

*Kentucky Shakespeare Presents*

# ***Living History: Kentucky History***

Study Guide

Grades 4 - 12





## Kentucky Shakespeare

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Dear Educator,

Thank you for choosing Kentucky Shakespeare to enrich your students' lives with Art Education! We know that the arts are essential to a child's educational experience and development. It is our object to keep the arts alive and thriving in our schools and communities.

Our *Living History: Kentucky History* performance presents events and testimonials from Kentucky history from Primary Source Documents. This comprehensive Study Guide includes essential background information, pre/post performance activities, and a list of applicable Academic Standards that are met with this performance. While giving additional arts related experiences, these teacher-led activities are intended to broaden the understanding of Kentucky history.

Please contact us with any questions or need for further assistance. Thank you for supporting the Commonwealth's largest in-school arts provider and the United States' oldest, free Shakespeare festival!

All Our Best to You,

Kyle Ware

Director of Education

Hannah Pruitt

Director of Creative Engagement

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## Academic Standards

TH:RE7.1.4-5, TH:RE8.1.4-5,  
TH:CN10.1.4-5, TH:CN11.1.4-5,  
TH:RE9.1.6-8, TH:CN10.1.6-8,  
TH:CN11.1.6-8, TH:RE7.1.I-III,  
TH:RE8.1.I-III, TH:RE9.1.I-III,  
TH:CN10.1.I-III, TH:CN11.1.I-III

RL.4.3, SL.4.1B, SL.4.1C, SL.4.2, RL.5.2,  
RI.5.3, RI.5.5, RI.5.6, SL.5.1B, SL.5.3,  
SL.6.1B, RI.6.8, SL.7.1C, RL.9-10.9,  
RL.11-12.9



## About the Performance

*Living History: Kentucky History* is a 60-minute production that begins 12,000 years ago with Kentucky's first inhabitants and travels through the 21<sup>st</sup> century, using Primary Source Documents to bring to life moments from Kentucky history. By focusing on their involvement in their changing society, it allows us to draw connections between the citizens of the past and how their actions crafted the world in which we live today.

How can we both make this be the most efficient and successful performance?

- We ask that you create an environment for a positive interaction with your students including an **open, clear space** for our Artist Educators to perform, seating students on bleachers or in a location where they can easily see the performance, and ensuring distractions will be minimal. Our Artists will need to load into the space **30 minutes prior to the performance** to load in our pipe and drape curtain backdrop and sound system.
- For your use, we have provided these study guide activities for both **pre- and post-performance discussion**. They are a fun and an engaging way to enhance learning and allow students to make the most of their arts experience with us. The more that they are familiar with the content they are, the greater the recall of information will be as well as a much deeper level of impact.
- It is of utmost importance not only to your students but to our Artist Educators as well that there are **adult staff members present in the room** throughout the performance. Students tend to have less distractions and are more encouraged to participate in the performance with familiar adult presences in the room. We need your support with focus, crowd control, and engagement.

# Important Vocabulary for Living History: Kentucky History

**Artifact** - an object made by humans that can be studied to learn about the time period (e.g. bowls, letters, art)

**Conflict** - opposition, disagreement, or struggle

**Government** - an organization that acts on behalf of citizens including creating laws and making policies

**Historial Period** - a time period or era of history that has features in common including development, creation, or events

**Immigrate** - a person who leaves their country or region to live or settle in another country or region

**Indigenous People** - people originally living in an area

**Perspective** - the point of view of a person about an issue or situation

**Primary Source** - firsthand account of an event or an artifact created during the period of history (e.g. diaries, photographs)

**Region** - an area with common features including geography and culture

**Secondary Source** - an account of the past that was created by a person who did not experience or witness the event (e.g. textbooks)

# Kentucky's History: The Importance of our Commonwealth



*The Falls of the Ohio*



*The Appalachian Mountains*



*The Natural Bridge*

*"United we stand, divided we fall"*

From the famous fields of bluegrass to the mountain ranges that surround the Cumberland Gap, the Commonwealth of Kentucky is rich with not only natural treasures but with vital impacts to our Nation's history. The name alone, Commonwealth, instead of being referred to as a state is only true of 3 other states in America: Pennsylvania, Virginia, and Massachusetts.

This distinction is defined as a term which refers to territories which are occupied and controlled by the government of a certain nation such as those that comprise the United States of America. There is no legal difference between a Commonwealth and a state. For Kentucky's history, it is simply a reminder that its citizens were on the forefront of the declaration of America's independence from England.

In fact, Kentucky's past is filled with historical figures and events that paved the way for the expansion, formation, and universal change of our country. With such inspirational examples of social change in Kentucky, we all have amazing chances to explore change in education, sustainability, and more. We have the foundation of living in this amazing Commonwealth to start us down the path of making history!

## Activities for Exploration

In this Study Guide, we will focus on three Activities: Perspective Tableaus, Conflict Resolution Tableaus, and Argumentative Monologues. These activities engage students on multiple levels – a good wake up call for all types of learners. There is no fear of right or wrong answers and no anxiety about competing which increases student motivation! The purpose is to start a dialogue- student inquiries should lead to their own discoveries.



# Kentucky History: From Mammoths to Mammoth Cave

## *Kentucky's Beginnings*

During some of Kentucky's earliest periods, it was covered by a warm shallow sea as well as a large reef system formed at what is now the Falls of the Ohio. As the waters receded, swamps dotted the landscape. Ice Age Kentucky was home to bison, elk, mammoths, and mastodons. The fossils of which were discovered by the Indigenous Peoples of the area at what was later called Big Bone Lick.



## *Paleo-Indian*

The Indigenous Peoples of the Commonwealth settled here in prehistoric times and they numbered in the thousands as documented by 17th century French explorers. By the time that the first European settlers such as Daniel Boone made their way into the land of Kentucky, there were little to no permanent Indigenous settlements because they used the territory mainly for hunting grounds. The tribes that frequented Kentucky included the Shawnee, Cherokee, and Iroquois.



## *Mammoth Cave*

Geologists estimate that the oldest part of Mammoth Cave began forming around 10 million years ago. However, the Indigenous People of the area first discovered entrances to Mammoth Cave only about 4,000 years ago. With more than 390 miles of cave passageways, this is the longest cave in the world. Mammoth Cave not only serves as a National Park for over 2 million tourists annually, it also has served in ancient times as a means of shelter, exploration, and mineral mining.



## ***Activity – Perspective Tableaus***

- 1) Start with a historical piece of artwork such as a sculpture, photograph, or painting (i.e. Daniel Boone's expedition)
- 2) Ask students: What do you see? Who are these people? What are they wearing? What does that tell us about them? Where is the focus of the piece? What does that tell us about it?
- 3) If students do not get to identification on their own, then you can identify the characters and situation in the picture for them. (Historical figures, Indigenous People, etc.)
- 4) This is a good time to review the historical background of this event – what time period was this? What do we know about that time period? What were the historical perspectives being formed during this time? (Boone's expeditions into Kentucky occurred in the 1700s but the painting wasn't created until the 1850s. How can this alter the perspective of the painting? At this time in history of the painting, two historical perspectives you might have found would have been descendants of Indigenous People who once lived on this land versus descendants of settlers who now live in Kentucky.)
- 5) Have volunteer students come to the front of the classroom and re-enact the painting or photograph. Each student will choose a character and mimic their still expression, pose, and placement – eventually recreating the entire picture.
- 6) Ask the students to think about the character they've chosen and what their perspective would be about the situation at hand (How would an Indigenous Person see this depiction of traveling settlers? How would it feel to be one of those settlers as they enter unknown territory? Would they consider this land as theirs or land that they took from someone else?)
- 7) After the students have thought about their character's perspective, the teacher will – one by one – tap on the shoulder each student in the tableau. When the student is tapped, they will say out loud one emotion they think they're character is feeling. The teacher may ask, "Why is your character feeling that way?"
- 8) The teacher will then go around the tableaus and tap each student on the shoulder a second time. This time, the student must respond with a phrase of dialogue they're character would think or say. Once again, the teacher may ask, "Why would your character say these things?"
- 9) The activity may be repeated as many times as needed, with different paintings/photographs or the same. Students may be rotated out until everyone has a chance.

*Mary Draper Ingalls*





# Explorers of Kentucky & Beyond

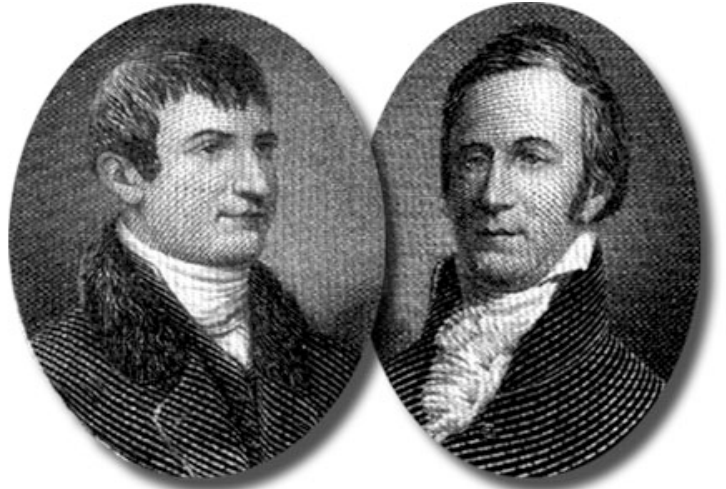
## *Daniel Boone*

A well-known explorer and trail-blazer, Daniel Boone serves as a key figure in the Commonwealth's first explorations and establishment. It was in 1767 that Boone first stepped foot in Kentucky and a few years later that he began to explore the plentiful and beautiful land that he found there. On June 7 of 1769, Boone and a few frontiersmen traveling with him made it through the Cumberland Gap, which intersects Virginia, Kentucky, and Tennessee in the Appalachian Mountains. The men made it as far west as the Falls of the Ohio River near modern-day Louisville before heading back to Boone's settlement in North Carolina. He would make many excursions to Kentucky over the years and paved the way for many settlers to enter Kentucky to live.

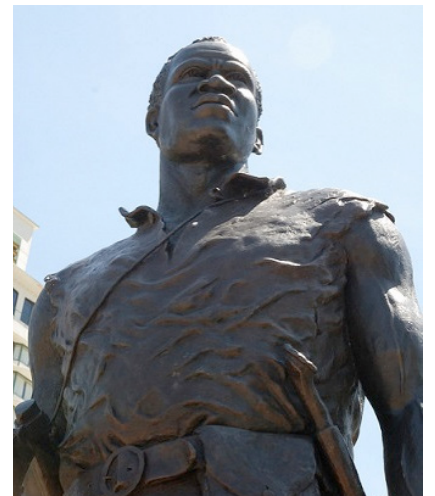


## *Lewis & Clark*

Their famous expedition in the early 1800s into the West boasted half the members being Kentuckians or having Kentucky ties. Natural landmarks such as Big Bone Lick and the Falls of the Ohio served as great destinations for these two icons to meet and discover the secrets of the past waiting on Kentucky's soil. Some 1,000 miles of Lewis and Clark's eastern trail are in Kentucky. Kentucky's settlements, farmers, produce, navigators, rivers, and goods all contributed to the success expedition of Lewis & Clark that forever changed the future of our country.



It must be included that the success of Lewis & Clark's expedition would not have been possible without the support and guidance from two other explorers - York, an enslaved man of the Clark family, and Sacagawea, an Indigenous Shoshone who was claimed as the wife of a fur trader. These two contributed in immeasurable ways to the understanding and knowledge of the Western half of what would be later known as the United States.





## ***Activity – Argumentative Monologues***

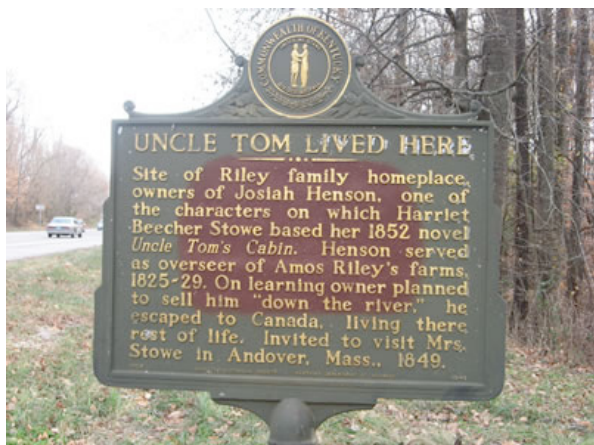
Note: These are great as an end-of-class assessment or use a class performance as an end-of-the-week performance!

- 1) Pick a historical topic you have previously discussed in class. (I.E. Kentucky's Neutrality at the beginning of the Civil War)
- 2) Make a list on the board off all the perspectives involved in this topic. (President Abraham Lincoln, family with a soldier in the Union army, etc.)
- 3) Assign each student a perspective.
- 4) The students must write a 5+ sentence monologue (like a speech or a story) from that character's perspective. In that monologue, they should focus on answering these questions: "What is your character doing or where is your character? What is your character afraid of? What does your character want to happen?" These questions give the monologue a complete arc: context, conflict, and resolution.
- 5) All students should hand the monologues in. You can either use them as written assessments or have the students get up and perform/read them out loud.
- 6) Collecting all the monologues and then handing them out to a student who did not write the monologue. The students should then read the monologue, become familiar with it, find a way to empathize with it, and then read it out loud in front of the class. You can use the performance as an opportunity to juxtapose two related perspectives.



# Kentucky's (Dual) Role in the Civil War

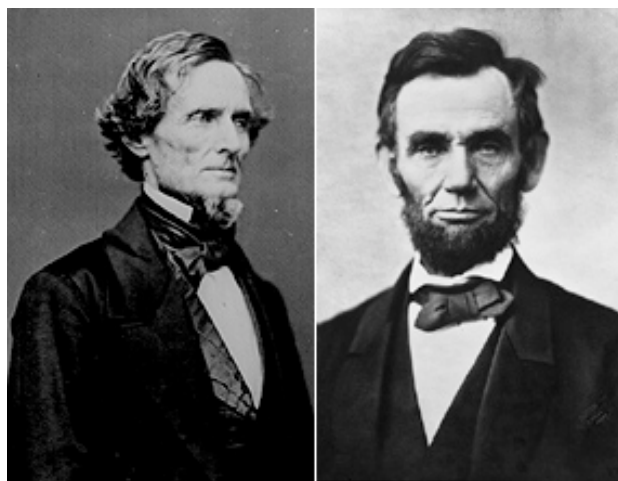
## *Slavery*



Throughout Kentucky's history as simply a territory and into almost 40 years of its statehood, the population of Kentucky grew to 24 percent of all Kentuckians. By 1860, Kentucky had the third highest total of slave owners in the country behind Virginia and Georgia. One of the most famous novels about slavery in our county, *Uncle Tom's Cabin* by Harriet Beecher Stowe, was based on an enslaved person from Kentucky that escaped from the home of his enslaver in Kentucky to freedom in Canada.

## *North vs. South*

Kentucky became the perfect definition of the phrase "between a rock and a hard place" in the Civil War. As a border state between three slave states and three free states, Kentucky and its citizens were torn economically, geographically, politically, and most of all, ideologically between North and South. In a strategic move to avoid seceding from the Union, Kentucky's Governor in 1861 declared that the Commonwealth would remain neutral in the Civil War. The citizens of Kentucky were not so neutral in their actions and formed factions of organized militias to support their chosen side. Those that were Confederate sympathizers called themselves the State Guards, and those that were for the Union became known as the Home Guards.



## *Brother vs. Brother*

Hundreds of families across the Commonwealth had divided families where brother fought brother on the battlefield. It was extremely common for a family to have sons in the war representing the North and the South. Even President Lincoln was affected by Kentucky's torn loyalties and he was often criticized by the press for having relatives in Kentucky that were Confederate sympathizers.



## ***Activity – Conflict Resolution Tableaus***

- 1) Provide a historical conflict topic that you previously discussed in class. (I.E. Migration & Exploration of Kentucky)
- 2) Tell the class their goal is to represent that topic by creating a still picture with their bodies.
- 3) Designate one person as the “sculptor.” Using however many classmates you want, the sculptor must create a physical image that represents the given topic. The sculptor silently directs them where to go, how to stand, what expression to have, and the sculpteers must respond accordingly.
- 4) Once the sculpture has been created, the rest of the class discusses the image. “What characters do you see? What historical perspectives are shown? How does this image represent the topic?”
- 5) After discussion, the teacher poses a question: “How can we make this image a stronger representation of (the topic)?” If any student has a suggestion for making the image stronger, then the teacher appoints them as the new sculptor who modifies the image, adding, subtracting, or moving sculpteers.
- 6) Discuss the new image. What changed? How did this make the image stronger? Keep making adjustments until the class is satisfied with the image as a representation of the topic.
- 7) When the classroom is satisfied with the image, the teacher proposes a new goal of modifying the current image until you have shown how to fix the CONFLICT shown in the topic.
- 8) Repeat steps 5 – 7. Can we make this image of conflict resolution even stronger? Arrive at an agreed upon image of resolution.

This activity can be completed with a number of topics!

Note: This activity is also a great way to get the students to talk about conflicts in their own lives.

Ask: “What makes you feel small or insignificant? Represent that situation.”

“Is there something you’ve seen in the school that is unfair? Represent that situation.”





## Pre-Show and Post-Show Quiz for *Living History: Kentucky History*

Please complete the following test before & after watching the performance.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What is the origin of the name 'Kentucky'?
  - a. Land of the Blue Grass
  - b. Land of Tomorrow
  - c. Goldenrod Fields
  - d. Prarie Land
2. Which was a tool develop by the Indigenous People of this region in the Archaic Period?
  - a. Atlatl
  - b. Sword
  - c. Cannon
  - d. Bow and Arrows
3. Mammoth Cave is known as the longest cave system in the world.

True or False?
4. Which European settler established the first permanent settlement in Kentucky?
  - a. Daniel Boone
  - b. Davey Crockett
  - c. Lewis & Clark
  - d. James Harrod
5. Which of these is Kentucky known for in history?
  - a. Birthplace of Abraham Lincoln
  - b. The Kentucky Derby
  - c. Home to Muhammad Ali
  - d. All of the Above
6. A \_\_\_\_\_ source gives original information. It comes directly from a time being studied or from a person who was involved in the events being studied.
  - a. Secondary
  - b. Truthful
  - c. Primary
  - d. Factual
7. Kentucky was originally part of which state?
  - a. Ohio
  - b. West Virginia
  - c. Virginia
  - d. Indiana
8. List three more facts about Kentucky and it's role in U.S. History. (I.E. KY's symbols, role in history, etc.)

## ANSWER KEY

### Pre-Show and Post-Show Quiz for *Living History: Kentucky History*

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**True** or False?

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7. Kentucky was originally part of which state?

- a. Ohio
- b. West Virginia
- c. Virginia**
- d. Indiana

8. List three more facts about Kentucky and it's role in U.S. History. (I.E. KY's symbols, role in history, etc.).

**Example: Started off Neutral in the Civil War, was the birthplace of both Presidents during the Civil War, State Bird is the Cardinal**

# Kentucky History Resources & Links

Below are some other organizations and resources that will help students learn about the importance of the Commonwealth in history:

<https://history.ky.gov/khs-for-me/for-educators>

<https://ket.pbslearningmedia.org/search/?q=kentucky>

<https://ket.pbslearningmedia.org/search/?q=civil%20war&page=1>

<https://www.biography.com/history-culture/daniel-boone>

<https://www.biography.com/history-culture/sacagawea>

## Classroom Challenge

Write a letter to the Kentucky Shakespeare Artist Educators who lead your performance. Describe what you liked and what you learned about Kentucky History. Describe what you saw, felt, and heard. What was your favorite part? If you could learn more about any time period of Kentucky History, then what would it be?

Mail to: Kentucky Shakespeare 616 Myrtle St. Louisville, KY 40208

Email to: [education@kyshakespeare.com](mailto:education@kyshakespeare.com)



***“United We Stand***



***Divided We Fall”***