A Kentucky Journey

Teacher's Guide

Kentucky Historical Society

2002

This teacher's guide is available on the KHS web site at http://www.kyhistory.org/Teachers/teacher__guide.pdf. Acrobat Reader is needed to open the file. It is available on the KHS web site at http://www.kyhistory.org/Teachers/Teachers_and_Students.htm or at http://www.adobe.com.

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INTRODUCTION

Thank you for scheduling a visit to the core exhibit of the Kentucky History Center, "A Kentucky Journey." This 20,000-square foot installation is a walk through time, complete with the sights, sounds, and even smells of the past. Eight chronological areas feature artifacts, images, and life-size environments that evoke places in time. A ready-reference area in the center of the exhibit provides a place to delve deeper into exhibit topics.

This guide is intended to help you prepare your intermediate and middle-level students for visiting the museum and to make authentic connections to KDE curriculum documents. Contents include:

- A diagram of the exhibit;
- A listing of exhibit links to social studies, arts, and language arts content and processes in the *Program of Studies for Kentucky Schools;*
- Touring guides that explain the orientation program and suggest ideas for motivating students in the galleries;
- Ideas for developing writing assignments based on the museum;
- Exhibit guides that describe the chronological areas and list details to explore;
- Resource lists that suggest adult and children's books that can be used for follow-up activities.

We hope these materials will help you tailor your students' visit to your curriculum. Please do not hesitate to call us if you need additional information.

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KENTUCKY HISTORY CENTER HISTORICAL SOCIETY

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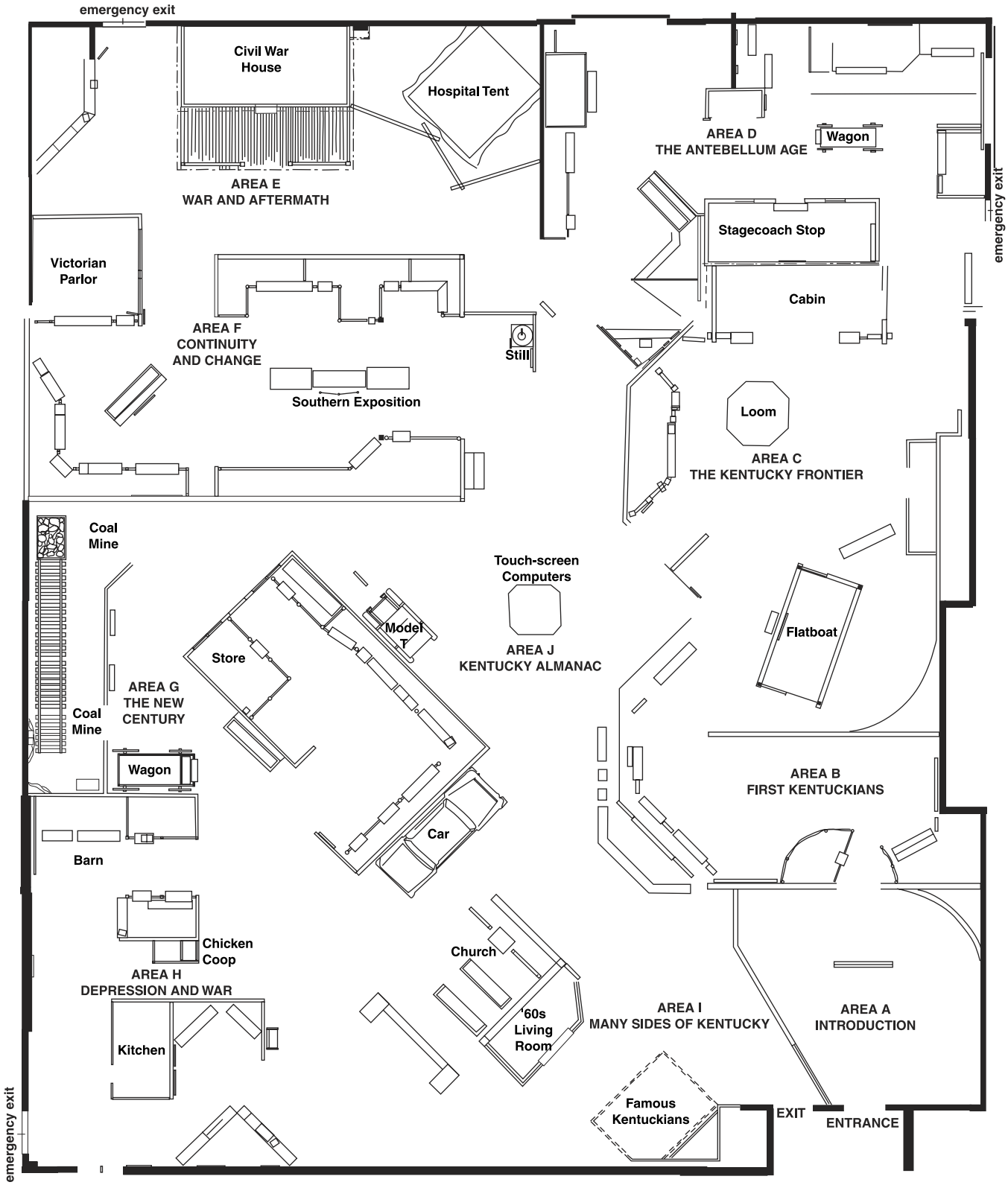
A Kentucky Journey



Intermediate Social Studies Links

Academic Expectations	Content/Process	Exhibit Area	Description
Historical Perspective (2.20)	• Develop a chronological understanding of Kentucky's early development as a territory and a state (grade 4)	C D	Frontier Kentucky Antebellum Kentucky
	• Explore different perspectives and interpretations of Kentucky by using primary and secondary sources, artifacts, and time lines (grade 4)		Text, images, maps, flipbooks of primary sources, sound, and artifacts in all areas
	• Explore the interpretive nature of the history of the United States using a variety of tools (grade 5)		
	• Examine cause-and-effect relationships and multiple causation (grade 4)	Most areas	Statehood Civil War Reform movements of the Progressive Era The Depression
	• Understand different groups throughout Kentucky's history (grade 4)	All areas	
	• Recognize how lifestyles and conditions have changed over time (grade 4)	All areas	
	• Understand that specific symbols, slogans, buildings, and monuments represent ideas and events in Kentucky's history (grade 4)	J	Kentucky Symbols
	• Recognize broad historical periods and eras of the history of the United States (grade 5)	Most areas	
	• Trace change over time in the history of the United States and identify reasons for change (grade 5)	All areas	
	• Examine the historical contributions of individuals and groups (grade 5)	All areas	
Geography (2.19)	• Use various representations of the Earth to find and explain geographic features (grade 4)	Maps in all areas	
	• Use a variety of tools to obtain geographic information (grade 5)		

Academic Expectations	Content/Process	Exhibit Area	Description
Geography, continued (2.19)	• Understand how humans have interacted with the physical environment to meet their needs in Kentucky (grade 4)	B	Prehistoric lifeways
		C	Frontier agriculture and domestic life
		D	Antebellum agriculture and early industries
		F	Late-nineteenth-century agriculture; early mining and timbering
		G	Coal mining
		H	Depression-era farm life
	• Recognize how the physical environment limited and promoted human settlement and activities in Kentucky (grade 4)	B	Prehistoric lifeways
		C	Frontier agriculture and first towns
		D	Early towns and transportation
		F	Railroads
		G	Coal mining
	• Understand how the people of the United States have used technology to modify the environment to meet their needs (grade 5)	D	Early industries and transportation
		F	Railroads
		G	Coal mining
		I	Kentucky's changing economy
Economics, (2.18)	• Understand the basic economic problem of scarcity and recognize how people have addressed the problem through decision making (grade 4)	B	Prehistoric lifeways and trade
		C	Frontier agriculture and commerce
		F	Late-nineteenth-century agriculture and industries
		G	Coal mining
		H	Depression-era farm life; the Depression in Kentucky
		I	Kentucky's changing economy

Academic Expectations	Content/Process	Exhibit Area	Description
Economics, continued (2.18)	• Understand that producers create goods and services and consumers make economic decisions and choices (grade 4)	C D G I	Frontier commerce Antebellum artisans Company store Kentucky's changing economy
Culture and Society (2.16 and 2.17)	• Understand similarities and differences in the ways groups and cultures within Kentucky address similar needs and concerns (grade 4)	All areas	
	• Recognize the elements of culture using different groups from Kentucky's past as examples (grade 4)		Prehistoric beliefs and ceremonies Frontier domestic life and first towns
	• Understand how culture in the United States has been influenced by languages, literature, arts, beliefs, and behaviors of diverse groups (grade 5)	B C D F G I	Antebellum society Late-nineteenth-century society Early-twentieth-century literature, music, film, and sports Contemporary literature, music, film, and sports figures
	• Understand how social institutions in Kentucky's past respond to human needs, structure society, and influence behavior (grade 4)	C D	First schools, churches, and politics Early schools and churches; slavery
	• Recognize social institutions and their impact in the history of the United States (grade 5)	E F H	Slavery Late-nineteenth-century schools New Deal programs

Academic Expectations	Content/Process	Exhibit Area	Description
Culture and Society, continued (2.16 and 2.17)	• Recognize how tensions and conflict can develop between and among individuals, groups, and institutions (grade 4) • Examine social interactions among diverse groups in the history of the United States (grade 5) • Recognize that artists express themselves in different styles (grade 4)	C E F G H I	Conflicts between settlers and natives on the frontier The Civil War and Reconstruction Beginning of women's equality movement; feuds, the Black Patch War Equality movements, temperance, and education and healthcare reform; World War I Labor strife in the coalfields; World War II Equality movements; War in Vietnam

Intermediate Arts and Humanities Links

Academic Expectations	Content/Process	Exhibit Area	Description
Visual Arts (2.26)	• Investigate and communicate differences and commonalties in visual artistic expressions from diverse cultures and periods (grade 5) • Examine the effects of time, place, and personality on music and performance	D F G	Antebellum artists Late-nineteenth-century artists Early-twentieth-century artists
Music (2.26)	(grade 4) • Compare and contrast music of diverse cultures, periods, and styles using appropriate terminology (grade 5) • Use appropriate terminology to discuss elements of drama (grade 4)	D F G I	Antebellum music audio Victorian parlor song audio; folk ballad audio Early bluegrass and jazz audio Contemporary Kentucky musicians audio
Drama (2.22)	• Analyze elements of drama and acting in a variety of dramatic works (grade 5) • Employ reading strategies (grades 4-5)	C H	Theatre character Daniel Trabue Theatre character Mary Ruth Dawson

Intermediate English/Language Arts Links

Academic Expectations	Content/Process	Exhibit Area	Description
Reading (1.2)	• Use contextual vocabulary and comprehension strategies to understand text (grades 4-5) • Write transactive pieces (grades 4-5)	All areas	Text in labels and flipbooks
Writing (1.11)	• Write personal pieces (grades 4-5)	All areas	
Speaking, Listening, Observing (1.3, 1.4, 1.12)	• Apply listening, speaking, and observing skills to conduct authentic inquiry tasks (grades 4-5)	All areas	
Inquiry (1.1)	• Identify information and resources needed to address questions (grade 4) • Explore research tools to gather ideas and information (grade 5)	All areas	

Middle Level Social Studies Links

Academic Expectations	Content/Process	Exhibit Area	Description
Historical Perspective (2.20)	• Use a variety of tools to explore the interpretive nature of United States history (grade 8) • Develop a chronological understanding of the early history of the United States (grade 8) • Examine the impact of significant individuals and groups in early United States history (grade 8) • Analyze the social, political, and economic characteristics of eras in American history (grade 8) • Recognize the significance of geographical settings and natural resources on historical perspectives and events in early United States history	 B C D E	Text, images, maps, flipbooks of primary sources, sound, and artifacts in all areas Prehistoric Kentucky Frontier Kentucky Antebellum Kentucky Civil War
Geography (2.19)	• Examine patterns of human movement, settlement, and interaction in early American history and investigate how these patterns influenced culture and society in the United States (grade 8) • Examine how early United States history was influenced by the physical environment (grade 8) • Examine how Americans used technology, especially in early American history, to modify the environment (grade 8)	B C D E	Prehistoric Kentucky Frontier Kentucky Antebellum Kentucky Civil War
Economics (2.18)	• Analyze economic systems and economic institutions that developed in early United States history (grade 8) • Understand how the desire to earn profits influenced the establishment and growth of economic institutions in early United States history (grade 8)	C D	Frontier agriculture and commerce Antebellum agriculture; early artisans and industries; banking

Academic Expectations	Content/Process	Exhibit Area	Description
Culture and Society (2.16 & 2.17)	• Examine how culture in the United States has been influenced by language, literature, arts, beliefs, and behavior of people in America's past (grade 8)	Most areas	
	• Investigate how social institutions addressed human needs in early United States history (grade 8)	C	First schools and churches; statehood and politics
		D	Early schools, religion, medicine; slavery; politics
	• Analyze social interactions among diverse groups and individuals in United States history (grade 8)	B	Prehistoric cultures in contact
		C	Early towns; state-hood
		D	Antebellum society
	• Analyze social interactions, including conflict and cooperation, among individuals and groups in United States history (grade 8)	C	Settler/native strife on the frontier
		E	Civil War

Middle Level Arts and Humanities Links

Academic Expectations	Content/Process	Exhibit Area	Description
Visual Arts (2.26)	• Communicate the influences of time, place, and personality on art forms and practices (grades 7-8) • Analyze and interpret how culture, purpose, style, and history influence the way artists express ideas, thoughts, and feelings (grade 8) • Analyze contributions of various cultures and periods to visual arts (grade 8)	D F G	Antebellum artists Late nineteenth-century artists Early twentieth-century artists
Music (2.26)	• Develop an increased understanding of the diversity of cultures, periods, and styles (grades 7-8) • Compare and contrast how factors such as time, place, and belief systems are reflected in music (grade 7) • Compare and contrast music compositions and/or performances from diverse cultures, periods, and styles (grade 7) • Analyze, interpret, and evaluate how factors such as time, place, and ideas are reflected in music (grade 8) • Analyze, interpret, and evaluate music compositions and/or performances from diverse cultures, periods, and styles (grade 8)	D F G I	Antebellum music audio Victorian parlor song audio; folk ballad audio Early bluegrass and jazz audio Contemporary Kentucky musicians audio
Drama (2.22)	• Recognize plot development and other dramatic elements (grade 6) • Discuss theatre experiences in terms of meaning for self and society (grade 6) • Relate theatrical themes to personal experiences (grade 7) • Compare and contrast characters, environments, and actions in theatrical presentations from a variety of media (grade 8)	C H	Theatre character Daniel Trabue Theatre character Mary Ruth Dawson

Middle Level English/Language Arts Links

Academic Expectations	Content/Process	Exhibit Area	Description
Reading (1.2)	• Respond to/analyze transactive reading materials (grades 6-8) • Employ reading strategies (grades 6-8) • Use vocabulary and comprehension strategies to understand text (grades 6-7)	All areas	Text in labels and flipbooks
Writing (1.11)	• Write transactive pieces (grades 6-8) • Write personal pieces (grades 6-8)	All areas	
Speaking, Listening, Observing (1.3, 1.4, 1.12)	• Interpret meaning from verbal/nonverbal cues by applying appropriate listening and observing strategies (grade 6) • Adjust listening and observing strategies for specific situations and purposes (grade 7) • Collaborate to gather and interpret information from observing, speaking, and listening (grade 8) • Apply listening, speaking, and observing skills to conduct authentic inquiry tasks (grades 6-8)	All areas	
Inquiry (1.1)	• Explore and use research tools to gather ideas and information (grades 6-7)	All areas	

TOURING GUIDE
ORIENTATION

OVERVIEW
Guided by a KHS staff member, students use artifacts, images, quotes, and their bodies to create a human timeline. The completed timeline serves as an introduction to the exhibit, "A Kentucky Journey."

CURRICULUM CONNECTIONS
Topics
- Chronology
- Kentucky history
- Sources of information

Academic Expectations
- Accessing sources of information
- Observing
- Listening
- Historical perspective

BACKGROUND
This fifteen-to-twenty-minute program involves students in the identification of major eras in Kentucky and American history and the interpretation of a variety of sources of historical information. The eras, which define the eight areas of the exhibit, "A Kentucky Journey," are:
- Prehistory (Area B) – 10,000 B.C.-A.D. 1750
- Frontier (Area C) – 1750-1800
- Antebellum (D)– 1800-1860
- Civil War and Reconstruction (Area E) – 1860-1875
- Gilded Age (Area F) – 1875-1900
- New Century (Area G) – 1900-1930
- Depression and World War II (Area H) – 1930-1950
- Postwar and Contemporary Kentucky (Area I) – 1950-1999

In the orientation program, students use a collection of artifacts, images, and quotes to identify the eras and examine change over time. These materials represent *primary sources* created at the time they describe or demonstrate. *Secondary sources,* such as textbooks, are created by historians, writers, and others based on research and interpretation of primary sources.

BEFORE THE TRIP
- Review time terminology (year, decade, century, millennium). Talk about the difference between these measurable units of time and more subjective units, like generations and era (Intermediate).
- Introduce the concept of timelines by charting a school day on a timeline. Or, challenge students to create timelines of their lives or a favorite topic (Intermediate).
- Examine texts and other history books to learn how historians have divided time into eras. Predict the eras of Kentucky history in the exhibit or review them using the materials in this guide (Middle).
- Brainstorm a list of sources for studying the past and sort them into primary and secondary categories (Intermediate/Middle). Discuss the reliability of different kinds of sources (Middle).

IN THE MUSEUM
You can help the staff member conduct the program by
- Telling her or him your plans for seeing the exhibit and other features in the Center;
- Making sure as many students as possible get a chance to participate; and
- Keeping order!

After the orientation, your guide will escort you to the exhibit and get you started. Once in the exhibit, you are on your own!

We rely on teachers and chaperones to make sure students behave well in the museum, and we reserve the right to ask disruptive students or classes to leave.

MUSEUM ETIQUETTE

- Talk, don't yell!
- Walk, don't run!
- Use pencils and notebooks or clipboards for assignments.
- Leave all food, beverages, and chewing gum outside the exhibit hall.
- Do not use laptops, laser pointers, or video equipment in the exhibit.

OVERVIEW

We hope your visit to the History Center coincides with a unit of study. We encourage you to contact us for more specific information if it will help you plan your visit. To avoid the "pinball effect" that sometimes occurs when students are turned loose in a big museum exhibit, we urge you to develop a touring plan. The ideas below suggest general strategies for exploring the exhibit and accessing its many resources.

TOURING TACTICS WITH CURRICULUM CONNECTIONS

If your visit coincides with the study of a ***period of history***, consider these options:

- Go directly to the exhibit area that interprets the era and focus on it first, using the Exhibit Guides to develop a plan.
- Challenge student groups to gather information from the rest of the exhibit to compare to the period you are studying. Assign groups an exhibit area or a theme that appears through.

If your unit is based on a ***theme or issue***,

- Contact us for a list of related exhibit features by calling or e-mailing vicky.middleswarth@mail.state.ky.us
- Arm your students with notebooks and challenge them to record pertinent information and make sketches from the entire exhibit, or
- Assign groups specific eras to examine closely and encourage "enlightened browsing" in the remaining areas.

If your visit is part of an ***extended unit***, such as Kentucky Studies or U.S. History, you can

- Use the exhibit early in the unit to pique interest in the theme and generate lists of events, figures, and other topics to research back in the classroom, or
- Access exhibit sources to supplement student research projects (make sure to contact us before your visit to be certain we have what you need!), or
- Identify, discuss, sketch, and write about "the real things" that correspond to and enhance information in your texts.

Although exhibit resources can be used to teach the content and processes of many academic expectations, they are best suited to historical perspective. To help students strengthen ***historical thinking skills*** while touring the exhibit, consider the following.

- To aid *chronological understanding*, give students blank timelines and challenge them to note the most significant events exhibited in each era, or create chronologies on themes of their choice.
- To explore *change over time,* arm students with blank Venn diagrams and assign them two eras to compare and contrast. Or, create matrices for comparing one or more topics through several periods.
- To help students learn about *cause-and-effect relationships,* create worksheets or notebooks with two columns, one for events and another for their causes. Assign events to research or challenge students to identify their own.
- Provide practice in *using a variety of research tools* by challenging groups to identify three sources—print, visual, artifact—related to a topic or issue and take notes on each.
- To examine the *impact of individuals* on history, ask students to discover a person who made Kentucky history. Or, challenge groups to find a series of people who contributed over time to politics, business, the arts, and so on.

OVERVIEW

For many students, museum visits are memorable experiences. Writing about objects, images, and ideas encountered in tours and exhibits can help channel learning. The subjects and formats of student writing assignments depend on how the museum visit dovetails with the curriculum. The Kentucky Writing Program has identified several purposes for student writing:

- *To learn* (learning logs, response journals, observation logs, admit and exit slips)
- *To demonstrate learning* (essay tests, academic essays or paragraphs, open response, and writing associated with CATS assessments)
- *For real purposes/audiences* (personal narratives, letters to government officials or school personnel, brochures or pamphlets, short stories, editorials, articles, poetry, and reviews)

The following sample assignments suggest ways that museum-based writing can contribute to research, assess learning, or serve a real-world purpose.

WRITING TO LEARN

When the museum is viewed as a learning resource for a unit of study, writing assignments can give students chances to gather and reflect on new knowledge. Examples might include:

- Primary students visiting the museum as part of a unit on families create *word-and-picture logs* that identify and explain objects that show how families worked together in the past.
- Fourth-graders studying the state's early development keep *observation logs* comparing aspects of daily life in prehistoric, frontier, and antebellum Kentucky.
- Eighth-grade social studies students exploring the impact of wars on American history work on *double-entry journals* to record information about the civilians in the Civil War and personal feelings about war's effects on society.

WRITING TO DEMONSTRATE LEARNING

Writing assignments given after the museum visit can challenge students to recall what they have learned in the museum while using critical and creative thinking skills. Examples might include:

- Primary students studying Native Americans work in pairs to create *picture or alphabet books* that explain aspects of Kentucky Indian life encountered in Area B, "First Kentuckians."
- After exploring Area C, "The Kentucky Frontier," fifth-graders create *advice* books for new settlers to the region.
- Eighth graders who have examined Area D, "The Antebellum Age," and Area E, "War and Aftermath," write imaginary *diaries* describing the lives of Kentucky slaves.

REAL PURPOSE/AUDIENCE WRITING

In order to help students understand the value of being able to write, assignments must involve purposes and audiences other than the teacher. Museum examples might include:

- Primary students visiting Frankfort as part of a unit on "our state" create *poster exhibits* to share with other classes back at school by arranging snapshots taken on the trip on bulletin boards and writing captions that explain the pictures.
- Fourth-graders help their teachers persuade school officials of the value of museum visits to a unit of study by writing *letters to the principal* explaining what they did on the trip that could not have been accomplished in the classroom.
- Middle-school students provide guidance for museum staff trying to make tours and exhibits more appealing to young adults by writing *reviews of the museum* through a young adult's eyes. To create a truly authentic audience for this kind of assignment, plan to share student reviews with KHS staff!

PORTFOLIO ENTRIES

We hope students' experiences in "A Kentucky Journey" will lead to writing that can be included in portfolios. The following ideas can provide practice for personal expressive, literary, and transactive writing.

- *Personal narratives* about an element of the exhibit that is especially meaningful to the writer
- *Poems* that summarize exhibit themes
- *Short stories* or scripts incorporating information gathered in learning logs

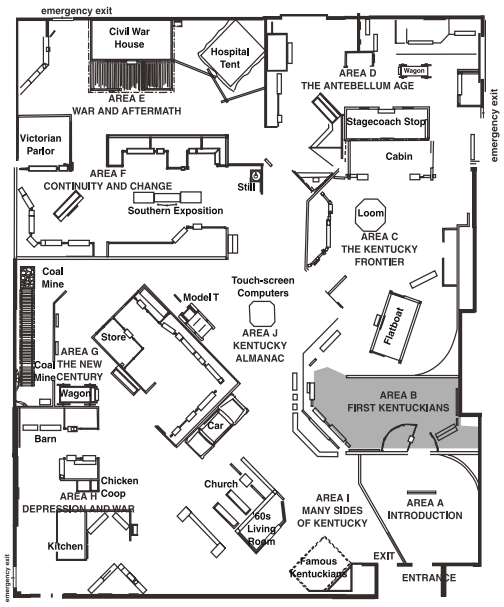
- *Brochures* about exhibit themes for students who did not participate in the field trip
- *Letters* to museum staff recommending changes to the exhibit to make it more student-friendly
- *Reviews* of the exhibit or the History Center
- *Handbooks* for effective exhibit touring for teachers and students planning visits in the future
- *Articles* for the school newspaper about the exhibit or the trip
- *Reports* for school administrators about the value of the trip

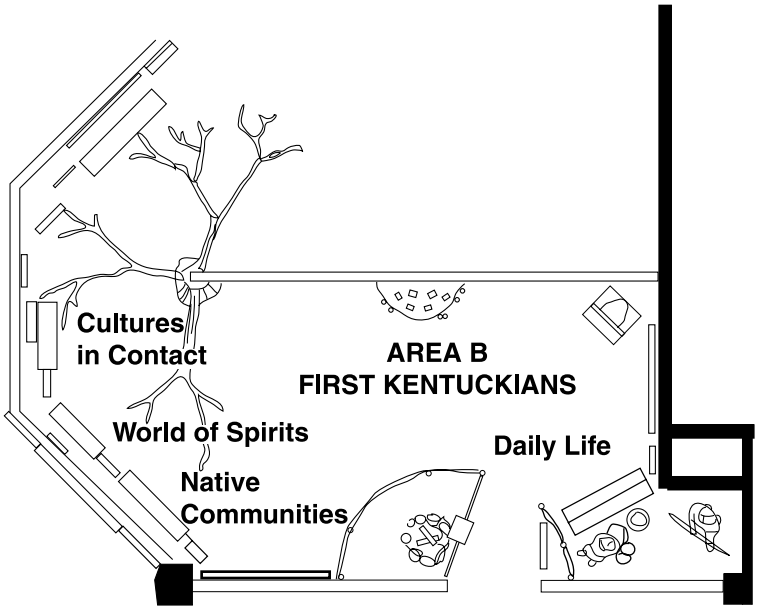
Resources

Galt, Margot Fortunato. *The Story in History: Writing Your Way into the American Experience*. New York, 1992—Step-by-step instructions for writing assignments that encourage students to interpret family history, biography, and periods of American history in poetry and prose.

Smithsonian Institution. *Collecting Their Thoughts: Using Museums as Resources for Student Writing*. Washington, D.C., 1993—Writing assignment ideas and student writing samples based on teacher workshops offered at the Smithsonian's museums.

Teachers' Curriculum Institute. "Writing for Understanding." In *History Alive! Engaging All Learners in the Diverse Classroom*, pp. 107-127. Menlo Park, Calif., 1994—Useful guidelines for incorporating writing into middle and high school history classes, from creating meaningful assignments to assessing student work.





OVERVIEW

This area examines Kentucky's native people—from ancient Paleoindian hunters to the Shawnee and Cherokee who claimed the region when the first white explorers arrived. Exhibit features include:

- A life-size structure and mural of a Green River hunting camp of the Archaic Period, 5000 years ago
- Displays about lifeways, native communities, rituals and ceremonies, and contact between cultures

CURRICULUM CONNECTIONS

Topics

- Culture
- Native Americans in Kentucky
- People and the environment
- Prehistory

Academic expectations

- Historical Perspective
- Geography
- Culture and Society

BACKGROUND

Daily Life

Native American peoples lived, hunted, and farmed the land that became Kentucky for thousands of years before Europeans arrived. Even the earliest prehistoric Indians made stone and wooden hunting tools. Archaic people grew squash, and Woodland people expanded horticultural practices with corn and beans. The development of pottery in the Woodland Period led to new cooking methods that survived until the arrival of metal cookware.

Native Communities

Diverse social structures existed among Kentucky's first peoples. Hunter-gatherers who dominated the earliest centuries lived in temporary camps as they followed the animals they needed to survive. As they began to grow plant foods in the Woodland Period, the Indians established more permanent villages. Later towns ranged in size from the small circular villages of Fort Ancient groups to the sprawling towns of Mississippian cultures.

World of Spirits

Native Americans in Kentucky practiced diverse forms of religion. Decorative objects and trade goods excavated at sites dating as far back as the Archaic Period are evidence of the spiritual life of early cultures. Goods found in later burials reflect social hierarchies that may have governed ceremonial activities. Based on the practices of historic groups like the Shawnee and Cherokee, archaeologists feel that prehistoric cultures conducted seasonal rituals to ensure successful hunts and crops and year-round ceremonies to prepare for battles, observe rites of passage, and honor the dead.

Cultures in Contact
Indian groups did not live in isolation. Contact between native cultures beginning as early as the Archaic Period led to the extensive transcontinental trade networks of the Woodland and Late Prehistoric Periods. When European explorers and hunters arrived, they found people accustomed to trading for goods not available locally. For the natives, trade with the Europeans evolved from a mutually beneficial endeavor to the dependence on foreign goods that threatened traditional culture.

Exhibit features for all kinds of smarts

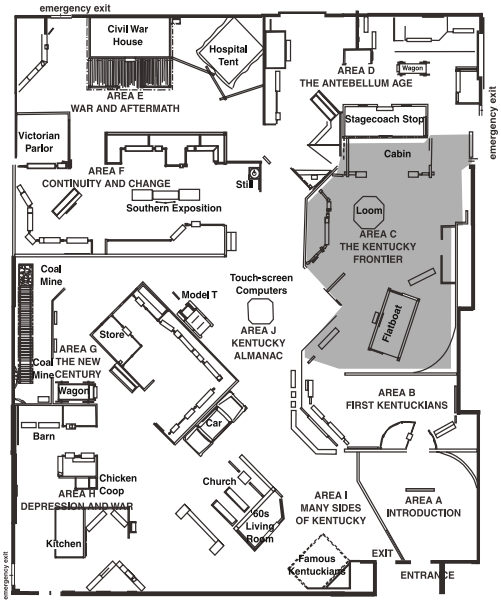
Verbal
- Explanatory text
- Eyewitness accounts about Indian clothing, villages, celebrations, and burials

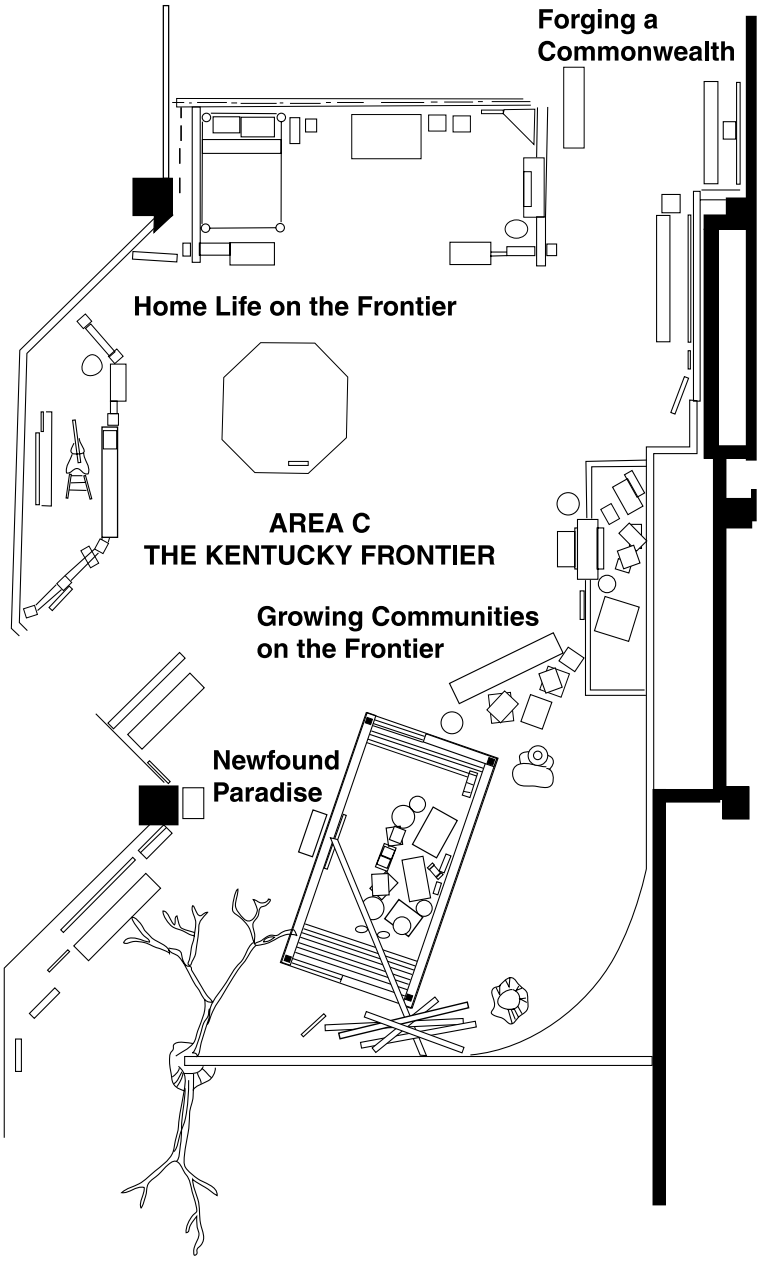
Logical/mathematical
- Timeline showing four prehistoric and one historic period of native cultures

Visual
- Life-size mural showing Archaic camp
- Images: Illustrations
- Artifacts: Prehistoric tools, clothing accessories, ceramics
- Video about prehistoric toolmaking
- Maps of archaeological sites in Kentucky and trade routes across the continent
- "Who Am I?" artifact guessing game

Kinesthetic
- Walk-through Archaic structure
- Drawers of artifacts to open and see
- Guessing game about the many uses of deer
- Shell midden with embedded debris
- Stages of making a projectile point
- Fur pelts

EXHIBIT GUIDE
AREA C: FRONTIER KENTUCKY





OVERVIEW

This area examines the settlement of Kentucky by European- and African-Americans. Exhibit features include:

- Two buildings, a portion of a flatboat, and a mural representing the boat landing at Limestone
- Displays about exploration, agriculture and domestic life, early towns and commerce, military events, and statehood

CURRICULUM CONNECTIONS

Topics

- Agriculture
- Commerce
- Conflict with the Indians
- Explorers
- Pioneers
- Statehood
- Towns

Academic Expectations
- Historical Perspective
- Geography
- Economics
- Culture and Society

Background

Newfound Paradise
Dreams of economic gain lured the first Euroamericans over the Appalachians. Buffalo, deer, and beaver attracted hunters and fur traders in the 1760s. In the years that followed, fertile land and the mild climate drew farmers, rich and poor, to Kentucky. Speculators joined the first settlers, eager to obtain land for resale. The wave of settlement began at Fort Harrod in 1774. By 1800, nearly two hundred forts and stations had been established.

Growing Communities
Towns grew quickly on the frontier. As commercial centers, they attracted merchants and craftspeople who sold and traded goods with farmers, hunters, and Indians. As social centers, they became the location of educational, religious, and political endeavors. From rough-and-tumble ports like Limestone to "well-appointed" towns like Lexington, these frontier communities symbolized the rapid transformation of the "wilderness."

Domestic Life
Families composed the majority of Kentucky's pioneers. Although they built stations for defense, they raised houses and planted crops at the earliest opportunity. Corn, grain, and livestock were the mainstays of these yeoman farmers. Those with large families or African-American slaves stood the best chance of succeeding. While they raised most of their food and made clothing and furniture, few were entirely self-sufficient. They also turned to their neighbors for work and social events and formed schools and churches together.

Forging a Commonwealth
Plowing fields and building cabins was only part of the process of settling the frontier. Before settlers could live in safety, they had to resolve their differences with the Indians who hunted the region. They also had to deal with foreign powers that controlled access to trade routes. To govern their own affairs, they had to decide whether to separate from Virginia and create a new state.

Exhibit features for all kinds of smarts

Verbal
- Explanatory text
- Eyewitness accounts about preparing buffalo meat, frontier stations, the port of Limestone, settlers' journeys to Kentucky, early schools and churches, and farming

Logical/mathematical
- Probate inventories listing the values of goods of well-to-do and poor settlers
- List of country produce and store goods and their values

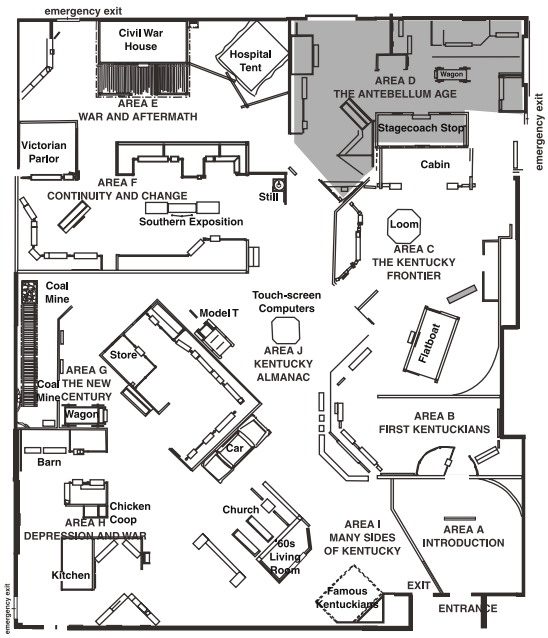
Visual
- Artifacts: Hunting, surveying, and farm tools; household goods; store goods
- Images: Painted mural showing the boat landing at Limestone; illustrations
- Log house furnished with late-eighteenth-century household goods
- "Who Am I?" guessing game about surveyors
- Guessing games about tools used in early trades and housebuilding
- Maps showing explorers' routes and conflicts with the British and Indians

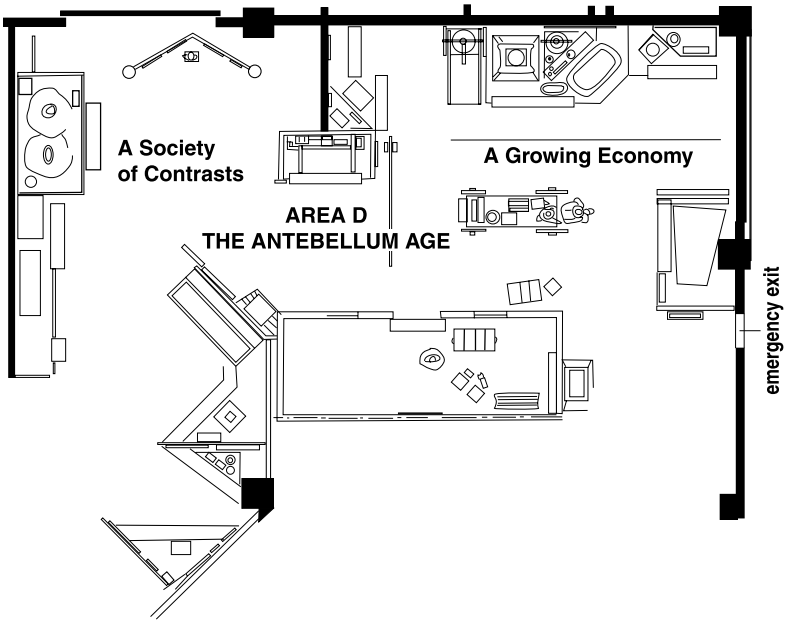
Kinesthetic
- Walk-through flatboat section
- Drawers of imported goods to pull out and see
- Working loom

People

- *African Americans*: Monk Estill, Molly Logan
- *Explorers*: Daniel Boone, Monk Estill, Simon Girty, Simon Kenton
- *Military leaders*: George Rogers Clark
- *Native Americans*: Chief Cornstalk, Tecumseh
- *Politicians*: Aaron Burr, Charles Genet, Samuel McDowell, George Nicholas, Isaac Shelby, Thomas Todd, James Wilkinson
- *Women*: Rebecca Boone, Molly Logan, Mrs. Morrill, Ann Kennedy, Jane Trimble, Jenny Wiley

EXHIBIT GUIDE
AREA D: THE ANTEBELLUM AGE





OVERVIEW

This area spans the first half of the nineteenth century, a time of growth and change for Kentucky. Exhibit features include:

- A life-size setting of a stop along a turnpike, including a toll gate, wagon, and tavern interior
- Thematic areas that explore the antebellum economy and early-nineteenth-century society

CURRICULUM CONNECTIONS

Topics

- Agriculture
- Arts and decorative arts
- Early industries
- Early schools
- Immigrants
- Politics
- Religion
- Slavery
- Transportation
- Women's history

Academic Expectations

- Historical perspective
- Geography
- Culture and society
- Economics
- Cultural heritage

BACKGROUND

A Growing Economy

A growing population of free and slave labor boosted Kentucky's economy during the antebellum period. Agriculture and industries such as milling, distilling, and ropemaking brought prosperity to the commonwealth. Investors built roads to encourage trade. Locks and dams were constructed to open the state's waterways to steamboats. A new transportation network made Kentucky's products available to markets outside the state.

A Society of Contrasts

The antebellum years were a time of social and cultural diversity. A wealthy minority furnished their country estates and urban townhouses with finely crafted Kentucky furniture and silver, patronized the arts, and sent their children to private academies. For a few decades, Lexington, with its artists, theaters, and Transylvania University, was known as the "Athens of the West." At the same time, over one-fifth of the population was African-American slaves who had no rights and little hope of betterment. Likewise, the Irish and German immigrants who arrived during this era enjoyed freedom but faced discrimination and even violence. Across the countryside, yeoman farmers eking a living out of the land composed the majority of the population.

Exhibit features for all kinds of smarts

Verbal

- Explanatory text
- Eyewitness accounts of a rope walk, a tavern, women's lives, a houseraising, slavery, an early school, religion
- Excerpts from *The Southern Business Directory*

Logical/mathematical

- Early currency
- Timeline showing Kentuckians in national political races
- Map showing 1830s transportation routes and distances

Musical

- Audio excerpts of the orchestral music of Anthony Philip Heinrich, fiddler Clyde Davenport, and Southern Harmony singing

Visual

- Artifacts: Farm tools, early industrial tools, furniture, art, textiles, silver, artisans' tools
- Images: Illustrations, paintings
- Map showing 1830s transportation routes and distances
- "Who Am I?" guessing games about farriers, wealthy matrons, and circuit riders

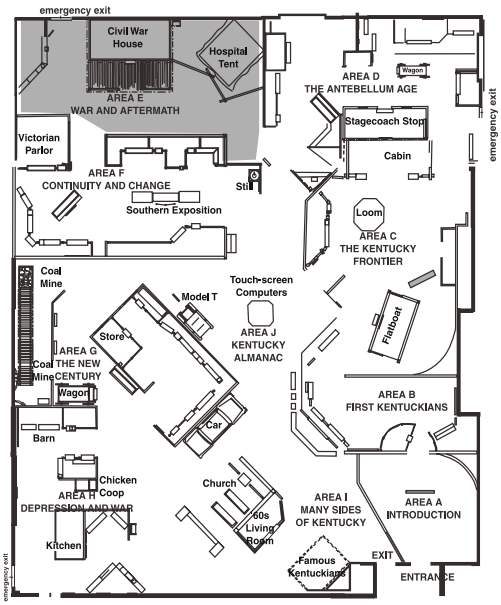
Kinesthetic

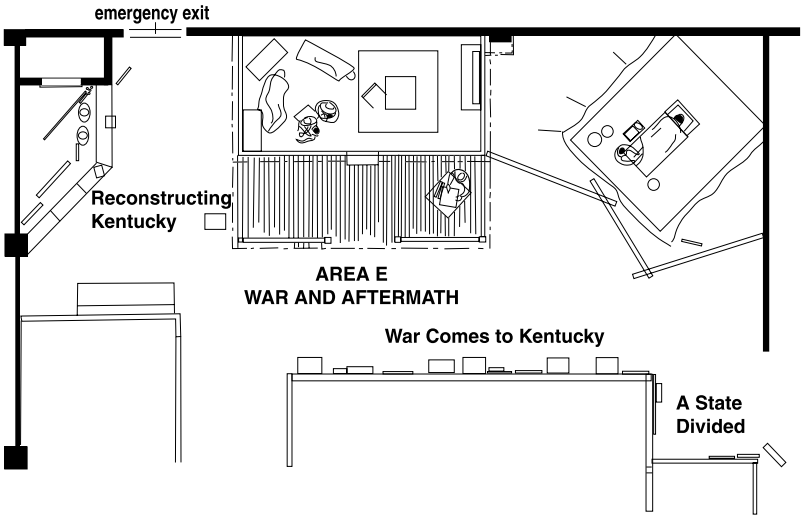
- Furnished tavern interior
- Wagon loaded with farm goods
- Drawers of silver to pull out and see
- Quilt samples
- Home remedies game

People

- *African Americans:* William Wells Brown, Elisha Green
- *Authors:* William Wells Brown, Theodore O'Hara
- *Artists*: John James Audubon, Joel Tanner Hart, Matthew Harris Jouett, Edward de Troye
- *Military leaders:* Richard Mentor Johnson, Zachary Taylor
- *Physicians:* Luke Pryor Blackburn, Daniel Drake, Ephraim McDowell
- *Politicians:* John Cabell Breckinridge, Henry Clay, John Jordan Crittenden, Richard M. Johnson
- *Religious leaders:* Bishop Flaget, Elisha Green

EXHIBIT GUIDE
AREA E: WAR AND AFTERMATH





OVERVIEW

This area examines the causes, events, and results of the Civil War in Kentucky. Exhibit features include:

- A life-size setting representing a field hospital near the Perryville Battlefield
- Thematic areas that explore the causes of the war, its effects on civilians and the state, and the reconstruction.

CURRICULUM CONNECTIONS

Topics

- Black history
- The Civil War
- Reconstruction
- Slavery and anti-slavery
- Women's history

Academic expectations

- Historical perspective
- Culture and society

BACKGROUND

A State Divided

White Kentuckians held conflicting views of slavery before the war. Emancipationists and abolitionists opposed slavery, though they disagreed on the best way to end it. Divided over slavery and torn between economic and social ties with both North and South, Kentucky declared its neutrality at the start of the war.

War Comes to Kentucky

The war affected all Kentuckians—rich, poor, black and white. Divided loyalties tore families apart. Perhaps as many as thirty thousand Kentucky soldiers died from battle wounds, accidents, and disease. Although Louisville businesses prospered, farmers lost crops and livestock to both armies. Slaves who joined the Union army faced discrimination, while those who remained at home were closely watched.

Reconstructing Kentucky

The Union victory did not resolve divisions within Kentucky. Some whites so opposed freedom for slaves that they turned to violence, attacking and lynching blacks throughout the state. Federal programs designed to help and protect African Americans angered even more Kentuckians. Forced by constitutional amendments to recognize black civil rights, many embittered white Kentuckians embraced the "lost cause" of the Confederacy for years after the war's end.

EXHIBIT FEATURES FOR ALL KINDS OF SMARTS

Verbal

- Explanatory text
- Eyewitness accounts about the antislavery movement, the experiences of blacks and women during the war, antiblack violence after the war
- Audio account of Isaac Johnson's attempt to escape from slavery
- Poem by Cale Young Rice

Logical/mathematical

- Timeline showing military events in Kentucky
- Federal and Confederate currency

Visual

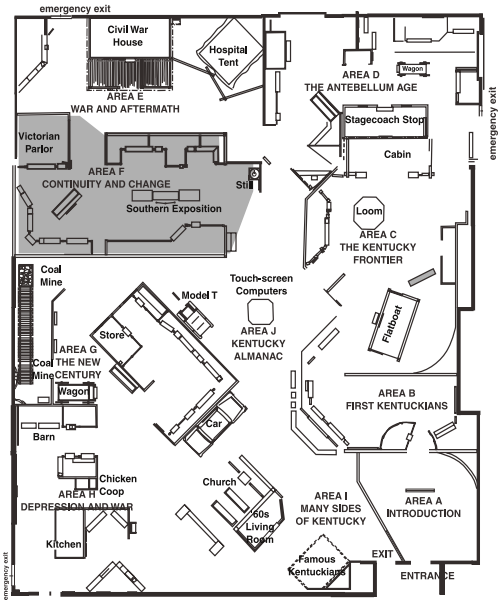
- Artifacts: Military items, mourning clothing
- Images: Illustrations, broadsides, photographs, and portraits
- Maps showing Union and Confederate geographical divisions, railroads in Kentucky, Kentucky and Tennessee in 1863, and Civil War battles

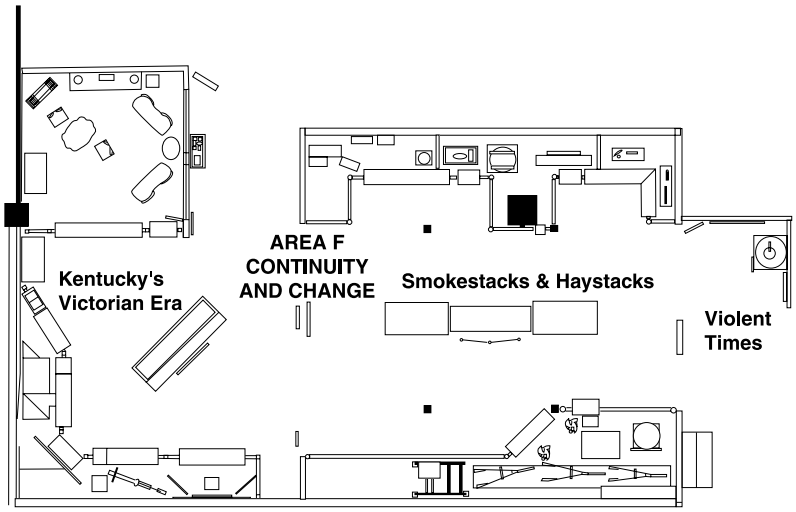
Kinesthetic

- House converted into a hospital
- Surgeon's tent set up for an amputation

People

- *African Americans*: Josiah Henson, Isaac Johnson (audio), Elijah Marrs
- *Antislavery figures*: William Shreve Bailey, James G. Birney, Cassius Clay, Henry Clay, Calvin Fairbank, John Fee, Josiah Henson, Delia Webster
- *Military figures:* Braxton Bragg, Elijah Marrs, John Hunt Morgan
- *Politicians*: Jefferson Davis, Abraham Lincoln, Beriah Magoffin
- *Women*: Delia Webster, Mary Todd Lincoln





Overview

This area explores the last quarter of the nineteenth century, a period of great change for the nation but one when many Kentuckians lived as they had for generations. Exhibit features include:

- A life-size setting representing the 1883 Southern Exposition
- A Victorian parlor setting
- Thematic areas that explore industry and agriculture, social life, and the violence that plagued Kentucky into the early twentieth century.

Curriculum connections

Topics

- Agriculture
- Industrialization
- Literature
- Sports
- Victorian culture
- Violence
- Women's history

Academic expectations

- Historical perspective
- Culture and society
- Cultural heritage

Background

Smokestacks and Haystacks

The industrial age began slowly in Kentucky. Louisville led the way with the factories, systems of transportation, and public utilities showcased in the Southern Exposition of 1883. In eastern and western Kentucky, coal mining and timbering challenged agriculture as a way of life. Farms began to grow the new burley tobacco and experimented with laborsaving equipment, but most lacked access to new technology.

Kentucky's Victorian era

Middle- and upper-class Kentuckians living in the state's larger towns and cities often embraced the Victorian lifestyle. African Americans and poor whites shared few of the new consumer pleasures. In most of the commonwealth, people still lived on farms, where life went on much as it had for generations.

Violent Times

From the Civil War through the first third of the twentieth century, a series of violent events put Kentucky in the national spotlight. Feuds, a governor's assassination, and tobacco wars created an image that continued well into the twentieth century. Although violence was not unique to Kentucky, the kind, number, and duration of the incidents hurt the state's chances of becoming a national leader.

Exhibit features for all kinds of smarts

Verbal

- Explanatory text
- Eyewitness accounts about the impact of the railroad, early coal mining techniques, farming, baseball
- Literary excerpts from James Lane Allen, Madison Cawein, Joseph Seamon Cotter, Annie Fellows Johnston, Alice Hegan Rice, and Robert Burns Wilson

Music

- Audio of a Victorian parlor song
- Audio of a folksong about murder

Visual

- Artifacts: Farm tools, industrial objects, Victorian curios, inventions, art, minerals, costumes, furniture, household tools, sports equipment
- Images: Illustrations and photographs
- Maps showing Kentucky in 1880 and locations of feuds
- Matching game about raw and manufactured products
- Photo album of images of late-nineteenth-century family life
- "Who Am I?" guessing game about secretaries
- Works of art by Carl Brenner, Frank Duveneck, Harvey Joiner, Sarah Price, Paul Sawyier, and Enid Yandell

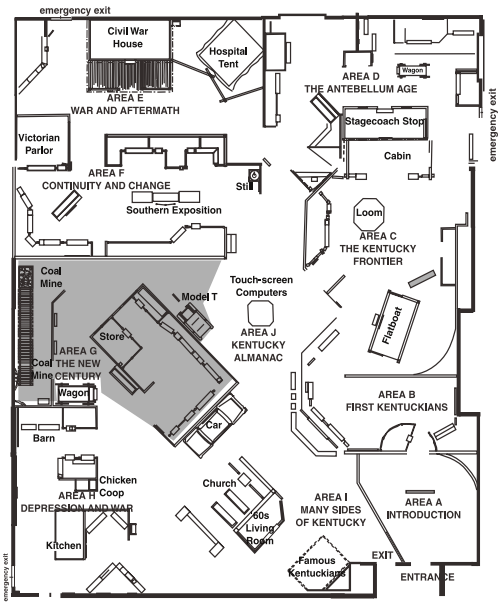
Kinesthetic

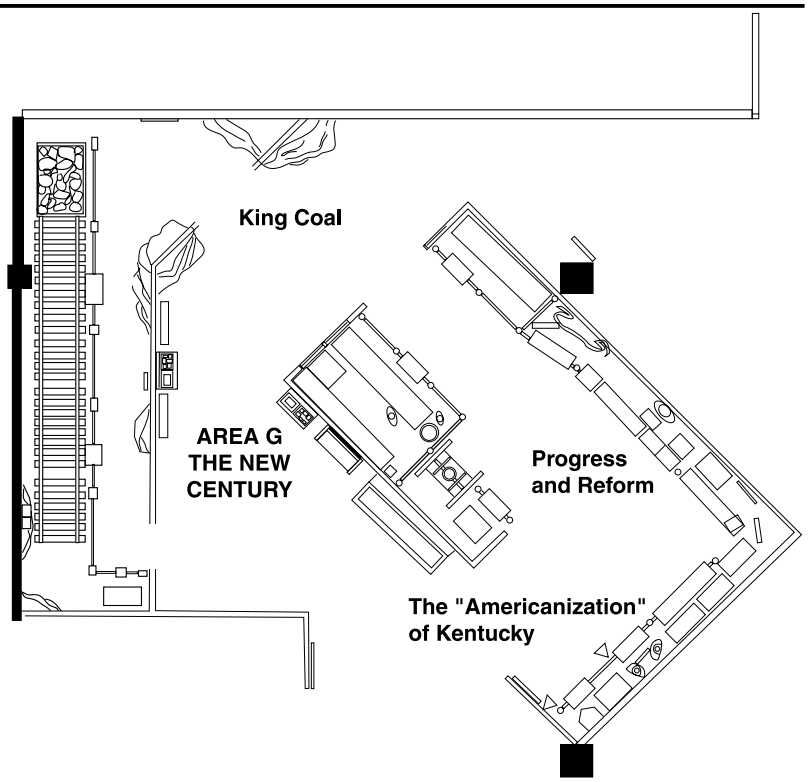
- Victorian parlor setting
- Walk-through structure representing the Southern Exposition hall
- Armoire with drawers of clothing accessories to pull out and see

People

- *African Americans*: Joseph Seamon Cotter
- *Artists:* Carl Brenner, Frank Duveneck, Harvey Joiner, Sarah Price, Paul Sawyier, and Enid Yandell
- *Authors:* James Lane Allen, Madison Cawein, Joseph Seamon Cotter, Annie Fellows Johnston, Alice Hegan Rice, and Robert Burns Wilson
- *Industrial figures:* Alexander Arthur, Casey Jones, John C. C. Mayo, Milton Smith
- *Politicians:* William Goebel, Caleb Powers
- *Suffragist:* Laura Clay
- *Villains:* Jim Howard, Jesse and Frank James, Henry Youtsey

EXHIBIT GUIDE
AREA G: A NEW CENTURY





OVERVIEW

This area examines changes that took place in Kentucky during the first third of the twentieth century. Exhibit features include:

- A walk-through coal mine
- A life-size setting representing a company store
- Thematic areas that explore coal mining and coal town life; reform movements that affected civil and women's rights, education, and health care; and the "Americanizing" influences of mass merchandising and media on everyday life

CURRICULUM CONNECTIONS

Topics

- Black history
- Coal industry
- Health care
- Literature
- Progressive Era
- Sports
- Women's history

Academic expectations

- Historical perspective
- Geography
- Economics
- Culture and society
- Cultural heritage

BACKGROUND

King Coal

The first quarter of the twentieth century was a time of growth and change for the eastern Kentucky coal industry. The promises of good wages and the comforts of a "modern" company town convinced natives to abandon their farms and attracted European immigrants and African Americans from the Deep South to the mines. While some prospered, all confronted dangerous working conditions and the limits placed on economic and political freedom by the companies. For many, mining introduced a new kind of poverty that ultimately led to the labor unrest of later decades.

Progress and Reform

Kentuckians shared the idealism of reformers nationwide that social problems could be eliminated by individual and group action. Kentucky women played an important role in the movement for suffrage and temperance. Natives and reformers from outside the state worked to improve education and health care for the poor.

The "Americanization" of Kentucky
The first half of the twentieth century saw Kentuckians adopting the trappings of mass culture while clinging to treasured traditions. Automobiles and mule-drawn wagons shared the streets. Magazines, radio, and movies brought national trends across the state. Baseball was the national pastime and young people danced to lively new tunes. Authors, artists, and musicians reflected Kentuckians' mixed response, blending old and new in local color novels and bluegrass music.

Exhibit features for all kinds of smarts

Verbal
- Explanatory text
- Eyewitness account about coal town life
- Audio excerpts by women's rights supporter Madeline McDowell Breckinridge and opponent Henry Watterson
- Literary excerpts from Lucy Furman, Irvin Cobb, Elizabeth Madox Roberts, Robert Penn Warren, Jesse Stuart, James Still, Caroline Gordon, and Allen Tate

Logical/mathematical
- Math game about buying store merchandise with a miner's salary

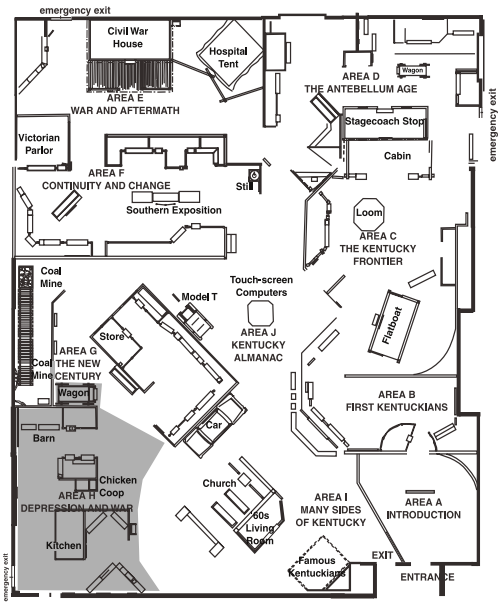
Music
- Audio excerpts of music by Red Foley, Lionel Hampton, Lily May Ledford and the Coon Creek Girls, Bradley Kincaid, and Bill Monroe
- Lyrics from mining songs by Merle Travis

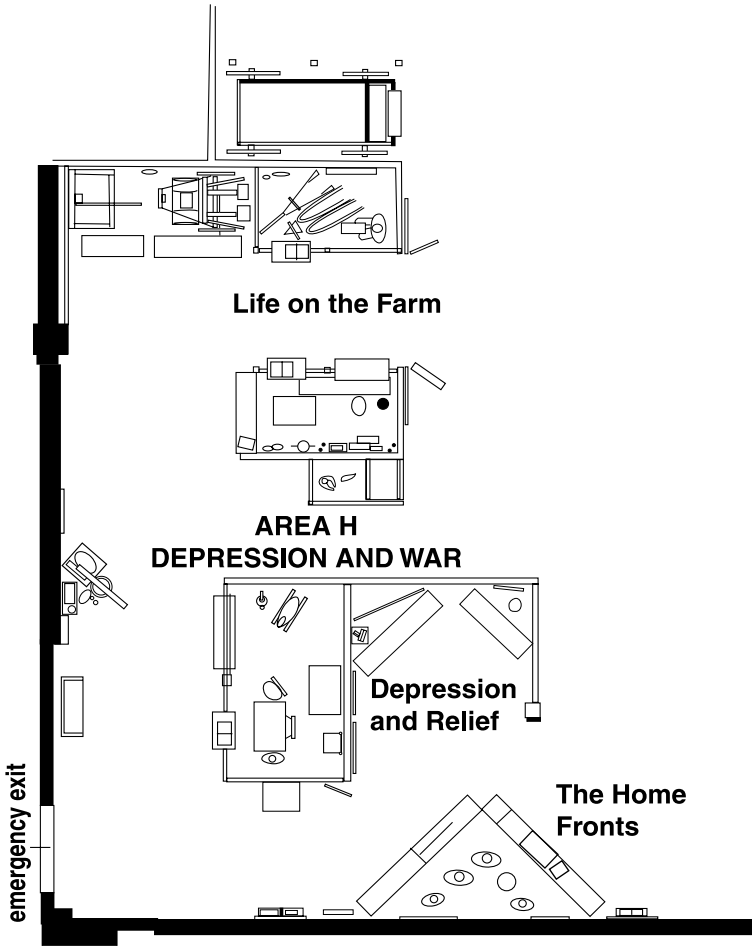
Visual
- Artifacts: Coal mining tools, store merchandise, radio and film paraphernalia, textiles
- Images: Photomural of a Kentucky coal town, photographs
- Maps showing Kentucky geologic features
- Family photo albums about everyday life in the coal towns and across the state
- Scrapbook of photos about the Frontier Nursing Service
- Video of excerpts from vintage film about the Frontier Nursing Service
- "Who Am I?" guessing game about coal miners
- Works of art by William Hunleigh, Paul Sawyier, and Dixie Selden

Kinesthetic
- Walk-through coal mine
- "Who Am I?" guessing game
- Walk-through company store
- Turn-block biographical components

People

- *African Americans*: Rufus Atwood, James Ahyln Mundy, Albert Meyzeek, Edward Underwood, Albert S. White
- *Authors:* Lucy Furman, Irvin Cobb, Elizabeth Madox Roberts, Robert Penn Warren, Jesse Stuart, James Still, Caroline Gordon, and Allen Tate
- *Civil rights leaders:* John Marshall Harlan, Albert Meyzeek, Edward Underwood, Albert S. White
- *Educators:* Rufus Atwood, Katherine Pettit, Cora Wilson Stewart, May Stone
- *Film personalities:* Irene Dunne, Tom Ewell, D.W. Griffith, Patricia Neal
- *Health-care reformers:* Madeline McDowell Breckinridge, Mary Breckinridge, Linda Neville
- *Musicians:* Red Foley, Lily May Ledford, Bill Monroe, James Ahyln Mundy, John Jacob Niles, "Fiddlin' Doc" Roberts, Jean Thomas
- *Sports figures:* Happy Chandler, Earle Combs, Will Harbut, Charlie Moran, Pee Wee Reese, Adolph Rupp, and Clint Thomas
- *Suffragists:* Madeline McDowell Breckinridge, Emma Guy Cromwell, Mary Elliott Flanery, Henry Watterson
- *Temperance figures:* Frances Beauchamp, Carry Nation





OVERVIEW

This area focuses on the impact of the Depression and World War II on Kentucky. Exhibit features include:

- A walk-through stock barn filled with agricultural tools
- A Depression-era farm kitchen setting
- Thematic areas about the Depression and World War II

CURRICULUM CONNECTIONS

Topics

- Agriculture
- Cold War/Korean War
- Depression
- New Deal
- Politics
- Tobacco
- World War II home front

Academic expectations

- Historical perspective
- Economics
- Culture and society

BACKGROUND

On the Farm

From its earliest years, Kentucky staked its future on agriculture. After the Civil War, corn and hemp gave way to tobacco, a crop that both "held the state hostage and paid the ransom." Although it required hand cultivation, a small tobacco patch could produce big returns. As America became an industrialized nation, Kentucky tobacco farmers clung to a traditional way of life.

Depression and Relief

The Great Depression hit hard in a state suffering from the effects of Prohibition, a declining coal economy, and a decade-long agricultural depression. A 1930 drought devastated many farms and a 1937

flood damaged dozens of river towns, further slowing the state's recovery. But federal programs resulted in new roads and buildings and economic assistance that benefited city dwellers and farm families alike.

The Home Front
World War II was a watershed for Kentucky. After years of stagnation, the economy boomed as farms and factories produced goods essential to the war effort. Record numbers of enlisted Kentuckians fought all over the world. Those who stayed at home prospered as the war ensured jobs for everyone.

Exhibit features for all kinds of smarts

Verbal
- Explanatory text
- Eyewitness accounts about the 1937 flood, rural electrification, life on a farm, and activities on the World War II home front
- Audio excerpts from 1930s radio programs
- Audio excerpts from Kentuckians who lived through the Depression

Visual
- Artifacts: Farm tools, tobacco products, kitchen furniture and equipment, political memorabilia, military uniforms and home-front items
- Images: Photomural of a dark-fire tobacco barn; photographs and magazine illustrations
- Map showing Kentucky products in the 1930s
- Photo album featuring structures built by CCC and WPA workers
- "Who Am I?" guessing game about USO hostesses
- Album of magazine illustrations about the home front in Kentucky

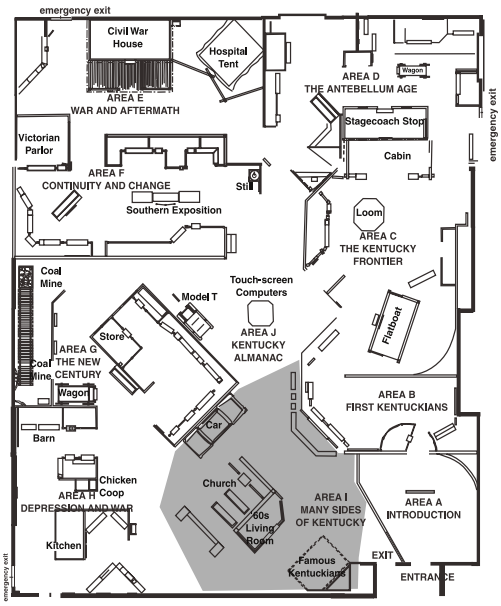
Musical
- Lyrics from protest song by Aunt Molly Jackson

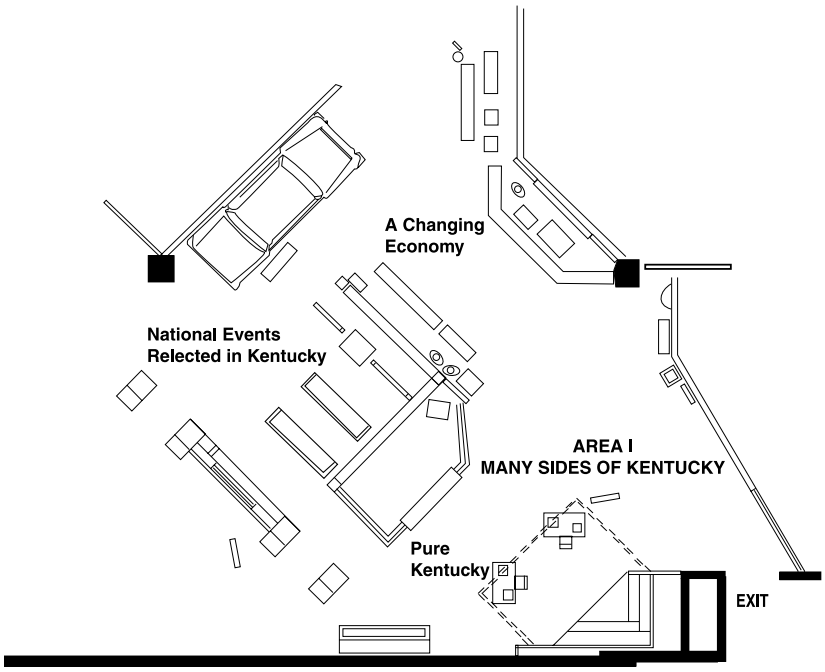
Kinesthetic
- Walk-through stock barn
- Drawers of tobacco products and political memorabilia to pull out and see
- "Who Am I?" guessing game
- Guessing game about products made in Kentucky for the war effort

People

African Americans: Charles Anderson
Politicians: Charles Anderson, Alben Barkley, Happy Chandler, Stanley Reed

EXHIBIT GUIDE
AREA I: MANY SIDES OF KENTUCKY





OVERVIEW

This area focuses on Kentucky's last fifty years. Exhibit features include:

- A walk-through African American church setting of the Civil Rights era
- A 1960s living room setting
- Thematic areas about the impact of national events and issues on Kentucky, the state's changing economy, and celebrities from authors to sports heroes

CURRICULUM CONNECTIONS

Topics

- Agriculture
- Civil rights movement
- Entertainers
- Environment
- Gulf War
- Industry
- Literature
- Manufacturing
- Music
- Politics
- Sports
- Suburbs
- War on Poverty
- Women's movement
- Vietnam War
- 1960s

Academic expectations

- Historical perspective
- Economics
- Culture and society
- Cultural heritage

BACKGROUND

National Events Reflected in Kentucky

National political issues of the 1960s and 1970s affected everyday life in Kentucky. Traditional social patterns changed in response to the struggle for civil rights, the War on Poverty in Appalachia, the Vietnam controversy, and the women's movement. In the 1980s and 1990s, Kentuckians went to war in the Middle East, while major changes occurred at home as a result of education and health-care reforms.

A Changing Economy

In recent years Kentucky has experienced economic changes similar to those occurring across the nation. Although agriculture and the extractive industries have continued to be important, diversification into new economic sectors has created jobs and decreased dependence on single sources. By improving its transportation infrastructure and increasing manufacturing, Kentucky has strengthened its place in the national and global economy.

Pure Kentucky

During the past fifty years, Kentuckians have en-

riched American life with musical and theatrical performances, written words, and athletic achievements. From country music singers and local color novelists to award-winning actors and Olympic athletes, these special people have shown the world what Kentucky has to offer.

Exhibit features for all kinds of smarts

Verbal

- Explanatory text
- Audio excerpts from civil rights speeches and writings
- Audio excerpts from radio broadcasts of significant Kentucky sports events
- Literary excerpts from Wendell Berry, Harriette Simpson Arnow, Janice Holt Giles, Sue Grafton, Barbara Kingsolver, Bobbie Ann Mason, Ed McClanahan, and Thomas Merton

Visual

- Artifacts: 1960s furniture, celebrity items, manufactured goods, political memorabilia, textiles
- Images: Photographs
- Political posters
- Video of television news clips from the 1960s
- Video of tourist attractions across the state
- Maps showing Kentucky's global trade connections and the development of interstate highways and parkways
- Photo album featuring everyday life from 1960 to 1999

Musical

- Audio excerpts from Sam Bush; Billy Ray Cyrus; Skeeter Davis; Rosemary Clooney; J.D. Crowe; the Everly Brothers; Tom T. Hall; Lionel Hampton; the Judds; Patty Loveless; Loretta Lynn; Bill Monroe; John Michael Montgomery; Peter, Paul and Mary; Ricky Skaggs; Merle Travis; Keith Whitley; and Dwight Yoakam

Kinesthetic

- Walk-through church
- Drawers of political memorabilia to pull out
- Turn-block biographical components

People

- *African Americans*: Muhammad Ali, Charles Anderson, Todd Duncan, Lyman Johnson, Georgia Powers, George Wolfe, Whitney Young Jr.
- *Athletic figures:* Muhammad Ali
- *Civil rights activists:* Ned Breathitt, Lyman Johnson, Georgia Powers, Charles Tucker, Frederick Vinson, Whitney Young Jr.
- *Authors:* Wendell Berry, Harriette Simpson Arnow, Harry M. Caudill, Janice Holt Giles, Sue Grafton, Barbara Kingsolver, Bobbie Ann Mason, Ed McClanahan, Thomas Merton, Marsha Norman
- *Entrepreneurs:* Paul Blazer, Wendell Cherry, David Jones, Harland Sanders
- *Film and theatre figures:* Ned Beatty, Foster Brooks, Leo Burmeister, John Carpenter, George Clooney, William Conrad, Tom Cruise, Todd Duncan, Florence Henderson, Ashley Judd, Lee Majors, Marsha Norman, Warren Oates, Annie Potts, Harry Dean Stanton, Jim Varney, George C. Wolfe
- *Journalists:* Nick Clooney, Bob Edwards, Diane Sawyer, Helen Thomas, Hunter S. Thompson
- *Musicians:* Sam Bush, Rosemary Clooney, J.D. Crowe, Billy Ray Cyrus, Skeeter Davis, Todd Duncan, Faith Esham, the Everly Brothers, Crystal Gayle, Tom T. Hall, Lionel Hampton, Grandpa Jones, the Judds, the Kentucky Headhunters, Pee Wee King, Patty Loveless, Loretta Lynn, Bill Monroe, John Michael Montgomery, Jean Ritchie, Ricky Skaggs, Mary Travers, Merle Travis, and Dwight Yoakum
- *Politicians:* Ned Breathitt, John Y. Brown Jr., Julian Carroll, Martha Layne Collins, Bert Combs, Wendell Ford, Brereton Jones, Louie B. Nunn, Paul Patton, Wallace Wilkinson

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Area I: Many Sides of Kentucky

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General Kentucky History
http://www.kyhistory.org
Kentucky Historical Society's site. Kentucky-specific resources for teachers. Various time periods. Includes women's history, African American history, some Native American history.

http://www.kyvl.org/
Clicking on *Kentucky Digital Libraries* provides access to primary sources from and finding aids to fifteen Kentucky colleges, universities, libraries, and h;istorical societies. In addition to full-text resources and digitized maps and photos, the site includes the Kentucky history timeline from *A Kentukcy Journey.* Can be searched by subject or county.

http://www.uky.edu/lcc/his/dolphstuff.html
Interesting sites related to Kentucky history, especially late nineteenth century. Many primary sources related to women's and African Aerican history, slavery, and emancipation. Links to information on travel/tourism and significant places and people in the nineteenth century.

http://www.kentuckyexplorer.com
History/genealogy publication—limited online information but under "Samples" there are several articles written in the late 1800s/early 1900s and reprinted.

General Non-Kentucky-specific History Sources
http://memory.loc.gov/ammem/fsahtml/fahome.html
Documentary photographs of Americans from the Great Depression to World War II. Many images of women and African Americans. Word search and state index.

http://www.history.about.com/
The History Net offers articles on American history, the Civil war, World War II, and so on. Can search for Kentucky-related articles.

http://womenshistory.miningco.com
Women's history, links to African American history sites, and various eras and historical periods.

http://www.history.org/nche/
"History Links" lists links to U.S. history sites and repositories of primary sources by state. Sponsored by the National Council for History Education.

Frontier Kentucky
http://www.merceronline.com/mercer.htm
"History" link to history of Harrodsburg/Mercer County. "Native American" link to history of Native Americans in Kentucky and in general.

Civil War
http://www.campnelson.org/
Information on the Civil War, specifically at Camp Nelson and in Kentucky. Includes African American history.

http://www.druglibrary.org/schaffer/hemp/history/slavery.htm
Slavery in Kentucky's hemp industry. Part of the Drug Reform Coordination Network. Link to historical information on hemp production.

http://www.antietam.com/
Links to Civil War resources such as letters and photos.

http://odyssey.lib.duke.edu/women/civilwar.html
Includes link to "Civil War Women," which lists photographs, diaries, letters, and websites. Many letters and diaries are online. Also gives information on African American primary sources. Excellent site.

New Century
http://www.uky.edu/Libraries/Special/oral_history/fns.html
Index to Kentucky's Frontier Nursing Oral History Collection.

Oral History
http://www.uwf.edu/~coehelp/studentaccounts/nbrubaker/HISTORY.HTM
A list of historical events between 1929 and 1990s with suggestions of interview questions to ask people who lived through these events.