

Kentucky Pioneers and Tools of the Trade

Written for Grades 4 and 5



Teacher Resource Guide

Frazier International History Museum
829 West Main Street
Louisville KY, 40202-2619
www.fraziermuseum.org

Dear Teachers:

Thank you for registering to attend the **Kentucky Pioneers and Tools of the Trade** program at the Frazier International History Museum. This guide has been developed for you to use as a resource before and after your visit to the museum. Through the use of pre- and post-visit lessons and assessments your program has the potential to become a comprehensive and cross-curricular unit of study. We hope that this guide meets all of your teaching needs and we look forward to seeing you on the day of your visit!

For additional information about the **Kentucky Pioneers and Tools of the Trade** program please contact us by email at:

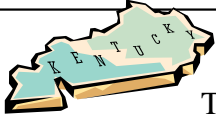
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Table of Contents:

- * Background Information – Pg.2-4
- * Core Content Connections – Pg. 5
- * Museum Connections – Pg. 6
- * Pre-visit Activities – Pg. 7
- * Post-visit Activities – Pg. 8-9
- * Related Reading – Pg. 10
- * Websites – Pg. 11-12
- * Additional Field Trip Opportunities – Pg. 13
- * Multiple Choice Questions – Pg. 14
- * Open Response Questions – Pg. 15-16

Background Information

Overview: Throughout history, both people and animals have been drawn to the abundant resources and fertile land of the area we now know as Kentucky. The earliest routes to Kentucky were carved by woolly mammoths and mastodons trying to escape the ice caps of the ice age. Prehistoric people from Asia soon followed, pursuing these animals across the Bering Strait, which once connected Asia to North America, to the Kentucky salt licks. Once the eastern seaboard of North America had been settled and organized by European colonists, some courageous individuals began to look for new adventures and financial opportunities west of the Allegheny Mountains. Kentucky attracted not only English colonists, but also French trappers and various Native American tribes, with its fertile land, plentiful timber, and many types of game. In 1754 a war broke out over the Ohio Valley between the French and Indians on one side and British and colonists on the other. Eventually the French were defeated and gave up all claims to Kentucky. It was the first frontier of the westward expansion of the United States. Early scouts and pioneers were often hired by land companies to survey the area in hopes of creating settlements there. However, these pioneers faced many hardships, such as crossing the Appalachian Mountains, finding food and shelter, and protecting themselves from animals and Native Americans. With the discovery of the Cumberland Gap, many pioneering families made the journey to Kentucky and established the area's first European settlements, Harrodsburg and Boonesborough. They brought various tools with them and utilized tools designed by Indians to make life on the frontier possible.



Why settle in Kentucky?

The early settlers in Kentucky were often land hungry individuals and families from western Virginia, North Carolina, Pennsylvania, and Maryland. They traveled down the Ohio on flatboats or on land by foot or with horses through the Cumberland Gap and down the Wilderness Road. Some of these early settlers had warrants from military service entitling them to land and others simply used squatter's sovereignty. Not only were they attracted to Kentucky by the prospect of cheap, or even free, land, but also by the fertile soil, plentiful timber, abundant game for food and the fur trade, new and profitable opportunities, and freedom from the laws and restrictions of eastern society.

Hardships faced in Kentucky

Many problems and hardships awaited the first Kentucky settlers, including crossing the Appalachian Mountains, clearing land for farming and building shelter, finding food and water, and protecting themselves from animals and Native Americans. The settlers could only bring the most essential tools with them to Kentucky and a few household goods and livestock. The settlers had to develop tools utilizing the area's natural resources and they used Native American tools, such as the tomahawk. Explorers created roads, hunters learned to hunt game, farmers cleared land, used the timber for building, and planted crops such as corn, wheat, oats, beans, and potatoes.

Vocabulary for Students

Artifact : an object made by people; historians often study artifacts left behind by people who lived long ago

Explorer : person who travels in and searches the unknown for the purpose of discovery

Fertile Land : land that is rich in the nutrients needed for growing crops

Frontier : land just beyond the edge of a settled area

History : the story or record of what happened in the past

Long Hunters : Frontiersmen who hunted in the woods beyond the frontier settlement. Named "long" because of the vast amount of time they spent away from their families in the pursuit of fur and hides

Native American- earliest inhabitants of the western hemisphere; also known as American Indians or by specific group names

Natural Resources : materials found in nature that people use to meet their needs and wants

Settlement : a small community of people established in a new area

Notable Pioneers of Kentucky

Dr. Thomas Walker (1715-1794): Walker was employed by the Loyal Land Company in 1750 to explore their land grant in Kentucky. He was the first person to leave a written account of the Cumberland Gap, opening the doorway to the Kentucky frontier. However, he did not think the area was good for settlements.

Fun Fact: Walker became the guardian of Thomas Jefferson after the death of Jefferson's father.

Christopher Gist (1706-1759): Gist traveled down the Ohio River as far as the Falls of Ohio in 1751. Although he thought the area would be good for settlements because of the fertile land and abundant game, he reported it was too dangerous due to the many Native Americans.

Fun Fact: Gist was George Washington's guide and frontier advisor.

James Harrod (1742-1793): A surveyor and soldier of the French and Indian wars, Harrod founded the first permanent white settlement in Kentucky, Harrodsburg, in July of 1774.

George Rogers Clark (1752-1818): A surveyor and Revolutionary War general, Clark traveled to Kentucky in 1772. He founded the city of Louisville, convinced Virginia to name Kentucky as its county, and lead an army defending settlers against Indians.

Fun Fact: George Rogers Clark was the older brother of famous explorer William Clark, of the Lewis and Clark expedition.

Daniel Boone (1734-1820): A legendary explorer, hunter, soldier, and pioneer, Boone explored Kentucky many times between 1773 and 1775. In 1775, he cleared the Wilderness Road, granting others easier access to Kentucky, established the second settlement in Kentucky at Boonesborough, and brought his family to the area to settle.

John Filson (1753-1788): Filson became Kentucky's first historian with his *Kentucke* (1784), a type of traveler's guide containing maps of the area. Included in his book was The Adventures of Colonel Daniel Boone, the autobiography which made Boone famous.

Benjamin Logan (1742-1802): In 1775, Logan traveled to Kentucky and founded the settlement of St. Asaph. Logan was a colonel in the Kentucky militia during the Revolutionary War and he campaigned for Kentucky's statehood, eventually serving in the Kentucky state legislature.

Pioneer Tools of Kentucky

“Kentucky” long rifle : Developed by German speaking settlers in Pennsylvania, this type of rifle was carried by many settlers to Kentucky, though very few were actually Kentucky-made. The rifle received its nickname because of the superb shooting abilities of the Kentucky men armed with them under Andrew Jackson in New Orleans during the War of 1812. It was invented because of the colonists need for more than a fine sporting gun. The long rifle was more accurate and economical because it required less lead to cast balls, the smaller balls did less damage to the pelts of game, and it needed less powder for shorter shots. Gunsmithing ran in families and there were more than 30 gunsmiths in Kentucky before 1806. The Kentucky riflemen practiced their art by torchlight so that they could aim at the light reflected in the eyes of animals at night.

Powder Horn : The powder horn was useful tool for transporting and dispensing gunpowder because it was water resistant, preventing the powder from getting wet. By the 1700's it was mainly used only by civilians and militia because the regular army had pre-wrapped paper cartridges that held powder and a ball.

Sundial Compass : Consisting of a small lightweight magnet balanced on a pivot point, compasses guided pioneers by reacting to the earth's magnetic field and pointing towards the North Pole. It was much more reliable than many pioneers and explorers' method of using the sun and landmarks to find their way.



Flint : An amazingly hard form of rock, flint creates sparks when it is struck with iron or steel because the friction created ignites tiny particles of iron that flaked off in the blow. It was useful for starting a fire or igniting gunpowder in a rifle, such as the flintlock rifle.



Hatchet / Tomahawk: Initially used by Native Americans, the tomahawk was almost immediately adopted by Europeans in North America as a useful weapon and domestic tool.

Hunting Bag : The hunting bag was useful for carrying supplies while in the wilderness. A typical pioneer or explorer may have carried personal supplies such as tobacco, a pipe, and a small hatchet as well as rifle supplies such as flints, lead, a bullet mold, bullet patches, and un-spun flax.

A Kentucky History Timeline

Prehistory

- **13,000 BC to 1,650 AD** - Modern archaeologists classify Kentucky's prehistoric past into six cultures which spanned from 13,000 BC to 1,650 AD. These cultures were the Paleo-Indian culture; the Archaic culture; the Woodland culture; the Adena culture; the Mississippian culture and the Fort Ancient culture.
- **1,650 AD to 1750** - From the end of the Fort Ancient culture in about 1650 until the arrival of the first white settlers, Shawnee tribes from north of the Ohio River and the Cherokee and Chickasaw tribes from south of the Cumberland River fought for control of the "Great Meadow." During this time, no Indian nation held possession of the land that would eventually become Kentucky.

18th Century

- **1739** - Capt. Charles de Longueuil discovers Big Bone Lick.
- **1750** - Thomas Walker explores Kentucky through the Cumberland Gap.
- **1751** - Christopher Gist explores area along Ohio River.
- **1763** - France cedes area including Kentucky to Britain.
- **1769** - Daniel Boone and John Finley first saw the far distant Bluegrass atop Pilot Knob, now in Powell County. The recorded date is June 7, 1769.
- **1774** - James Harrod constructed the first permanent settlement in Kentucky at Fort Harrod. In 1774, James Harrod starts building Harrodstown (now Harrodsburg); Indians force settlers to withdraw; settlers return in 1775.
- **1775** -
 - Boiling Springs and St. Asaph settled.
 - Indians give Richard Henderson land between Ohio and Cumberland rivers for Transylvania Land Company.
 - Daniel Boone builds the Wilderness Trail and establishes Fort Boonesborough
- **1776** - Harrodsburg settlers, jealous of Boonesborough, send George Rogers Clark and John Jones to ask Virginia's aid; Virginia declares Transylvania Land Company illegal; creates Kentucky County.
- **1778** - The longest siege in United States frontier history was the thirteen-day siege of Fort Boonesborough in September 1778.
- **1779** - The First Baptist Church west of the Allegheny Mountains was formed at Elizabethtown.
- **1782** - "Last battle of American Revolution" fought at Blue Licks, near Mount Olivet.
- **1784** - First of ten conventions held to prepare way for separation of Kentucky from Virginia.
- **1791** - Upper Spottsylvania Baptist Church left in 1791 for Floyd County, Kentucky from Virginia. Leading the wagon train was Rev. Lewis Craig and Capt. William Ellis.
- **1792** - Kentucky becomes the 15th state on June 1, 1792. June 1; governor, Isaac Shelby; capital, Lexington, then Frankfort.
- **1794** -
 - Gen. "Mad Anthony" Wayne's victory at Fallen Timbers in Ohio ends Indian attacks in Kentucky.
 - On July 4, 1794, Col. William Price, Revolutionary War veteran, held the first Independence Day celebration in the West, in Jessamine County.
- **1796** - Wilderness Road opened to wagons.

Women Pioneers in Kentucky

Ann McGinty (?-1815): McGinty was Kentucky's first clothing manufacturer. She arrived at Fort Harrod in 1775 with a spinning wheel tied to her horse and experimented with grasses and weeds to find the best fibers for fabrics. She also taught women to make household goods out of natural resources such as willow twigs and cornhusks.

Jane Coomes (1750-1826): In 1776, Coomes became Kentucky's first schoolteacher. She taught at Fort Harrod and used a primitive version of an Old English Horn Book made of clapboard and written on with berry juice.

Esther Whitley (1755-1833): Kentucky's version of Annie Oakley, Whitley was a legendary sharpshooter. Her house was the first brick home in Kentucky and she had the first American circular horse track (in opposition to British racing traditions) in her backyard.

Rebecca Boone: Rebecca and her daughter, Jemina, became the first white women settlers in Kentucky when they arrived here in 1775 with Rebecca's husband, Daniel Boone.

Jenny Wiley (1760-1831): In 1789, Jenny Wiley was captured by Indians in Virginia, who killed her 5 children and younger brother and brought her to Kentucky. After many months with her Indian captors, she finally managed to escape and find her way back through the wilderness to a pioneer settlement.

Catherine Spalding (1793-1858): Catherine Spalding helped to found the Roman Catholic order of the Sisters of Charity of Nazareth near Bardstown, Kentucky and was later elected Mother of the nuns. She also helped to found many Kentucky schools and an orphanage in Louisville.

Core Content Connections

Elementary- Social Studies:

Simple physical, political, and thematic maps, globes, charts, photographs, aerial photography, and graphs can be used to find and explain locations and display information. **SS-E-4.1.1**

Humans usually settle where there are adequate resources to meet their needs (e.g., areas with water, fertile land, protected land, different modes of transportation). **SS-E-4.3.2**

People depend upon the physical environment for food, shelter, and clothing. **SS-E-4.4.1**

The physical environment both promotes and limits human activities (e.g., mountains as barriers or as protection, rivers used as boundaries or transportation routes). **SS-E-4.4.3**

History can be understood by using a variety of primary and secondary sources and tools (e.g., artifacts, diaries, time lines). **SS-E-5.1.2**

People explored and settled America and Kentucky for multiple reasons (e.g., freedoms, opportunities, fleeing negative situations). **SS-E-5.2.2**

Museum Connections

* Explorers and settlers utilized many weapons and tools, European and colonial, as well as some borrowed from the Native Americans, to make life on the frontier possible. They encountered many conflicts with Indians and nature which made weapons vital to life on the frontier. Pioneers also required domestic tools to obtain or create shelter, clothing, food, and other goods needed to support themselves. While at the museum, students can observe examples of the most important pioneer tools and learn how and why they were used by pioneers in Kentucky.

Claiming North America gallery: In this gallery, students learn about the various people who colonized the eastern seaboard of North America, the beginning of westward expansion, and how colonists and pioneers utilized tools they had brought from Europe as well as developed new tools which were better suited to their specific needs in the American wilderness.

Artifacts found in this gallery:

- **Pipe tomahawk head:** Both the pipe and the tomahawk were prized tools of the Native Americans, but it was white traders who combined the two tools into one. The tomahawk, also known as a hatchet, was immediately adopted by colonists as a domestic tool. By the end of the 1600s, militia infantrymen began carrying them instead of swords.
- **Powder horn:** Carved from an animal horn, a powder horn was water-resistant and used to carry and dispense gunpowder. Powder horns were often decorated with carvings of various religious and natural subjects.

Taming the Wilderness gallery: This gallery focuses on the exploration of the area immediately west of the Appalachian Mountains and the pioneers' initial push westward in search of new opportunities and fortunes.

Artifacts found in this gallery:

- Other powder horns and tomahawks, including **priming or small powder horn** used for holding the more finely ground priming powder and a **spoon-form pipe tomahawk head**
- **Boone Family Bible:** Although it is not known conclusively, this 1815 Bible is believed to have been purchased by Daniel Boone and contains handwritten entries of births, deaths, and marriages.
- **Hunting bag:** A compartmentalized, flapped leather shoulder bag, the hunting bag was used by pioneers to carry personal items, such as tobacco and a pipe, and rifle supplies, such as unspun flax, lead, and a bullet mold.
- **“Kentucky” long rifle:** Essential to the survival of all frontiersmen, the “Kentucky” long rifle can be viewed in various areas of the museum, along with related weapons and tools. At the workshop of John Smith exhibit, students can see the tools and equipment which belonged to a third generation gunsmith named John Smith in a reproduction of a typical long rifle maker's shop.

Catching Frontier Fever gallery: In this gallery, students explore the pioneers' expansion west of the Mississippi River into the areas of Texas, Oregon, and California. This expansion led to territorial disputes and wars, such as the Mexican war and the Texas Revolution. Eventually, questions raised about how this new territory would be incorporated into the United States inflamed the people of the North and South, providing additional tensions which led to the Civil War.

Pre-visit Activities

Learn the Vocabulary

Additional vocabulary: barriers, biography, cooperation, fossils, historical period, hornbook, indigenous, land use, limit, outpost, sharpshooter, society, survey.

- Choose from the student vocabulary list or one of the words above and make a space on the board for each letter in the word. (similar to hangman.)
- Students take turns guessing a letter that might be in the word and call out guesses for what the word is.
- When the word is guessed correctly, fill in the missing letters and ask if anyone knows the meaning.
- Have students research the meaning or work as a class to develop a definition.
- Have all students record the words and the definitions.

* Vocabulary Puzzles

Have students work with a partner to develop a crossword puzzle. The clues could be the definition or a sentence with the vocabulary word missing. Puzzles can be made using graph paper or on-line at http://www.kidcrosswords.com/puzzle_makers/puzzle_makers.htm

* Make a seek-and-find for your students at:

<http://www.funbrain.com/funbrain/detect/index.html>

Primary and Secondary Sources

While at the museum students will utilize both primary and secondary sources.

* Review the difference between primary and secondary sources with your students and provide examples of each:

Primary Sources

Journal / Diary
Letter
Artifact
Government Record
Autobiography
Photograph

Secondary Sources

Encyclopedia
Text book
Biography
TV programs and movies
about historical events



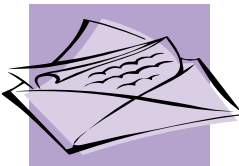
* During this on-line activity students will have the opportunity to examine and discuss four different primary sources.

<http://www.k12science.org/curriculum/treasure/>

* Learn ways to use different types of primary sources in the classroom.

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

* JCPS teachers will find a related lesson plan in the 5th Grade Core Content Guidelines – Social Studies Overview - Appendix A2



Letter from a Pioneer

* Have students read the letter from pioneer woman Daphne Tiller to her mother back east describing her life on the frontier and the hardships she faced (found at http://www.wku.edu/library/museum/education/frontieronline/lesson_letter.htm).

- Discuss Daphne's life with the students and have them hypothesize other hardships the pioneers might have had and how they would overcome them. Does this life sound appealing? Why would someone choose it?
- Have the students pretend that they are a newly arrived pioneer in Kentucky and have them write a letter to their parents back east describing their new life. Let students use their imaginations to tell a story about how they arrived in Kentucky, where they live, the other pioneer in the area, and the hardships they face (food, shelter, Native Americans, etc.) and how they deal with them.

Post Visit Activities

Create a Pioneer Classroom

Objective: Students will utilize primary sources to learn about the lives of children in the frontier, including pioneer education, chores, and pastimes.

* Have students read Susannah Johnson's recollection on her experiences in frontier schools (found at http://www.wku.edu/library/museum/education/frontieronline/lesson_school.htm) as well as Daniel Drake's account of the chores performed by children in the frontier (found at http://www.wku.edu/library/museum/education/frontieronline/lesson_chores.htm).

- Create a T-chart on the board, labeling the columns Similarities and Differences. Have the students discuss the similarities and differences between their lives at school and home and those of pioneer children while you record the student responses on the board. How have things changed? What do the students prefer about their lives? What do they prefer about the lives of pioneer children? How did gender roles affect the lives of pioneer children?
- Utilizing Johnson's account, set up your classroom to resemble a pioneer classroom. What useful subjects and skills do the students learn? What useful subjects do they not learn? Create stations where the students can learn about and perform pioneer tasks, such as making a sampler, a quill pen, a tin lantern, a corncob doll, etc. Invite other students at your school to see the pioneer classroom.



Create a Museum about Pioneer Life

Objective: Students utilize primary and secondary sources to learn about the daily lives of pioneer and work in groups to create presentation of their research.

*Have students read various primary sources about pioneer life:

- Travel in Kentucky: http://www.wku.edu/library/museum/education/frontieronline/lesson_rozierdiary.htm
- Education: http://www.wku.edu/library/museum/education/frontieronline/lesson_school.htm
- Shelter: http://www.wku.edu/library/museum/education/frontieronline/lesson_logcabin.htm
- Food: http://www.wku.edu/library/museum/education/frontieronline/lesson_food.htm
- Work/Play: http://www.wku.edu/library/museum/education/frontieronline/lesson_chores.htm
- Estate Inventories: http://www.wku.edu/library/museum/education/frontieronline/lesson_inventories.htm
- Indian Relations: http://www.wku.edu/library/museum/education/frontieronline/lesson_indianrelations.htm

- Divide students into small groups (3-4) and ask them to research an aspect of pioneers' everyday life (food, clothing, protection, pastimes and recreation, chores, education, communication, transportation, music, holidays, traditions, etc.) and create a small "exhibit" about their topic using posters, pictures, or "artifacts" (for example, students could bring in toy wagons for transportation or make their own pioneer toy for pastimes).
- Display the students' "exhibits" around the classroom to create a museum. The students can present their exhibits or take turns answering the questions of other students who tour the "museum."

Pioneer Crafts and Games

Objective: Students learn about the lives of pioneer children with a hands-on activity and experience.

* Have students pretend to be pioneer children by playing games and making toys that were popular on the frontier.

- Create various stations throughout the classroom, each station containing the materials and directions for a craft which the students can make or the directions to a game which they can play. Divide the students into small groups and have them rotate from station to station, each student making his or her own craft.

OR

- Choose one or two crafts or games and explain the directions to the class as a whole and allow them to make them at their seats.

You can find directions for simple pioneer crafts and games at these websites:

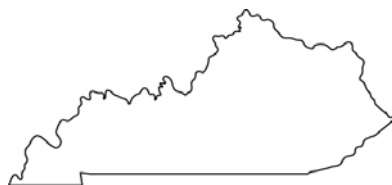
- Thaumatrope: <http://www.ci.tumwater.wa.us/ResearchCenter/thaumatrope.htm>
- Whirligig/Buzz saw: <http://www.ci.tumwater.wa.us/ResearchCenter/whirligig.htm>
- Jacobs Ladder: <http://www.ci.tumwater.wa.us/ResearchCenter/jacobs%20ladder.htm>
- Whimmydiddle (used as a lie detector): <http://www.ci.tumwater.wa.us/ResearchCenter/Whimmydiddle.htm>
- Jackstraws: <http://www.ci.tumwater.wa.us/ResearchCenter/jackstraws.htm>
- Blind Man's Bluff: http://www.ci.tumwater.wa.us/ResearchCenter/blind_man.htm
- Other games include jump rope, hopscotch, and hide and seek



Map Search

*Have students look at the map of Kentucky created by John Filson and published in his *Kentucke* in 1784 (found at http://www.wku.edu/library/museum/education/frontieronline/lesson_filsonmap.htm) and a current map of the same area (found at http://www.lib.utexas.edu/maps/us_2001/kentucky_ref_2001.pdf).

- Have students locate major cities, rivers, lakes, and mountain ranges on each map. What differences exist? Where is Filson's map inaccurate? What accounts for these inaccuracies? Why are only parts of Kentucky included in Filson's map? Where can you find the natural boundaries and resources that were so important to the pioneers?
- Students may also take a short on-line quiz about Kentucky geography at <http://www.zoomschool.com/usa/statesbw/kentucky.shtml> or create their own map of Kentucky (a blank outline map of Kentucky can be found at <http://geography.about.com/library/blank/ky.jpg>).



Related Reading

Related Reading List for Teachers:

Aron, Stephen, *How the West was lost: The transformation of Kentucky from Daniel Boone to Henry Clay*. Baltimore, 1996.

Baird, Nancy Disher, and Carol Crowe-Carraco, *Pioneer Life in Central Kentucky*. Bowling Green, 1998.

Friend, Craig T., ed., *The Buzzel about Kentuck: Settling the Promised Land*. Lexington, 1998.

Harrison, Lowell H., *Kentucky's Road to Statehood*. Lexington, 1992.

Harrison, Lowell H and James Klotter, *A New History of Kentucky*, University of Kentucky Press, 1997.

Irvin, Helen Deiss, *Women in Kentucky*. Lexington, 1979.

Kentucky Historical Society, *Building a Society: Kentucky Life from Settlement to Statehood*. Frankfort, 1992.

Perkins, Elizabeth, *Border Life: Experience and Perception in the Ohio River Valley, 1750-1800*. Chapel Hill, N.C., 1998.

Lofaro, Michael A., *Daniel Boone: An American Life*, Univ. of Kentucky Press, 2003.

Rice, Otis, *Frontier Kentucky*. Lexington, 1975.

Related Reading for Students



Caudill, Rebecca *Tree of Freedom*
-A fictional account of daily life at Fort Harrod.

Ceder, Georgiana D. *Winter Without Salt*
- A story about a Kentucky boy who loses his parents in an Indian attack but discovers that the natives are not all that bad.

Green, Carl R. *Blazing the Wilderness Road with Daniel Boone*
- An overview of early Kentucky history, including the first explorers, settlements, and Indian wars. The book utilizes excerpts from primary sources to explain pioneer life from a pioneers' perspective.

Lyon, George Ella *Who Came Down This Road?*
-A picture book about the life of a central-Kentucky road and the many groups who traveled down it.

Steele, William *The Year of Bloody Sevens*
- The adventures of an eleven year old boy in the Kentucky Indian wars.

Lofaro, Michael *The Life and Adventures of Daniel Boone*
- Appropriate for older students used to reading chapter books.

[Click here to request a book from the Louisville Free Public Library](#)

Websites



Information on Pioneers and Kentucky History:

Archiving Early America

Use this site to search for links to primary and secondary sources, biographies, timelines, pictures, and music related to Kentucky and early American life in general.

<http://www.earlyamerica.com>

Enchanted Learning: Kentucky

This site has pictures and explanations of Kentucky symbols and emblems as well as various maps of Kentucky with related geographical questions.

<http://www.zoomschool.com/usa/states/kentucky/>

History and Folklife of the Kentucky Frontier

This website provides information on virtually every aspect of frontier life in Kentucky, including architecture, food, clothing, chores, education, and medicine.

<http://www.wku.edu/library/museum/education/frontieronline/index.htm>

Collaborate with other classrooms in Kentucky

The Fayette County Schools Forum offers collaborative projects, including one in which students learn more about the different regions of Kentucky. Participants will be paired up with classrooms to discuss the similarities and differences about the region they live in.

<http://teach.fcps.net/forum/projects.htm>

Kentucky Historical Society

This site covers various time periods and includes Kentucky-specific resources for teachers. It also has information on women's history, African American history, and some Native American history.

<http://history.ky.gov/>

Kentucky Virtual Library

Click on the Kentucky Digital Libraries link to access full-text primary resources, oral history transcripts, digitalized maps and photos, and a Kentucky history timeline from *A Kentucky Journey*.

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

National Council for History Education

Click on "History Links" to find a list of U.S. history sites and repositories of primary sources by state.

<http://history.org/nche/>

PBS: Frederick Jackson Turner and the Frontier Thesis

A short explanation and reflection on Turner's 1893 Frontier Thesis and the importance of the frontier on the American psyche and American historical thought.

http://www.pbs.org/weta/thewest/people/s_z/turner.htm

PBS: New perspectives on the West

This site includes useful biographies, timelines, and information on historical events related to the U.S. westward expansion.

<http://www.pbs.org/weta/thewest/>

Women in Kentucky

This site offers a timeline and information related to important Kentucky women, both past and present.

<http://womeninkentucky.com/>



Interactive Websites for Students

Smithsonian's Tracking the Buffalo: Stories from a Buffalo Hide Painting

This interactive website encourages students to explore the lives of Native Americans and the role of the buffalo in their culture through Native American legends and artwork. Students can use the "You be the historian" link to learn how historians use primary sources by actively interpreting a buffalo hide to learn about the lives of Northern Plains Native Americans.

<http://americanhistory.si.edu/kids/buffalo/>

History Channel's Frontier Homes

Students can utilize this website to learn about the tools and materials used to build homes on the frontier. They can read about the origins of various types of frontier homes as well as watch short video clips about how homes were built and what materials the pioneers used.

<http://www.historychannel.com/classroom/frontierhomes/logcabin.html>

A Pioneer's Journey to the Frontier

This website tells the story of the pioneers' journey from home and their new lives on the frontier. It includes information on why and how pioneers traveled to the frontier as well as fun facts and activities for students. Students can compare today's medications to the pioneers' first aid remedies, listen to pioneer music, learn how to make pioneer toys, and find out what and how pioneers cooked.

<http://library.thinkquest.org/6400/>

Pioneer Life in America

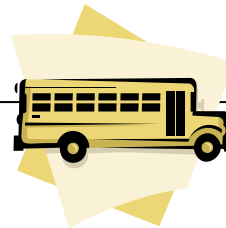
This website provides students with insight to the everyday life of American pioneers including their daily chores and the different buildings and their purposes one would expect to find in an early settlement. Have students read about the pioneers' daily lives (e.g., children's chores and pastimes, schools, where pioneers bought supplies) and compare it to their own lives.

<http://library.thinkquest.org/J001587/>

The Bering Land Bridge Artifact Challenge

The Artifact Challenge is an interactive quiz for students about artifacts from found around the Bering Land Bridge. Students not only learn about the people who once inhabited the area but also how professional archeologists and historians approach artifacts and other primary resources.

<http://www.pbs.org/beringlandbridge/explorations/artifact/index.html>



Additional Field Trip Opportunities

Don't miss out on these other great places to visit to teach your students about the history of Kentucky. The websites listed below will provide information about the location and how to register for a field trip.

Big Bone Lick State Park

During the Ice age, great herds of woolly mammoths were attracted to the warm salt springs located here and now students can explore the fossilized remains of these prehistoric creatures.

<http://parks.ky.gov/stateparks/bb/index.htm>

Boonesborough State Park

The Fort, the site of the second settlement in Kentucky, has been reconstructed with cabins, blockhouses, and furnishings.

<http://parks.ky.gov/stateparks/fb/>

Buffalo Run

Buffalo Run is home to live buffalo as well as a reconstruction of a pioneer cabin in which Abraham Lincoln is rumored to have stayed.

<http://www.legendaryplaces.org/buffalorun/default.htm>

Cumberland Gap National Historical Park

Visit Cumberland Gap and learn about its natural beauty and history through guided hikes and activities.

<http://www.nps.gov/cuga/>

Falls of Ohio

Here students can discover the evolution of the area from a coral reef 350 million years ago to what we see today.

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

Filson Historical Society

The Filson Museum includes artifacts from the era of pioneers and explorers such as Lewis and Clark to the Civil War. It is free and open to the public and has various activities and packages for school trips.

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

The Thomas D. Clark Center for Kentucky History

The museum and research library houses many artifacts from all areas of Kentucky history. It is also home to the *A Kentucky Journey* exhibit, which chronicles Kentucky's history through life-size environments and interactive displays.

http://history.ky.gov/Museums/Kentucky_History_Center.htm

Old Fort Harrod State Park

Visit this reconstruction of the first permanent settlement west of the Alleghenies to explore pioneer life through artifacts, reproductions, and costumed craftsmen performing various pioneer tasks.

<http://www.kystateparks.com/stateparks/fh/>

Visit the home page of the Frazier Historical Arms Museum

www.frazierarmsmuseum.org

(The Frazier Historical Arms Museum cannot guarantee the accuracy of the information presented in the resources provided)

Kentucky Pioneers and Tools of the Trade

Pre/Post Assessment

Name _____

1. The European colonists that settled in North America were the first people to live and travel in North America.
 - a) True
 - b) False

2. European colonies developed their first colonies in North America . . .
 - a) Along the eastern seaboard
 - b) Throughout the west
 - c) Only in the south

3. Kentucky was considered the western frontier during early expansion of the United States.
 - a) True
 - b) False

4. In 1750, Thomas Walker found a place to pass through the Appalachian Mountains. This place was called . . .
 - a) The Walker Pass
 - b) The Cumberland Gap
 - c) The Trail of Tears

5. Life as a pioneer in Kentucky was not easy and there were many hardships to overcome.
 - a) True
 - b) False

6. People decided to travel to Kentucky and settle for the following reason(s)
 - a) Land was inexpensive
 - b) The land was fertile for farming
 - c) Both a and b

7. Native Americans and European settlers in North America traded tools and supplies.
 - a) True
 - b) False

8. A musical instrument that played an important role during the Civil War was the . . .
 - a) guitar
 - b) piano
 - c) Side drum

- 9) Indiana was the birthplace of both Civil War time presidents, Jefferson Davis and Abraham Lincoln.
 - a) True
 - b) False

- 10) A Native American object that was adopted almost immediately by European settlers as a weapon and domestic tool was a . . .
 - a) tomahawk
 - b) spear
 - c) fishhook

Multiple Choice Assessment – Answer Key

- | | |
|-----------------------------------|---------------------|
| 1) b - False | 6) c - Both a and b |
| 2) a - along the eastern seaboard | 7) a - True |
| 3) a - True | 8) c - Side drum |
| 4) b - the Cumberland Gap | 9) b - False |
| 5) a - True | 10) a - Tomahawk |

Kentucky Pioneers and Tools of the Trade **Open Response Question**

Title: Kentucky Pioneers and Tools of the Trade

Grade Level: Fourth

Subject Area: Social Studies

Core Content: 4.3.2 Humans usually settle where there are adequate resources to meet their needs.

Prompt: During your visit to the Frazier Historical Arms Museum you learned about the hardships faced by pioneers traveling to and settling in Kentucky. You also learned about the tools and methods that they used to overcome some of these hardships. Use the knowledge that you gained to answer the open response question to the best of your ability.

Instructions:

- A) Identify two hardships faced by early Kentucky pioneers.
- B) Explain how the settlers used a variety of tools to solve the hardships identified in Part A. Use examples to support your answer.

Examples to look for in student response:

A:

- Crossing the Appalachian Mountains
- Clearing the land
- Locating a water source
- Finding food
- Providing shelter
- Protection from Native Americans and/or animals

B:

- Rifles were used for hunting. Animals were used for food and to make clothing.
- Hatchets/tomahawks were used to help clear the land; for protection; and build shelter
- Various tools were used to blaze paths and create roads
- Compasses were used to keep direction
- Powder Horns were used to hold gun powder
- Flint was used to start fires and shoot rifles
- Salt was used to keep food fresh
- Axes were used to cut wood for fire and shelter
- Wells were drilled for water

Scoring Guide

- 4 - Student correctly identifies two hardships faced by early Kentucky pioneers. Student gives an in-depth explanation of solutions for each and provides examples to support their response.
- 3 – Student identifies two hardships and gives a clear explanation of the solutions for each hardship, but lacks examples. (OR) Student identifies two hardships and gives clear understanding of one solution with examples.
- 2 – Student identifies two hardships and gives minimal explanation of solutions. (OR) Student identifies one hardship and gives a clear solution.
- 1 – Student identifies one hardship and gives limited explanation of a solution.
- 0 – Student response is completely incorrect or irrelevant.

Name _____

Kentucky Pioneers and Tools of the Trade – Open Response Question

Instructions:

Pioneers are people who settle in a new territory. Many pioneers settled in what is now Kentucky. They faced many hardships while settling in their new homes.

- A) Identify 2 hardships faced by early Kentucky pioneers.
- B) Explain how the settlers used a variety of tools to solve the hardships identified in Part A. Use examples to support your answer.
