibit Design Activity .....14-15
- Appendix D: Preparing for KJHS Conference Contests..... 15-16



## Welcome to the Kentucky Junior Historical Society

You know history is fun – and it’s even more fun when students approach it as a group, get involved in research and discovery, put their hands on historic objects or go out into the community to learn history close-to-home.

The Kentucky Junior Historical Society (KJHS) allows students all of these opportunities. It is a flexible program that you can adapt in a way that works best for your group. You and your members decide when, where and how often to meet; and what activities you’ll undertake. You may want to embed KJHS into your curriculum or treat it solely as extra-curricular program. You make it what you want it to be to best benefit your students.

This handbook is intended to help answer some of the questions you have about KJHS, provide project ideas, and help you and your students get started – but it is just a starting point. As you begin your KJHS chapter – or start again for a new year – the Kentucky Historical Society can advise you and be a programming resource for you – just as we have been for countless other KJHS groups since 1961.

# Frequently Asked Questions

## Who is eligible to join KJHS?

Kentucky students in grades K-12.

## How much are annual membership dues?

\$10 per student.

## What do students get for their dues?

There are many membership benefits, including a free T-shirt, and discounts for attendance at the KJHS annual conference and National History Day in Kentucky contest participation. Other benefits include free KHS education staff visits and workshops with groups in their locations and free workshops and other programming at KHS. A complete benefits list is on page 3.

## Is there a set number of times groups have to meet during the year?

You decide how frequently to meet. Your meeting schedule will depend on the types of projects you want to do and whether you embed the program into your curriculum.

## Do we have to use [Parliamentary procedure](#) at our meetings?

Your meetings do not have to follow Parliamentary procedure, but you can use it if you want to do so.

## Do we have to elect group officers?

Your governance system is entirely up to you.

## Is National History Day the same as KJHS?

No, it is not the same. National History Day in Kentucky is a program of KJHS and an affiliate of National History Day, a national program. KHS is the NHD coordinator for Kentucky. NHDKy is one activity that KJHS groups can choose to do. Not every NHDKy participant is a KJHS member, but KHS encourages all NHDKy participants to join KJHS because their membership benefits include discounts on contest participation and free NHD-prep workshop participation.

## Who do I contact if I have questions about KJHS?

Cheryl Caskey, KJHS state coordinator, at 502-564-1792 ext. 4461 or [cheryl.caskey@ky.gov](mailto:cheryl.caskey@ky.gov).

# Membership Benefits

## Free

- KJHS T-shirt to wear throughout the year.
- Admission to KHS sites: Thomas D. Clark Center for Kentucky History, Old State Capitol and Kentucky Military History Museum.
- One workshop by the KJHS coordinator at your location. Visits can take place during regular school hours or during an after-school meeting. Sessions are designed to involve students in active discussion. Topics and recommended times are:
  - NHD 101: The basics of participation. (Schedule fall or early winter).
  - Introduction to primary sources and research: If your group chooses an activity that requires research, you will want members to understand and know how to use primary sources. (Schedule any time before your group starts its research. If you are participating in NHDKy, schedule it after your NHD introduction.)
  - NHD topic discussion and activity: Selecting a topic around the NHD theme can be fun and challenging. This session helps students think through their topic ideas and make a selection. (Recommended in the fall or early winter after students have been introduced to NHD.)
  - Primary source exhibit activity: Students will create an impromptu exhibit within a class period, using primary sources to develop an argument around a pre-determined topic. The activity can be used to facilitate an introduction to an NHD project category or to prepare for a community exhibit project.
  - NHD project evaluation and assistance: For groups that cannot attend these sessions at KHS, the KJHS coordinator comes to you. Should take place in January and February prior to student attendance at a regional contest.
- School field trip (one) to the Thomas D. Clark Center for Kentucky History (typically costs \$3 per student).
- KJHS coordinator support for club activities, i.e., support materials (informational fliers, lesson activities, etc.); information regarding local history organizations in their community; attendance at club field trips and more. Just ask.
- Admission to an NHDKy project workshop, to be held in January and February at KHS. Students receive feedback on their NHDKy projects prior to a regional competition. They will take home at least three suggestions for next steps with their research, design, argument, etc. Workshops are the second Saturdays in January and February.

## Discounts

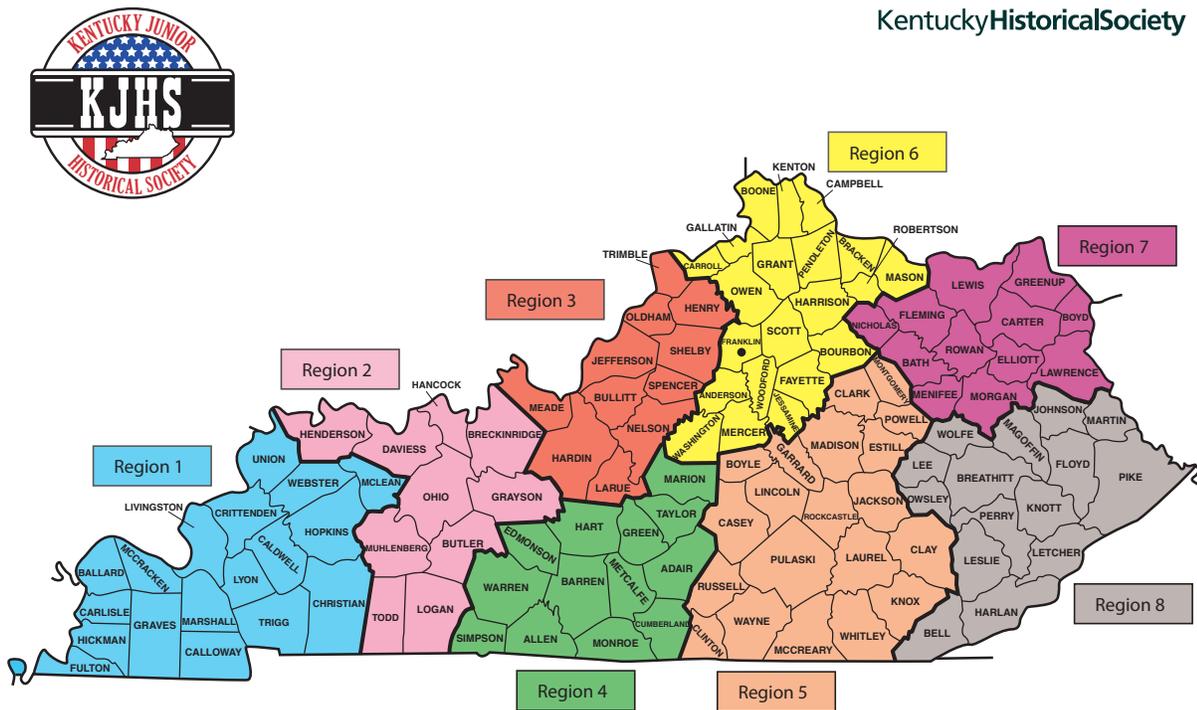
- NHDKy regional contest participation fee of \$10/student (regular fee is \$20).
- 15 percent off eligible items in the KHS 1792 Store.

# How to Start a Club

1. Obtain permission from your school administrators or other governing authorities.
2. Advertise your first meeting (KHS provides a flier for you to download, customize and post).
3. Involve parents who can be instrumental in obtaining support from school administrators.
4. Hold your first meeting(s):
  - Discuss activities you want to do as a club.
  - Allow students to express their interests.
  - Establish goals for the year (i.e., taking field trips, participating in NHDKy, attending the KJHS Annual Conference, volunteering at local historic sites, learning more about Kentucky's/your community's history, creating a club project.)
  - Select a club name.
  - Set the time and frequency of club meetings.
  - Decide what, if any, officers are needed and elect them.
  - Invite the KJHS state coordinator, KJHS committee members or long-time KJHS sponsors to speak at your meeting.
5. Complete the [registration form](#) and send it with payment to Cheryl Caskey, KJHS state coordinator, Kentucky Historical Society, 100 W. Broadway, Frankfort KY 40601

## We're Here To Help You!

We want to know what you're doing and how we can help. We're happy to attend your meetings and activities – and it's a member benefit!



Kentucky Junior Historical Society Regions

# Suggested KJHS Club Activities

These activities take students into their communities to gather and share information; allow them to express themselves creatively; and enhance their problem-solving, analytical and critical thinking skills. They provide opportunities to serve their communities; get out and explore; and meet other KJHS members. The list is by no means exhaustive. If you have an activity that you don't see here, please let us know so we can share it with others.

Note: Many of these activities mention primary source materials. Find them in archives, libraries and historical societies throughout Kentucky. Some repositories, including KHS, have special sessions for students to learn how to access and use primary source materials. Session attendance can be its own activity.

**Attend the Annual KJHS Conference.** The annual conference is an excellent way to celebrate the end of a school year. It takes place over a Friday and Saturday each April at one of Kentucky's universities. It is open to all KJHS members and includes such activities as academic challenges, a free pizza lunch and a free evening social event at a local historic site. See page 8 for more information.

**Complete a National History Day in Kentucky project.** Research in primary source materials forms the basis of the NHDKy experience. Students research a topic of their choice based on a specific theme. Depending on their age group, they can present their findings as a paper, website, exhibit, performance or documentary. They may compete against others, but competition is not required. Click here to download the [2015 NHD Handbook](#) for more information.

**Develop a historical marker tour.** There are more than 2,200 historical markers in Kentucky that document history on an extremely local level, yet they also represent major themes that run through Kentucky history. KHS is working to expand the information that historical markers provide and to group them by topic into virtual "tours" for our ExploreKYHistory smart phone app. KJHS members can help to highlight their counties or communities by creating a tour for inclusion as part of that app. Go to <http://explorekychistory.ky.gov/> to see what is there already; contact Stuart Sanders, 502-564-1792, ext. 4420, to get started on your own tour.

**Develop a website.** Research a local historical event, group or person from your community and develop a website about your topic. Don't forget to promote your site through social media and traditional local media. See Appendix A for how to get started.

**Create a display.** Make a display for your school or a community venue on some aspect of local history. Be sure to consult primary source materials in your research.

**Conduct oral history interviews.** Everyone has a story that connects to history. Students can bring those stories to light by interviewing public figures, older members of their community and even family members. See Appendix B for how to get started.

**Research family history.** Our families did not live in a historical vacuum. History becomes even more interesting when students learn about their own families. Your local library can help you get started and may be able to provide free access to such databases as ancestry.com.

*continued on next page*

**Volunteer at local history organizations.** Many of them are small and they almost always are looking for help. Students can volunteer at events, work with collections and help conduct research. The KJHS state coordinator can help you find locations in your communities that need volunteers.

**Take field trips to historic sites.** Kentucky is peppered with historic homes, battlefields, cemeteries and other historic sites. Many offer free admission if you show a KJHS membership card. Just ask. If you have particular site in mind and would like help arranging a field trip to it, contact the KJHS state coordinator.

**Correspond with other KJHS clubs.** Let your students meet other people who are just as interested in history as they are! Plan a joint meeting, field trip or project. Ask the KJHS state coordinator how you can get in touch with other groups in your area.

**Take a field trip to KHS.** Come to KHS to see an exhibition or for an in-depth learning activity. Our programs challenge students to develop and use 21st century skills important to all disciplines. Visit the Educators' Resources section ([history.ky.gov/educators-resources-field-trips](http://history.ky.gov/educators-resources-field-trips)) of the KHS website for information on field trip options.

# KHS Wants to Know What You Are Doing

KHS wants people around Kentucky to know about your involvement in KJHS. We'd like to share your activities with others through our blog and invite media coverage from outlets around the state, but we need your help. Please tell us about any community activities your group undertakes this year so we can share the information.

Email Janene Zaccone, marketing communications administrator, at [janene.zaccone@ky.gov](mailto:janene.zaccone@ky.gov).

Please include:

- Your name, telephone number and a time when you're likely to be available for KHS to call you for more information or the media to call you if they are interested in covering your activity.
- Description of the project /activity and a bit of background.
- Name of any community organization you are working with (if any) or any organization that will benefit from your work.
- Someone to contact at the community organization to get that group's perspective on the project.
- Project deadline (when you will be finished)
- Project outcome (i.e., an exhibit, written document, website, etc.)

Also:

- Does the work itself or the final product lend itself to photography?
- Would you be willing to write a short (300-400 words) blog for the Kentucky Historical Society's web page?
- Have you contacted the media in your city about your project or activity?
  - If so, who?
  - If not, can you recommend a media outlet for KHS to contact?

# KJHS Annual Conference | NHDKy State Contest

The annual KJHS Conference takes place on a Friday and Saturday each April. All KJHS members can participate. Friday's agenda includes such activities as social events plus team and individual academic challenges. On Saturday, NHDKy contestants who have advanced from regional competition square off in the state contest. KJHS then honors top contest participants, KJHS clubs and individual members at a closing ceremony.

The KJHS conference provides a great opportunity for members and clubs to showcase the work they have done throughout the year and meet other members from across the state.

KJHS members can attend the conference for \$15 per day or \$25 for both days. This fee helps make the annual conference possible. This is what you can expect at the conference:

## Friday

This day is set aside for FUN and games! Clubs have a chance to show what they know through History Bowl, Impromptu Composition, History Test, Arts-Based and Exhibit competitions. Some contests are for groups; others are for individuals. (For information that will help you prepare for the contests, see Appendix D: Preparing for KJHS Conference Contests.)

KJHS members also can:

- Visit the HistoryMobile free of charge.
- Get their hands on history at interactive Investigation Stations. Topics include Kentucky inventors and Civil War soldiers, but the list goes on.
- Attend the pizza lunch for free.
- Play historic games.
- Learn to write with a quill pen.
- Get a history "tattoo."
- Attend the evening's social event at a local historical site for free.

## Saturday

Two activities take place this day: the National History Day in Kentucky state contest and the KJHS / NHDKy Awards Ceremony.

Students in grades 4 through 12 who have advanced from a regional contest square off in the final NHDKy competition of the year. Those in grades 6-12 who place well here may go to the National History Day national-level contest in June.

Performances, documentary and website screenings are open to the public during the competition. Exhibits are open to the public after judging has ended, so parents, grandparents and friends can take part in this special day.

The culminating awards ceremony honors students for their achievements in Friday's contests and the NHDKy state competition and for their work throughout the year. A list of award categories and criteria is on page 9.

# Annual KJHS Awards

Each year at the KJHS Conference, KHS honors KJHS members, clubs and sponsors with these awards:

## **Outstanding KJHS Member**

This award is presented to the KJHS member who exhibits exceptional leadership and involvement in his/her local club or community. It is not limited to local or state officers. The award will be given based on the nomination form, which must be signed by the club sponsor. A club may nominate one person for this award. The member must be in good standing with his/her club and the state KJHS office. Individual members must be nominated by a sponsoring adult.

## **Outstanding Youth KJHS Member**

This award goes to the K-5 KJHS member who exhibits exceptional leadership and involvement in his/her local club. It is not limited to local or state officers. The award is given based on the nomination form, which must be signed by the club sponsor. A club may nominate one person for this award. The member must be in good standing with his/her chapter and the state KJHS office. Individual members must be nominated by a sponsoring adult.

## **KJHS Leadership Award**

This award goes to a KJHS member who has been an active KJHS member for more than three years and has served for at least one year as an officer at the club or state level. The nominee has demonstrated exceptional leadership and service to his/her club and to KJHS through community service efforts, organizational leadership and consistent and dedicated participation in activities and events.

## **Club of the Year**

This award goes to a KJHS club that has exhibited the greatest activity, dedication and involvement with KJHS over the past year. To be considered, a club must have maintained regular contact with the KJHS state office throughout the year regarding its activities.

## **Rookie Club of the Year**

This award goes to the new KJHS club that has exhibited the greatest activity, dedication and involvement with KJHS over the past year. To be considered, a club must have maintained regular contact with the KJHS state office throughout the year regarding its activities.

## **Sponsor of the Year**

Local club officers and members may nominate their sponsor for this award. Award selection is based on the sponsor's promotion of club activities, demonstration of leadership skills and dedication to furthering KJHS's purposes.

# Teen Leadership Committee

The KJHS Teen Leadership Committee allows students between 14 and 18 years of age to work with KHS and serve as a voice for their fellow KJHS members.

Committee members have the opportunity to learn about different aspects of the KHS museum, including collections, work with staff that develop school programming in an advisory capacity and advise on aspects of KJHS. The committee also works on a project throughout the year.

Parental approval and a commitment to attend committee meetings at KHS in Frankfort are among the criteria for selection. Students who are interested should complete and submit an [application](#) by Oct. 15.

# Appendix A : How to Develop a Website

Creating a website about a historical figure, event, place or period related to your community is a great way to inform a wider audience about your local history. It also will help develop your students' research and technology skills.

**Determine the scope of your website.** Decide whether you will focus on one person, place, event or period for your community. The topic should be of interest to the club or student.

**Search for other websites that address your topic.** This can help you determine what information is already out there. If you find other sites, read them. They could be useful sources and you might want to see if you can use their information a new, fresh way. Consider what you do or don't like about the website, including content and navigation. This will help you plan your site. Some website examples are [cliohistory.org](http://cliohistory.org) or [senate.gov/artandhistory/history/minute/State\\_Houses\\_Elect\\_Senators.htm](http://senate.gov/artandhistory/history/minute/State_Houses_Elect_Senators.htm).

**Begin researching primary sources.** This will introduce students to their topic. Find primary sources for your topic at your local library, historic site or university. You also can use the Kentucky Historical Society collections. Many primary sources are searchable online.

**Consider the type of media you want to include** on your site, e.g., video, pictures, sound, documents or a combination.

**Assign specific tasks to students.** For example, assign students specific sources to review, sections to write or media to find. Someone who is tech-minded or design-oriented could be responsible for layout and navigation.

**Write website content.** Web pages shouldn't be novel length, but should provide the reader with the important information you wish to impart.

**Build website.** nhdweebly.com is required for NHDKy participants. If your students are not going to participate in NHDKy, they may use another builder, such as webs.com, wix.com or wordpress.com. Each offers a variety of templates to make your website work for your topic.

# Appendix B: How to Conduct Oral History Interviews

## Pre-Interview Preparations

- Think about your project. What do you want to learn from the oral history and what you want people to learn when they listen back to the recordings? Do you want to learn about World War II in your community? The Vietnam War? Education? Voting? Civil Rights? Social Justice?
- Conduct library/archive research about the topic, time period or event that your oral history interview will cover. This will help you frame your questions.
- Write the core questions, relevant to the scope of your topics, that you want your interview subjects to answer. BUT, don't get caught up in the script. You need to allow for questions to arise that you didn't anticipate. Try to limit yourself to five core topics to discuss during the interview.
- Identify your interview subjects.
- Make initial contact with people you want to interview via telephone, letter or email. Introduce yourself and your project and tell the person why he or she is important to your project.
- Schedule an interview. Don't offer or give the subject a script of questions in advance.
- Secure the equipment you'll need:
- Recorder + cables, Microphone + cables, Release forms, Paper/pencil, Batteries (if needed)
- Tape, flash card, CD, etc. (make sure you have enough to last 4-5 hours), Camera (if needed)
- Make sure your recording equipment works before you go to the interview.

## The Interview

- Review the purpose of the interview.
- Make sure the recording area is optimal:
- Recorder and microphone are in a good place
- You aren't in a crowded or noisy area
- Volume is up, etc.
- Explain your project and the interviewee's relevance to it.
- Provide an audible header (title) for the interview at the beginning of the recording , i.e. "This is John Doe interviewing Jane Doe about her role in politics on Dec. 1, 2012."
- Begin with a simple generic question: "Tell me a bit about yourself?"
- Ask one question at a time, keeping the questions fairly simple. Remember, you'll have

thought about your questions before the interview, but don't get stuck on them.

- Steer clear of yes or no answers. Keep things open-ended. This will make for a better interview.
- Don't interrupt or challenge the information provided.
- Write down potential follow-up questions as the interviewee talks. Take notes, but not so many you stop paying attention to what the person is saying.
- Follow interesting digressions, but if the interview goes too far afield, bring it back to your primary scope.
- Note any names the person mentions during the interview. They could be possible interviewees!
- Close with a contemplative question like "What one thing has affected your life through the years?" Don't be afraid to stay and chat after the formal interview ends.
- Conduct only one interview per medium or data file.
- Get the release form signed only if you intend for the oral interview to be given to KHS. If this is the case, make sure the student's parent or guardian also signs the release form.

### **Post-Interview Procedures**

- Label the recording. Note: If working digitally, make sure the filename matches the label.
- Complete an interview information sheet while the interview is still fresh.
- Send a thank you note!
- Fulfill promises you've made (like providing a copy of the interview to the interviewee).

### **Ethics of Oral History**

#### Informed Consent

Explain your project focus, the future repository of the project's interviews and how visitors to that repository will use them. Nothing should be hidden from the interviewee. Be sensitive to a person's concerns about the materials' usage and honor all conditions and restrictions the interviewee requests.

#### **Legal Concerns**

- Interviews are subject to U.S. copyright laws. A written release must be present for public use of tapes and/or transcripts. Interviews also are subject to libel and slander laws.

# Appendix C: In-Class Exhibit Design Activity

This activity will introduce students to some of the concepts of putting together an NHD project, community or school display and will help prepare them for the Impromptu Exhibit contest at the Kentucky Junior Historical Society annual conference. It encourages students to use critical thinking skills and requires collaboration.

## Objectives:

- Using touchable artifacts or primary source documents (see below for where to sources) students will work in small groups to develop an exhibit.
- Students will think about what kind of story their sources(s) tell and how they will present that to the viewer.
- Students will develop a title, theme, and provide supporting evidence for their exhibit.

**Activity:** This activity can be adjusted to suit your class needs. You can use less objects or arrange your groups in different ways.

**Time:** 45-60 minutes

**Recommended artifacts:** If you do not have access to reproduction artifacts or primary sources, encourage your students to each bring in one object from their home. For example: an old photograph, diary, postcard, doll or other toy, etc. This will introduce students to the different types of primary sources that historians use, but it will also let them see how their own personal items could one day be used by someone to understand their time period and lives.

## Part 1: Collect and Catalog (Critical Thinking)

### Groups of 2-3 : 1-3 primary sources per group

- Students will imagine that they are creating an exhibit for a museum. They will need to begin with an analysis of their artifact(s) in order to determine where and how it will fit in their exhibit.
- Students will work together to answer basic questions about their artifact(s). They will have to work to come to a consensus about what they believe each artifact is.

Record your responses on the following worksheet.

## Observation Questions:

- What is this? Identify the object.
- When, where and how was it made and/or used? How do you know?
- Who used it? Is this always the case?

## Part 2: Interpret (Communication)

**Groups of 5-6: Combine your smaller groups from Part 1 (and their sources) into larger groups for this part.**

Using their now combined artifacts students will need to determine how their artifacts can relate to each other or how they differ.

This will help them to determine how they want to use them in their exhibit.

Use the following questions as guidelines. Record your answers.

### **Interpretation Questions:**

- Are these things related? How?
- How are they different?
- Is there a common connection in the people who made or used them?
- Can anyone see other ways these things are related?

### **Part 3: Presentation (Collaboration and Creativity)**

#### **Groups of 5-6: Same groups as in Part 2**

- Students now need to put their artifacts together to form their exhibit: They should consider the following questions when arranging their artifacts.
- What do you want the viewer to learn from your exhibit? About a group of people? A time period? A place?
- What are some possible titles (themes) for the exhibition? Be creative and prepare to explain why audiences will want to visit your exhibition. What connections does it make with them?
- What are 2-3 main points that you want to make with your exhibit? Which artifacts support those main points?
- Students will then be asked a few questions about their exhibit, such as:
  - Why did we do this?
  - What could we have done differently?

### **Where to find primary sources**

[www.kyhistory.com](http://www.kyhistory.com)

[www.loc.gov](http://www.loc.gov)

[chroniclingamerica.loc.gov/](http://chroniclingamerica.loc.gov/)

[www.gilderlehrman.org/collections](http://www.gilderlehrman.org/collections)

Your home!

# Appendix D: Preparing for KJHS Conference Contests

## Friday competitions for grades K-12

Youth Division: Grades K-5

Junior Division: Grades 6-8

Senior Division: Grades 9-12

## Exhibit Competition

Open to Youth, Junior and Senior divisions. Groups only (up to 4 students).

Students have 60 minutes to use a selection of primary sources to create an exhibit. Each group develops a topic using primary sources then develops a thesis statement about that topic which the primary sources support. Groups visually arrange their sources in a way to make their topic, thesis and supporting points clear to a viewer.

## Kentucky History Test

Open to Youth, Junior and Senior divisions. Individuals only.

This timed test combines multiple-choice and short answers. All questions pertain to Kentucky history and may be image and document based. Students can use the History Bowl study guide to prepare. Questions will be from the same categories as those listed in the guide.

## Impromptu Composition

Open to Senior division. Individuals only.

A timed, on-the-spot essay that pertains to Kentucky history. Students answer a question using provided primary source(s) as support. KHS will announce a general topic (person, group, event) or time period for each division to study a few months before the conference.

Student essays are evaluated on these criteria:

Organization (20%) | Clarity of argument (30%)

Analysis/Interpretation (30%) | Connection to source (20%)

## Kentucky History Bowl

Open to Youth, Junior and Senior divisions. Groups only. Clubs can have more than one team per division.

This quick-recall tournament is for teams of four members and one alternate. Questions are related to Kentucky history and do not feature current events. Each division has questions from four history categories and a wild-card category that can include any time period and content area. Questions can be about events that took place in Kentucky involving non-Kentuckians or about events outside Kentucky involving Kentuckians. There may be overlap between divisions. Topics may include early Kentucky history; Civil War; Kentucky inventors/inventions, artists, women, health care; Lewis & Clark; Kentucky government (including any of the constitutions); any war in which Kentuckians participated; Kentuckians in U.S. government (i.e., Henry Clay, Abraham Lincoln, Louis Brandeis).

More details about the specifics of each category and the new **Arts-Based** contest will be available in late fall/early winter.

To study and prepare, students are encouraged to use the “Kentucky Encyclopedia” and any of these resources:

### Websites

- Kentucky Historical Society: [history.ky.gov](http://history.ky.gov)
- Kentucky Department of Libraries and Archives: [kdl.ky.gov/resources.htm](http://kdl.ky.gov/resources.htm) - kentucky
- Kentucky Atlas and Gazetteer: [kyatlas.com/](http://kyatlas.com/)
- Kentucky Kid’s Page: [irc.ky.gov/kidspages/kids.htm](http://irc.ky.gov/kidspages/kids.htm)
- Kentucky Links: [rootsweb.com/roots-1/USA/ky.html](http://rootsweb.com/roots-1/USA/ky.html)
- Kentucky State Parks: [parks.ky.gov](http://parks.ky.gov)
- Kentucky Tourism: [kytourism.com](http://kytourism.com)
- Louisville Courier-Journal: [courier-journal.com](http://courier-journal.com)
- Lexington Herald-Leader: [kentucky.com](http://kentucky.com)
- Commonwealth of Kentucky: [kentucky.gov](http://kentucky.gov)
- Kentucky Facts Booklet: [thinkkentucky.com/KYEDC/pdfs/KYFACTSBK.PDF](http://thinkkentucky.com/KYEDC/pdfs/KYFACTSBK.PDF)
- Kentucky Encyclopedia: [kyenc.org](http://kyenc.org)
- Kentucky Virtual Library: [kyvl.org](http://kyvl.org)
- Southern Cherokee Nation Kentucky: [southerncherokeeknationky.com/historystories/](http://southerncherokeeknationky.com/historystories/)

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**Heads Up:** Contestants in the Kentucky History Test and Impromptu Composition contests may not use notes or electronic devices.