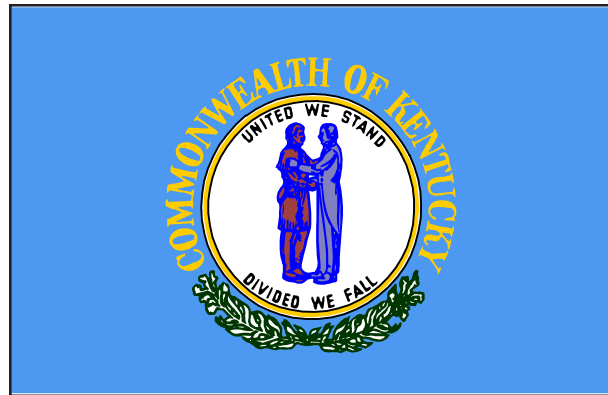


Kentucky is My Land

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Introduction

This manual is a compilation of notes used for Kentucky is My Land, a class taught at Mars Hill in Lexington, Kentucky.

Mars Hill uses a cross disciplinary approach to education by using a central body of literature to teach history, literature, writing and worldview. One could consider the My Land class as a writing class using history as its subject. Or, the course could be considered a history class that uses readings drawn from Kentucky literature.

It is taught in seventh grade and is intended to direct the mind toward information and ideas that will be further developed in succeeding classes (U.S. History, Western Civ I and II). Mars Hill offers a final class in Worldview. The texts for this twelfth grade class include:

How Shall We Then Live, by Francis Schaeffer

Discipling the Nations, by Darrow L. Miller

Lifeviews, by R.C. Sproul

Assumptions That Affect Our Lives, by Christian Overman

If a teacher felt the need to be primed toward a sense of worldview before beginning this course, *Discipling the Nations* would be a good book to study. The other three books would be just as helpful if the teacher had the time to read them.

Kentucky is My Land can only be presented as intended if the instructor has an aim toward building a Christian worldview.

The course is taught in three sections.

The first section is the introduction to worldview (first quarter).

The second section is a study of Kentucky history from beginning through the nineteenth century (second and third quarters).

The third section is a research paper and monologue (fourth quarter).

The literature and writing portions correlate to the three sections.

I. Introduction to Worldview

The chapters in this section include:

- Why study Kentucky History
- Worldview
- Putting Kentucky History in Context
- World History as a Backdrop for Kentucky
- Western Civilization (a short sketch)
- A Brief Review of U.S. History

Through these chapters, students are introduced to worldview concepts and the study of Kentucky history is put into context.

II. Kentucky History Proper

In this section students read a reprint of the nineteenth century Kentucky history text published for the public school system. The teacher who reads through the text will quickly realize that the views and values of the author are from a time period when Divine Providence was still acknowledged publicly and the name “God” was not purged from texts.

The primary homework during this period is the construction of a journal (see Literature below).

The advantage of this text is that it is written at a time when the true values of Kentuckians were being lived out. Modern texts, looking back, rewrite history in terms of modern mindsets. Although some of the attitudes in the book may have needed to change, they are truly the attitudes of those who lived in that time period.

The disadvantage is that it ends with the nineteenth century. However, this can be seen as an advantage in that the twentieth century is much more complicated and is more connected to U.S. history and may be better covered as such.

III. Research and Monologue

During the fourth quarter, students are asked to do a five page research paper on a character from Kentucky history. After the paper is completed, the student then writes a two minute monologue using the information learned about his character.

At Mars Hill, the ten or so students string their characters together, beginning with an early explorer and ending with someone connected to the Civil War. One year a trio of explorers, Daniel Boone, Simon Kenton and George Rogers Clark opened the play. They were followed by the Marquis de Lafayette and then the wife of Peter Cartwright, an early Methodist circuit rider. Mr. and Mrs. Issac Shelby came next, followed by Henry Clay and then his wife. The play ended with Mary Todd Lincoln who had been preceded by the only president of the Confederacy, Jefferson Davis.

If the student was being home schooled, a simple monologue presented at a support group would be interesting. The teacher could also gather a group of other students to do the play.

Literature

Literature in the My Land course is introduced to the student through a reading list of works by Kentucky authors written about Kentucky themes.

These works include novels, biographies, historical fiction, poetry and short stories. A sample of the works includes:

Simon Kenton, Kentucky Scout, by Thomas Clark

White Squaw, by Arville Wheeler

The Little Shepherd of Kingdom Come, by John Fox Jr.

The Thread That Runs So True, by Jesse Stuart

Poetry selections are chosen from Wendell Berry, Jesse Stuart and an assortment of poems from early Kentucky writers.

Short stories are selected from the writings of Irvin Cobb, Billy Clark and Jesse Stuart.

Two religious books are part of the reading list. The first section of the history book deals with adventure and the opening of a new land. Two missionary tales are included to direct the sense of adventure and extending of the Kingdom of God. The two books used are:

Bruchko, by Bruce Olson

Through Gates of Splendor, by Elizabeth Elliot

Writing

Several options are available for writing assignments. In regard to style, Mars Hill relies on *Write Source 2000*, as a guide to writing. The Grammar class uses the A Beka grammar.

The short chapters included in this manual offer perfect opportunities to write certain types of **sentences** and then paragraphs. The teacher could devise questions at the end of the readings and then have students answer in **compound sentences** or **short paragraphs**.

The next step in the progression could be **short essays**.

When the course is taught at Mars Hill, the step following this manual is to begin reading the Kentucky history manual. This phase of the course offers what the author believes is one of the great opportunities of the course.

As students read through a chapter, they are asked to create their own character and keep a **journal**. This fictional journal is required to contain exact dates and references to historically accurate events. These dates and events are provided in the chart of periods at the end of the manual.

By the end of the history book, the student has moved through three different fictional characters. Normally, the fictional character will pass his journal to a fictional son or daughter who will pick up where “papa” or “mama” left off.

The last writing assignment of the course is a three to five page **research paper** on a particular individual in Kentucky history.

Finally, each student turns the research paper into a monologue and the monologues are woven together in an end of the year play.

A short chapter on literature is included in this manual. It is copied mostly from *Encarta* and *A History of Kentucky Literature*. It is only intended as a reference for the teacher who can make appropriate comments along the way as assignments are made.

Syllabus

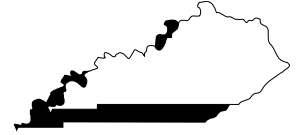
You will notice that the syllabus included suggests classes for twenty-nine weeks. Depending on the teacher's preference, the student could study only one chapter of the history book per week. This would add five weeks.

However, it has been the experience in the Mars Hill class that a day of preparation for a field trip, the actual trip and a follow up class is very helpful. There is nowhere in Kentucky that five or six of these trips could not be made in less than an hours drive.

Appendix

The appendix is not full of useless information. You will find:

- Kentucky symbols and traditions
- Famous Kentuckians
- An overview of literature
- A list comparing important dates in Kentucky and the U.S.
- The suggested syllabus
- An example of a journal, written by a Mars Hill student



Chapter 1

Why Study Kentucky History?

Welcome to *Kentucky is My Land*. Through this manual you, the student, will:

- Be introduced to the reason for studying history
- Receive an introduction to developing a “Christian worldview”
- Study the development of Kentucky
- Procure an overview of U.S. History
- Become aware of current events in the state of Kentucky
- Develop understanding of the part the student plays in the future of Kentucky

Why study history?

“Why study history?” is a legitimate question if asked with the proper motivation. The young man or woman who has dedicated his or her life to the establishment of the Kingdom of God must manage his or her time properly. When choosing classes, the current relevance of future usefulness of a course must be considered. The author of this manual believes that a study of history such as this is vital for the preparation of future servants in the Commonwealth.

To better answer this question, the student is directed to four historical accounts in the greatest history book ever written, the Bible.

- King David
- The sons of Issachar who served David
- Daniel, along with his three friends, Shadrach, Meshach and Abednego
- The young Esther, who replaced Vashti as queen

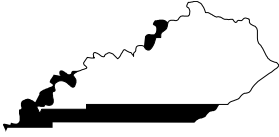
David

“For David, after he had served the purpose of God in his own generation, fell asleep, and was laid among his fathers, and underwent decay;” Acts 13:36 (NASV)

The scripture quoted tells the reader that David “served in his generation.” It also shows that he served “the purpose of God,” or as the King James Version translates, “by the will of God.”

It is first important to understand that this great king “served” in his generation. This word implies that David did not rule but came under others in straight-

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forward service. So it is with all men who live. No man rules over the will of God in his generation. All men “serve” God’s purposes in their time. This is true of presidents, governors, mayors and all leaders.

The key to understanding history is to determine how each figure interacted with the will of God. It is possible for a man to serve God’s purposes in the following ways:

- Knowing and doing His will
- Being sovereignly caused to do His will
- Opposing His apparent will (and thus fulfilling a sovereign purpose)
- Not knowing Him or His will, serving other gods, and in this way still being used by Him

David was the second king of Israel. The first was Saul. The general comparison made by most historians is that David was “a man after God’s own heart,” while Saul was a man who wanted to “please the people.”

Although David had times when he directly violated God’s revealed will, his overall story is one of a man **seeking to know God and do His will.**

The places in biblical history where God’s joy was most present was when the people were seeking to know their Creator. When a population realized that God was the author of life and chose to pursue His will, society flourished. When they took their eyes off God and placed them on themselves, one another or other gods, society disintegrated.

As you study this course, it will be important for you to discern each event of topic in relation to the four possibilities of how man interacts with God’s will. Although God’s hand has clearly guided the birth, development and current events of our state, the way citizens of Kentucky have sought God is sketchy.

Some Christians try to “sanctify” the history of their nation or state. Certain figures of history are given more credit for actively pursuing God than is verifiable. This distortion of history can affect how a period of time is interpreted. This is not helpful in understanding where the state is and what should be done next. Those Kentuckians who were actively seeking to do God’s will are notable. Their sincere response to God is encouragement for the current citizen to do the same. The fact that God has preserved the Commonwealth in spite of our more self-seeking periods is equally encouraging.

Thomas D. Clark, foremost authority of Kentucky history, aptly titled one of his books, *Kentucky, Land of Contrast*. The dust cover reads, “Mountaineer and gaoteed ‘colonel,’ hardy yeoman and loquacious politician, fundamentalist preacher and brawling riverboat man—all are part of Kentucky’s variegated image. Thomas D. Clark’s splendid portrait draws upon the theme of contrast in its analysis of the forces and traditions which have made Kentucky distinct.”

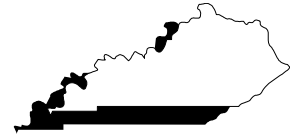
This gives students at least one good reason to study history:

An accurate view of history can help you become men and women who “serve God’s purposes in your generation,” in cooperation with His Spirit as people “after God’s own heart.”

The seventh grader should be familiar with the following details of David’s life:

- He was a worshiper of God at an early age and became intimately acquainted with His ways and means.
- David was called early on to one day be king.
- He was anointed king by Samuel who had also been called at a young age.
- He had a heart to follow after God.
- He brought Israel to the most glorious period of her history.

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Sons of Issachar

Modern Kentucky is similar in population (38 million ranking Kentucky twenty-fourth among states) to the whole nation of Israel. The state bears the marks of many influences. A study of all the past governors would certainly be interesting. However, this would be only a small portrait of Kentucky. If history is seen as the stringing together of a few biographies, one would miss the rich interaction between kings, governments, people and other social forces.

So it is, the heart of the people, the motivation of the leaders, family life, economy, and threat of war played a big part in shaping the nation under David. Many men of the kingdom served with special gifts and talents under David's leadership. The writer of Chronicles lists what is known as "David's mighty men." Most of the lists deal with various abilities of warfare. Some killed giants, others killed scores, some were skilled with the sword, while others were skilled with sling. One group, however, is unique.

"And of the children of Issachar, which were men that had understanding of the times, to know what Israel ought to do; the heads of them were two hundred; and all their brethren were at their commandment."

While many served as leaders in battle, these men served the nation by advising David from a broad platform of understanding. David had many decisions to make. Building cities; situating the ark of the covenant; dealing with Philistines; providing roads, jobs and education; making sure the priests were cared for; and establishing worship were just a few of his responsibilities.

The nation could only give itself to so much at one time. If all of the men went to war, agriculture suffered; if everyone raised sheep, there would be no grain for cattle. If the nation built roads instead of providing for the temple, the house of God would suffer.

The only way David could give orders of advice to the people was to have many advisors. These men helped David sort out God's will as it related to "the times," or current situations.

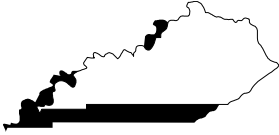
This reveals another important reason for the current study:

The Christian who wants to participate in moving his state closer to the will of God must understand the times.

This means having a broad view of the forces which have affected, and are still forming our state. In the next chapter, we'll discuss the concept of a "Christian worldview."

Like their king, these sons of Issachar have important characteristics of which the reader should be aware:

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- They had understanding of the times.
- They knew what Israel should do.
- They had designated leaders.
- They knew how to follow directions.

Daniel & Company

Long after David died, Israel declined and was carried into captivity. Among the captives were Daniel and three other notable characters—Shadrach, Meshach and Abednego. They were brought to the fertile crescent in the deportation by the Babylonians. Daniel lived in captivity for over seventy years and saw the land in which he was prisoner change ownership three different times through military takeover. Although each king was deposed, Daniel remained as an advisor to each successive ruler.

The account of Daniel's life is the story of man and his friends living in a foreign country. They are men who were raised to know the God of Israel. While in this foreign country, the inhabitants wanted to destroy their faith and make them patrons of their own cultures. They were specifically pressured to:

- Exchange godly practices in daily life for contemporary practices.
- Bow down and worship the civil government above God.
- Renounce dependence on God through prayer.

They were pressured through threats of expulsion from the favored position they had obtained (loss of their jobs), death through torture (burning or being thrown to wild animals), and general conspiracy against them throughout their lives.

It was their understanding of God's plan that held them through the years.

First, they understood their godly heritage. They had been raised in a culture by parents who knew and feared God. This heritage had been passed down from their ancestor, Abraham. They knew God's promise and had an oral history of His faithfulness to that promise.

They understood their present situation. They gained knowledge of their culture and determined how they could serve that culture without compromising their service to God.

Finally, they had a sense of where God was taking the world. Specifically, Daniel knew that the land they were in would change hands many times, but in the end, the Kingdom of God would encompass the whole world and all kingdoms would become His.

“And such as do wickedly against the covenant shall he corrupt by flatteries: but the people that do know their God shall be strong, and do exploits.” Daniel 11:32 (KJV)

This scripture in Daniel 11 is part of a prophecy that Daniel gave near the end of his life. He lived in a foreign culture without being changed by it. He saw into a future date when the same scenario would be set up. He described the year 350 B.C. when Antiochus Epiphanes, part of the Selucid family, would come and take over a restored Jerusalem.

By the spirit of God and according to the wisdom he had gained through living in his culture, Daniel declared two options to those who would live in that

time:

The first option was that you could have a vital relationship with God and in other words, overcome the pressure of that generation and be a part of the establishing of God's Kingdom.

The second is not so appealing. If one did not understand God's promise and plan, he would be led captive by the influences of his generation.

Modern students can learn from all history. The kingdoms of this world are always competing for power and control of the means of existence. Sometimes, the people of God are caught in the middle of this struggle. What they do and how they live will build one of these competing cultures or will bring the Kingdom of God to both cultures.

The third reason for studying history:

To understand how to advise governments and live without being led astray by current fads and ungodly pressures.

Esther

The setting of this final historical figure is also one of captivity. The history of Esther can be found in the book by the same name at the end of the books of history in the Bible.

The story is simple.

Around 521 B.C., while Israel was still held hostage, Ahasuerus, who ruled from India to Ethiopia, had reason to find a new queen. His former queen, Vashti, would not come to the king when he wanted her.

In due process, a young Jewish woman captured the king's heart and became his queen.

As the plot developed, political factions, jealous of the Jews, devised a plan to have all the Israelites killed.

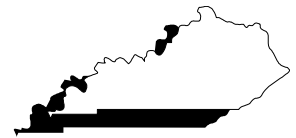
Esther found out about it and realized the possibility that she could approach the king and ask him to thwart the plan before it played out. As she contemplated approaching the king, she realized that the last queen was banished because she would not come when the king wanted her. For anyone to approach the king when he or she was not summoned was even more dangerous—the sentence was death.

Some of the most famous words of the Old Testament are spoken by Esther's cousin, Mordecai, as she was making her decision:

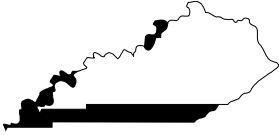
“Think not with thyself that thou shalt escape in the king's house, more than all the Jews. For if thou altogether holdest thy peace at this time, then shall there enlargement and deliverance arise to the Jews from another place; but thou and thy father's house shall be destroyed: **and who knoweth whether thou art come to the kingdom for such a time as this?**” Esther 4:13b-14

Heeding the advice of Mordecai, Esther first asked the whole Jewish nation to fast and pray three days. At the end of the fast she approached the king and Israel was spared. At the same time, the political enemies of her family were

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exposed and executed.

The primary principle drawn from this story is this:

God places His people in specific positions, at specific times, for special reasons.

Related to this principle, one can understand the following:

History will continue; God's purpose goes forward. If the people of God do not move in faith to do what they are called to do, they will suffer along with the culture. If God's people realize their call and rise to the occasion, they can bring deliverance to themselves, their families, their nation, and ultimately bring glory to God.

The fourth reason for looking at history:

To understand personal possibilities of affecting family, city, state, or nation.

The four reasons suggested for studying history and current events:

An accurate view of history can help you become men and women who “serve God's purposes in your generation,” in cooperation with His Spirit as people “after God's own heart.”

The Christian who wants to participate in moving his state closer to the will of God must understand the times.

To understand how to advise governments and live without being led astray by current fads and ungodly pressures.

To understand personal abilities of affecting family, city, state, or nation.

This short list is by no means exhaustive. Many readers simply enjoy history. Hopefully readers will enjoy this manual as they work through it.

At the same time, the hope is that every young man and woman who uses this text will follow in the footsteps of these biblical heroes to follow passionately after God, understand the times, and make a difference in history.



Chapter 2

Worldview

Note: This chapter is somewhat difficult to understand. It may be better for the parent to read along and answer any questions the student may have.

This chapter is an introduction to the concepts of worldview, the spirit of the age and the eternal purposes of God.

The beginning paragraphs will define these three terms. How these concepts affect the state of Kentucky will be discussed in the remaining paragraphs. Through this chapter students will learn:

- The definition of worldview
- Current thought about worldview
- The definition of zeitgeist
- Examples of trends which affect the state
- A view of Kentucky history within a Christian Worldview
- More about the eternal purposes of God

What is a Worldview

Simply put, “a worldview is the grid through which [one] sees the world.”

Francis Schaeffer wrote, “**There is a flow to history and culture. This flow is rooted and has its wellspring in the thoughts of people.** People are unique in the inner life of the mind—what they are in their thought-world determines how they act. This is true of their value systems and it is true of their creativity. It is true of their corporate actions, such as political decisions, and it is true of their personal lives. The results of their thought-world flow through their fingers or from their tongues into the external world. This is true of Michelangelo’s chisel, and it is true of a dictator’s sword.

People have presuppositions, and they will live more consistently on the basis of these presuppositions than even they themselves may realize. By presuppositions we mean the basic way an individual looks at life, his **basic worldview**, the grid through which he sees the world. **Presuppositions rest upon that which a person considers to be the truth of what exists.** People’s presuppositions lay a grid for all they bring forth into the external world. Their presuppositions also provide the basis for their values and therefore the basis for their decisions.

“**As a man thinketh, so is he,**” is really most profound. An individual is not

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just the product of the forces around him. He has a mind, and inner world. Then, having thought, a person can bring forth actions into the external world and thus influence it.”¹

Current ideas about worldview

The German word for worldview is *Weltanschauung*. In future readings about worldview you may come across this word.

Harold Lindsell writes, “...*Weltanschauung*, is defined by Webster as ‘**a comprehensive conception or apprehension of the world, especially from a specific standpoint.**’ Different groups or cultures have different *Weltanschauungs*, different world and life views, and there probably always will be any number of them wholly different from the Judeo-Christian Option.”²

In *Understanding the Times*, David Noebel refers his readers to a series of lectures, known as the Kerr Lectures, presented by James Orr over one hundred years ago (1890-91): “He entitled his series *the Christian View of God and the World* and argued forcefully for the proposition that Christianity possesses a *Weltanschauung* or *Weltansicht*- ‘**a view of the world.**’ While some Christians may consider the Christ of Christianity relevant only to matters of the heart, Orr argues His relevance for both heart and head. ‘If there is a religion in the world,’ says Orr, ‘which exalts the office of teaching, it is safe to say that it is the religion of Jesus Christ.’

In other words, one who says he believes with his whole heart that Jesus is the son of God is thereby committed to much else besides. What else? ‘He is committed,’ says Orr, ‘to a view of man, to a view of sin, to a view of redemption, to a view of the purpose of God in creation and history, to a view of human destiny, found only in Christianity.’”³

In the same book, Noebel gives his own definition, “The term **worldview** refers to any ideology, philosophy, theology, movement, or religion that provides an overarching approach to understanding God, the world, and man’s relations to God and the world.”⁴

These definitions infer that there is more than one worldview. This is true. For the purposes of this chapter, a “Christian worldview” will be accepted as the only viable option. So then, there is the Christian worldview and all others.

In efforts to examine worldviews, authors offer various discussions comparing the Christian view to other worldviews. Noebel spends the bulk of his discussion comparing the Christian worldview with that of two others: secular humanism and Marxism/Leninism. Francis Schaeffer’s work follows the development of Western Culture from the Greco/Roman pagan culture to the present. Lindsell spends his time tying the current *paganism*, in his words, of American culture to the French philosophical development of the eighteenth century called, the *Enlightenment*.

These discussions are beyond the scope of our introduction. In following grades, students should invest time to obtain a better understanding of competing worldviews. However, in order to understand the worldviews that currently compete it is essential that the student have a general concept of worldview.

Theism, Modernism and Postmodernism

In his book, *The Death of Truth*, Dennis McCullum argues that the United States is entering her third phase in worldviews. According to the argument, the



U.S. began with a predominately Christian or Theistic Worldview. The twentieth century was dominated by Modernism. Near the end of the twentieth century, the worldview has begun a transition to Postmodernism.

A lengthy discussion of these views is not included. However, by looking at the chart, you can see the basic beliefs of the three views.

In short, **Theism is based on a solid belief in God. Modernism places its faith in humans, elevating science and reason to the place of God.**

Postmodernism does not believe in God. However, it does not put faith in science or reason. Instead, **Postmodernism purports truth to be relative to each individual** in each different circumstance.

Theists believe that God created the earth. Modernists believe that natural forces, explained by science created the earth. Postmodernists do not necessarily believe the earth exists in the same manner to each person. Therefore, there is no definitive explanation of origins which is applicable to all people. Basically, to the Postmodernists, each persons concept of the origin is acceptable and true to that individual.

Both Modernism and Postmodernism are forms of **secular humanism. Secular humanism believes that man, not God is at the center of the universe.** This chapter goes deeper into Secular Humanism later.

What is “zeitgeist?”

Encarta 95 says that zeitgeist is “**The taste and outlook of a period or generation.**”⁵

As people group together, information becomes disseminated and they all begin to think similarly.

Each individual has a worldview. That worldview has been shaped by what they have believed to be true. What a person believes to be true is determined by two primary factors on the human side:

First, the information a person is given to consider limits or expands their point of view.

Secondly, their own judgement of that information will determine their worldview.

Apart from an outside influence, a culture can continue for centuries with little change. The culture affects the children and the children become the culture which affects the children.

The amount of information a person receives can be limited by their culture. Some cultures, dominated by a religion, can forbid the teaching of other religions. Repressive governments, such as China, can limit information in order to sustain political control. These countries tend to have a more homogeneous worldview.

When you visit one of these countries, you can “sense” the atmosphere of how the people think and live. Their expressions, communication, hospitality, government, value of human life and every other aspect of their culture creates an aura that sustains and promotes basic presuppositions.

This “aura,” this “flow of life,” is what philosophers call *zeitgeist*. This is a word that stands for “the taste and outlook of a period or generation.”

In liberated countries, there is a free flow of ideas. Kentucky is one state in

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the most free country in the world, the United States of America. Because of that freedom, people with widely divergent views are allowed to express them in the public square. These views compete with each other in both noble and despicable ways.

Changing zeitgeist in America

The United States was originally settled by cultures dispersed from the tower of Babel. More than likely, they made their way across what is now called Siberia, down through Alaska, and dispersed throughout the Americas. Other theories suggest that these people made voyages that ended on some coast of the Americas and dispersed from there.

At any rate, these people developed cultures that were deeply “spiritual.” Their burial sites reveal that they had a strong belief in the “other world.” Practices handed down from them to modern descendants show that they were generally polytheistic, meaning that they believed in more than one god.

It is fair to say that the land which became Kentucky was originally polytheistic. Her citizens were mound builders and nomads. They were both farmers and hunters. How they lived was permeated by their view of the “spirits” and how they interacted with man.

Later explorers (if the Indians were the first, then Clark and Boone were later) brought a different worldview to the area. Both of these men had been greatly influenced by traditional Western religion and democratic ideas. They were opening up the land for people who were similar to themselves. New people with different ideas slowly filled the land. The previous inhabitants moved on or were killed. The zeitgeist, therefore, changed.

If you had been one of the early Frenchmen who sailed down the Mississippi in the beginning of the eighteenth century, you would have sensed a different “taste” than someone riding a steamboat down the Ohio River in the late nineteenth century. The culture, which first believed in many spirits and rule by chieftains, had become a commonwealth, governed by democratically elected officials whose citizens were influenced deeply by Western culture.

This democratic republic approach to governing supposedly trusts the culture to be shaped through the free exchange of ideas. In this exchange religions, political parties and individuals influence one another through presentation of truth in the public square. As people make their presuppositions and live by them, they are viewed by others and thereby influence them. To the Christian, the verse “*Whatsoever you do, do all to the glory of God,*” carries significance. The way a person lives in family, works, plays or attends church has what the Bible calls a “salting” effect. It helps create the culture.

On the other hand, people with different worldviews are working to shape the state as well. At some point, people realize that their “view” is in danger, and begin to actively work to promote it. One example is secular humanism.

Example: secular humanism and education

Secular humanism is not new. Its roots go back to Adam and Eve. It is especially evident in the ungodly culture developed by Cain. However it has manifest itself through history, it is now recognized as a major influence in American and Kentucky culture.



A special strand of this humanism comes from a period known as the Enlightenment. Philosophers of that era exported this “enlightenment” to the United States. Very early in the past century, a dedicated humanist, Horace Mann, became the father of modern education. His ideas, steeped in Enlightenment theory, helped transition the United States from a basic Judeo-Christian culture to one that embraced secular humanism. The humanistic torch of education was picked up by men like John Dewey at the early part of the twentieth century. Now, the National Education Association, with its daughter organizations in each state (Kentucky Education Association in Kentucky), carries on the tradition of “training” the young people of the United States in their “godless” worldview.

Kentucky history is closely tied to the history of the United States and, in some sense, the history of the world. Who Kentucky is today results from exchanges of ideas between competing worldviews. Beginning in the middle 1700’s, the zeitgeist changed. Western culture was moving in.

A question for this course

Here is the question for this course: “What was the basic worldview of those early settlers and the ensuing citizens?” The early history of this state is not only about dates, names and time lines. It is also about the worldviews that were promoted by the people of the time.

The actions of prominent people cannot be interpreted properly without knowing their motivations and how they are interpreted by society. Here is an example:

Example: Who are you talking about?

Once, an average looking man decided he would rule the world. He decided that mankind needed a central philosophy, a clear leader, and a purpose to live for. He gave himself tirelessly to the cause and gathered millions for that one great cause. Unfortunately, he met an untimely death. However, his affect on the world will continue to shape history in the twenty-first century.

These are the facts. Now, if we talk about these facts as they apply to Jesus, they mean one thing. If we apply these same true facts to Alexander the Great or Hitler, it means something entirely different to the world.

Example: What really happened?

Ernie Sacra, pastor of Woodland Avenue Baptist Church, did some research into the history of his congregation. The facts are, they incorporated in 1958, purchased the building from another congregation, and had phenomenal attendance from the beginning.

After a little more research, Pastor Sacra discovered that the founders of the church had, in reality, obtained the church through a deception. It seems the selling congregation had put a stipulation on the sale of the building: it could be used for anything but a church. In order to get around the stipulation, the buyers contracted an out-of-town businessman to buy the building and then resell it to them.

Of course Pastor Sacra found this out years after the deception. He went to the current pastor of the other church, explained what happened, and then asked for forgiveness.

Notes



These two views of what happened illustrate the dilemma of studying history. If deception is an acceptable value, the founding of the church was a glorious thing. If integrity is of value, then what Pastor Sacra did is the thing that brought glory to God.

It is necessary but difficult to find the truth about the formation and current condition of Kentucky. There is not a single strand of worldview to follow in the state's history. Stephen Clark has written a book entitled, *Kentucky, a Land of Contrasts*. As the student will see, Kentucky is full of philosophical contrasts. Some events, heralded as great, are not necessarily morally great. Some little known facts may be some of the greatest events that have shaped our state.

Zeitgeist and Kosmos

Zeitgeist is not a new idea. The Bible mentions a word that conveys a similar meaning. The word **kosmos**, translated world in the New Testament means, "an apt and harmonious arrangement or constitution, order, government."⁶ It is used to describe the whole world as it is administrated by man apart from God.

While preaching to a group of people gathered from around the world, Acts 2:40 records of Peter, "And with many other words did he testify and exhort, saying, 'Save yourselves from this untoward generation.'"

By the words, "untoward generation," Peter was indicating a culture that was opposed to God. He realized that the zeitgeist of that culture was opposed to the biblical worldview.

The Eternal Purpose of God

In addition to understanding the battle of ideas that rages in the state, there is a larger, more glorious force at work. This force is "the eternal purpose of God."

Most secular histories only discuss what can be observed with the eye. However, God is always moving in history. Here are some verses which give some indication of the work of God in History.

Isaiah 46:9-11

"Remember the former things of old: for I am God, and there is none else; I am God, and there is none like me, ¹⁰Declaring the end from the beginning, and from ancient times the things that are not yet done, saying, My counsel shall stand, and I will do all my pleasure: ¹¹Calling a ravenous bird from the east, the man that executeth my counsel from a far country: yea, I have spoken it, I will also bring it to pass; I have purposed it, I will also do it."

Romans 13:1-2

"Let every soul be subject unto the higher powers. For there is no power but of God: the powers that be are ordained of God. ²Whosoever therefore resisteth the power, resisteth the ordinance of God: and they that resist shall receive to themselves damnation."

Ecclesiastes 1:11

"He has made everything beautiful in its time. He has also set eternity in the hearts of men; yet they cannot fathom what God has done from beginning to end."



These scriptures reveal three essentials of God's part in history:

- God has determined the end from the beginning.
- There is no political power but of God.
- Eternity is in the hearts of man, but they do not fathom the breadth of God's actions.

Christians generally believe that God dealt in history during the Old Testament. However, when it comes to the rest of world history, there is a gap in many believers thinking. The idea of God being involved with Alexander the Great, Socrates or the Ming Dynasty in China is alien. This is unfortunate. The Christian must understand that God was in control of the early mound builders in Kentucky, just as much as He was in charge of King David's throne.

Since there is no absolute authority (scripture) describing God's specific part in Kentucky history, the student must observe history as it is recorded by men and project from what we know of God to try and determine what He was doing.

The process

It is this process that will consume much of your time in this course. You will:

- Look at your state in historical context
- Try to determine God's purposes and how men and women were used of God
- Try to understand the inherited zeitgeist
- Most importantly, determine what you should do in your generation

People have presuppositions about God. This determines how they view truth, morality and aesthetics. This becomes their worldview. As people group together in places and time, an overarching worldview creates a zeitgeist. In the arena of the ages, conflicting worldviews fight for preeminence. Kentucky is in a battle for her life. She is looking for a few citizens to capture the eternal desire of God and give themselves to a cause greater than themselves?

Could you possibly be one of those citizens?

Endnotes

1 Francis Schaeffer, *The Complete Works of Francis A Schaeffer, A Christian Worldview*, Vol. 5 (Crossway Books, 1988) p.83

2 Harold Lindsell, *The New Paganism* (Harper & Row, 1987) pp. xi-xii

3 David A. Noebel, *Understanding the Times* (Harvest House Publishers) p. 9

4 *Ibid.*, p.8

5 *Encarta 95*, (Microsoft Corporation, 1994) Dictionary entry: Zeitgeist

6 *Strong's Exhaustive Concordance* (World, 1986) p.56

Notes





Chapter 3

Putting Kentucky History in Context

Kentucky history is U.S. history is Western history is World history is biblical history.

The student of state history must realize that every action since the creation of Adam has, in some way, affected their own history. Every king and every nation has been part of God's plan to bring to pass His Kingdom.

Kentucky history students must realize that their ancestry dates back to the flood. The Shawnee, Iroquois and Cherokee tribes who met the European settlers and their slaves who passed through the Cumberland Gap, were all of one race, descended from Noah. Ham, Shem and Japheth all meet in Kentucky through their lineages.

As you look back through the histories that brought each of these groups, Europeans, American Indians and Africans, to the early treaties of Kentucky, you find God weaving a tapestry. That tapestry ultimately depicts His sons drawn from every nation of the world.

This chapter is written to help the student understand that the people called Kentuckians came with preconceptions based in their own historical roots. **The Native Indians and Africans played significant roles in the founding of the state. However, public policy was influenced primarily by the Europeans. These Europeans will be the primary focus in this study.**

A starting point

It is impossible to follow the history of each person back to the flood. It is difficult to identify a lineage for every nation. For the sake of simplicity, this study will jump into history at a chosen date, **1750. This is the date generally accepted for the first visit of Dr. Thomas Walker from Virginia.**

In addition to Dr. Walker, other explorers came before the most famous early explorer, Daniel Boone. **Christopher Gist, Colonel James Smith and John Finley had visited Kentucky before Boone's first visit in 1769.**

The early exploration made the way for early settlements. **Harrodsburg was the first, in 1774. Boonesborough followed in 1775.** At this time, the lands that would become the Commonwealth of Kentucky were part of Fincastle county,

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belonging to Virginia. On June 6, 1776, the lands became their own county, named "Kentucke."

It was during these years that people who would have the most lasting effect on the state would migrate over the mountains and down the river. They would bring ideas with them about government, religion and society. As they grouped into communities they would share their ideas and come to agreements on how they could live a common life in the land.

Much of Kentucky's character can be traced back to the values and decisions of these early pioneers. Some is good and some is bad. The Christian student must decide what are the strengths of Kentucky and build them. He must also decide what are the weaknesses and correct them. That is a lifelong process and this class is a place to begin.

From where did these people come?

After the early explorers opened the way, settlers followed along three primary routes.

Route one

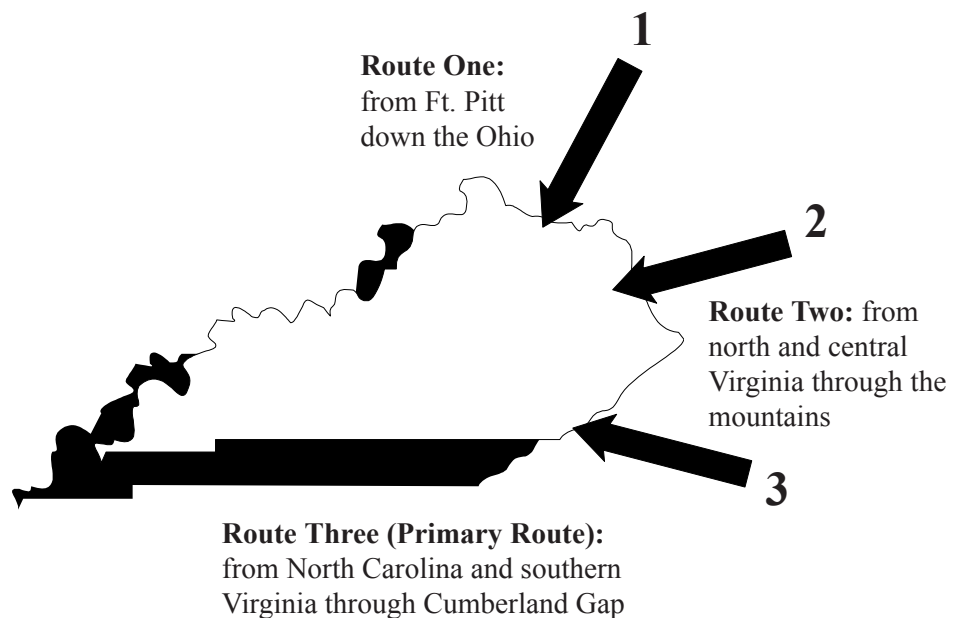
Many people from Pennsylvania had moved to the forks of the Ohio River south of Pittsburgh. Some Marylanders and Virginians had settled in this area as well. In time, they would float down the Ohio River and cross over into Kentucky.

Route two

At the same time, people from central Virginia were populating the area which would become West Virginia. They would eventually use the Kanawha River as a route to Kentucky by way of the Ohio River as well.

Route three

The most important route in the early occupation was along the Holston River. Settlers from Virginia and North Carolina had moved there in the beginning of the 1770's. Much of the early leadership of Kentucky, including Isaac



Shelby, would migrate from these settlements along the tributaries of the Holston River and then through the Cumberland Gap.

So the primary flow of early settlers was from Pennsylvania, Maryland, North Carolina and especially Virginia. They came along three routes: two down the Ohio River and one through the Cumberland Gap.

Government, religion and society

Because of the long, difficult journey, only what could be carried on horseback made it to the early forts and outposts. However, each mind and heart was full of ideas about what the new land was all about.

These ideas had consequences. **The state is still governed by ideas established during the constitutional conventions of the 1780's. Religion in Kentucky still carries the savor of early churches. And society, with regional differences, still shadows the values that motivated the earliest settlers of the region.**

What to look for

As you move through the text of *Kentucky History*, pay special attention to decisions that affected the areas mentioned above: government, religion and society.

Commentary in class will draw attention to key events and discuss how they established the way Kentucky developed. The specific categories to look for will be:

- Government- How would the state be governed?
- Leadership- What kinds of leaders would Kentucky have?
- Law- What laws were enacted and how were they applied?
- Religion- What was the early religion and how much did it affect society?
- Education- What were the strong influences in early education?
- Commerce- What were the early pursuits of Kentuckians and how did that shape society?
- Culture- What cultural norms were established in different parts of Kentucky?

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Chapter 4

World History as a Backdrop for Kentucky

History is the record of both God's dealing with men and what men have done with the time He gives them. It began with Adam; the great middle event was the birth of Christ as a man; and it will finish with the return of Christ and creation of a new earth and new heaven.

This chapter identifies three points of history:

- Inhabitants of the world today
- The origin of the major people groups
- Most specifically, the development of the people who settled Kentucky

Please keep in mind that you are studying this in context of Kentucky History. This is a backdrop in order to understand why the earlier settlers established the government, religion, education and social standards they did.

Who inhabits the world today?

According to the U.S. Bureau of the Census, the total world population as of June 2002 was 6,231,859,274. They also projected world population to increase by one hundred million by the following year.



Population by continent

These more than six billion people are spread among six continents (the seventh being virtually uninhabited) and approximately 192 nations.

Below is a list of continents by size, number of countries and population.

Continents (by size)

1. Asia – (44,579,000 sq km)
2. Africa – (30,065,000 sq km)
3. North America – (24,256,000 sq km)
4. South America – (17,819,000 sq km)
5. Antarctica – (13,209,000 sq km)
6. Europe – (9,938,000 sq km)
7. Australia/Oceania – (7,687,000 sq km)

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Continents (by the number of countries)

1. Africa – (53)
2. Asia – (47)
3. Europe – (43)
4. North America – (23)
5. Australia/Oceania – (14)
6. South America – (12)



Continents (by population)

1. Asia – (3,674,000,000)
2. Africa – (778,000,000)
3. Europe – (732,000,000)
4. North America – (483,000,000)
5. South America – (342,000,000)
6. Australia/Oceania – (31,000,000)
7. Antarctica – (0)

These statistics show the world population divided by geographical regions. The divisions of continents are strictly due to geography. Nations, however, are formed by both geography and beliefs or values. While nature establishes the lines of continents, men draw the lines of nations. (Of course we realize that God is the first drawer of all lines!)

World population divided by major religions

Another way to divide the world population is by religion. Beginning at the tower of Babel mankind spread across the continents. As he spread, he developed his own view of what God should be and made up different systems of lies that eventually became world religions.

Below is a list of the primary world religions and the number of people that follow them. The first list contains the twelve classical religions of the world. The second list includes additional (usually more modern) religions with their number of adherents.

Classical religions

- Baha'i
- Buddhism
- Christianity
- Confucianism
- Hinduism
- Islam
- Jainism
- Judaism
- Shinto
- Sikhism
- Taoism
- Zoroastrianism

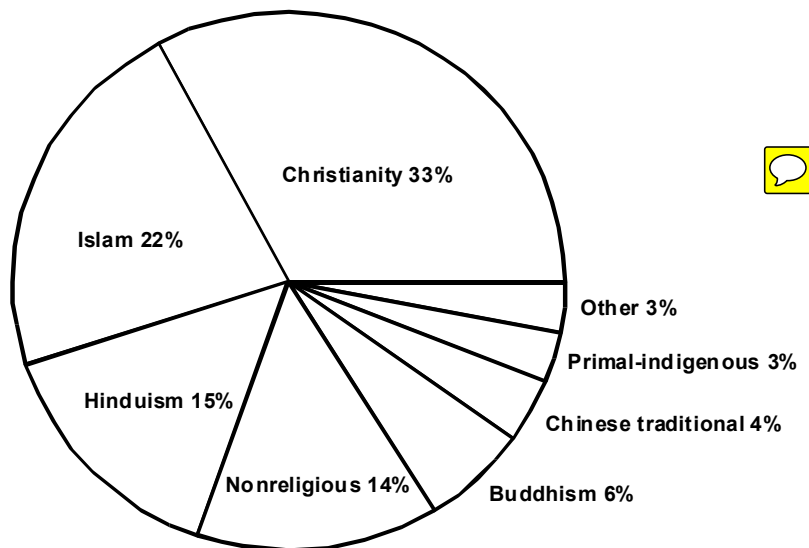
World religions (with number of adherents)

1. Christianity: 2 billion
2. Islam: 1.3 billion

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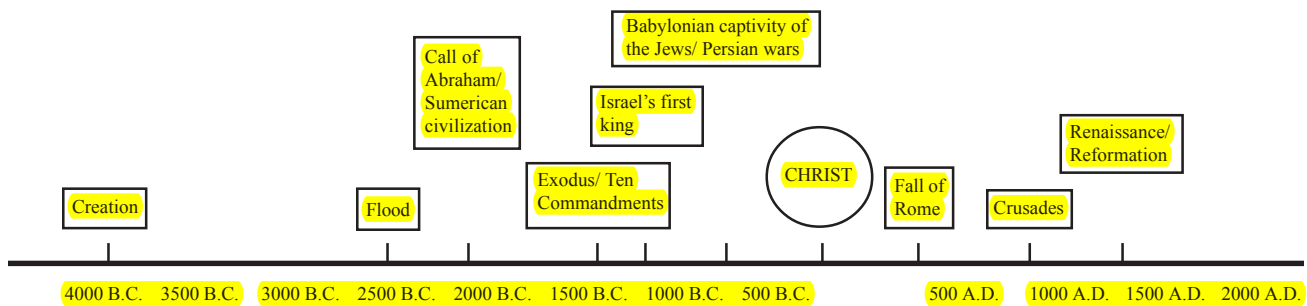


3. Hinduism: 900 million
4. Secular/Nonreligious/Agnostic/Atheist: 850 million
5. Buddhism: 360 million
6. Chinese traditional religion: 225 million
7. Primal-indigenous: 150 million
8. African Traditional & Diasporic: 95 million
9. Sikhism: 23 million
10. Juche: 19 million
11. Spiritism: 14 million
12. Judaism: 14 million
13. Baha'i: 6 million
14. Jainism: 4 million
15. Shinto: 4 million
16. Cao Dai: 3 million
17. Tenrikyo: 2.4 million
18. Neo-Paganism: 1 million
19. Unitarian-Universalism: 800 thousand
20. Scientology: 750 thousand
21. Rastafarianism: 700 thousand
22. Zoroastrianism: 150 thousand



As you can see, the largest world religion is Christianity, with an approximate following of two billion. Take note that this list includes cults such as the Latter-day Saints and Jehovah's Witnesses under the term Christianity. Islam follows with 1.3 billion and Hinduism with 900 million.

The concentration of these religions appears in certain geographical areas. Hinduism is the most concentrated and is found primarily in India. Islam is found mostly in the Middle East and has spread to bordering countries and through Northern Africa. Christianity abounds in Europe, all of North and South America and has inroads to Africa and Australia.



The origin of nations¹

Again, history has a beginning, a middle and an end. It began with Adam. You could actually say that it had a second beginning with Noah. **The great middle event is Christ.** Of course the final event will be His return.

For the first 1600 years of history the Bible is our only reliable record. **World history began with God's creation of the first man and woman.** Because man rebelled against God and is basically sinful, history has not always been a pleasant story. Revolutions, sickness, poverty, crime, hunger, and death have filled history's pages as the result of man's rebellion. Thus, history has often been a story of the decline of nations and civilizations. Thankfully, however, that history is not an account of tragedies alone but is also filled with stories of noble deeds, courage, honor, love, devotion, and the pursuit of truth and virtue. History records such cultural activities as the building of great cities, nations and empires; the writing of books; the making of scientific instruments; and the creation of great works of art, music, and literature. Such human acts of reason, beauty, order, design, and truth as these are evidence of the fact that man was created in the image of God. Thus, history is a story of progress as well as of decline.

Like its beginning, the middle event and the end of history are recorded in the Bible. Basically, history is divisible into two great time periods designated as **"Before Christ" (B.C.)** and **"in the year of our Lord" (Latin: Anno Domini, A.D.)**. The first advent of Jesus Christ to earth—His incarnation, birth, life, death, and ascension—is thus the focal point of all history. History began with God and His act of creation. It moved toward God's act of redemption—His coming to earth in the form of man to redeem men from their sins. God tells us that history will not continue forever. There will be an end to life on this planet, and God will judge the deeds of men.

Because God has seen fit to reveal to us the beginning, the middle and the end of history, we can understand more than just the whats, whens, and wheres of historical events. We can begin to answer the greater questions—**the whys of history.** We can understand to some extent the causes, purposes and meanings of the things that have taken place. And thus we can profit from our study of history. We can learn the lessons of history and apply them to our own times and our own lives. In other words, we can begin to look at history in Christian perspective.

Besides the twofold division of history into "Before Christ" and "After Christ," historians have also traditionally divided time into the three following eras:

- **Ancient history—from the beginning of recorded history (c. 4000 B.C.)**



- until after the fall of the Roman Empire (c. A.D. 500)
- Medieval history—From the fall of the Roman Empire until the beginning of the Protestant Reformation (c. A.D. 1500)
- Modern History—from the beginning of the Protestant Reformation until present

The timeline on the previous page illustrates the traditional ways of dividing history, learning the approximate dates gives one a good way of thinking through history.

The beginning of languages, nations and races

After the flood, Noah and his family repopulated the earth; all people on earth today are descendants of Noah and one of his three sons (Shem, Hem and Japheth). The survivors of the Flood and their descendants migrated southeastward from the mountains of Ararat, where Noah's ark had come to rest. They disobeyed God's command to replenish the earth and remained in the Plain of Shinar (Mesopotamia).

Nimrod, a descendant of Noah's son Ham, emerged as the leader of the group and the builder of the first world empire. Under his leadership, the population determined to build the city of Babel (later known as Babylon). In the midst of it they planned a tower reaching far into the sky. Thus, man continued his rebellion against God. (Nimrod's name means "the rebel," or "we shall rebel.") God's response to these rebels was simply to confuse their one language so that they could not understand each other's speech. Without a common language, the people were unable to continue to live and work together, and Nimrod's dominion evaporated. The people were dispersed across the earth, carrying their many languages with them.

A nation is a large group of people who think of themselves as one and act in history as a single entity. These nations of today's world began to come into existence after the incident at the Tower of Babel when small groups of people who spoke the same language (probably extended family groups) migrated to parts of the world they could call their own. The settlement of the world proceeded according to the record in Genesis 10.

The Bible teaches that there is but one human race.

"God that made the world and all things therein... hath made of one blood all nations of men for to dwell on all the face of the earth, and hath determined the times before appointed, and the bounds of their habitation; that they should seek the Lord, if haply they might feel after Him and find Him, though He be not far from every one of us: For in Him we live, and move, and have our being." Acts 17:24-28

It is also plain, however, that there are many different kinds of people who have played a part in the story of mankind. They can be divided into several groups called races. The people of each race differ from those of other races in color, in size, in the shape of their heads, in kind and color of hair, and in many other physical ways.

Adam and Eve, as the parents of humanity, contained within their genes the genetic potential for the subsequent development of the entire human race.

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Nearly the same must have been true about Noah and his three sons and their wives, since they repopulated the postdiluvian (after the flood) earth. Geneticists have observed three key factors that give rise to new varieties within a species within a short period of time. These factors are a rapidly changing environment, a small population, and extensive inbreeding. When God dispersed the people at the Tower of Babel, all three factors began to operate. After only a few generations, each clan was developing distinct physical characteristics to accompany its own language or dialect and was well on its way toward becoming a separate tribe, nation or racial group. Extensive intermarriage within an initially small and isolated population resulted in the appearance of a great many recessive traits which were hidden in the gene pool of Noah and his family. These developing tribal characteristics probably included distinct skin colors, eye colors, physical stature, head sizes and shapes, and hair colors and textures. Thus, the races of man came into existence over only a few hundred years. The development of races and nationalities parallels the development of languages.²

There is a discussion of how many races there are. However, for simplicity, race can be considered in terms of five: black, brown, red, white and yellow.

Black race

The people in the black, or Negro, race are descendants of people who traveled from the Tower of Babel into the part of Africa south of the Sahara Desert. These settlers were among the descendants of Noah's son Ham. Other Hamites remained in Shinar (the Sumerians) or traveled to northeast Africa (the Egyptians) and eventually to other parts of Africa and the islands of the Aegean Sea (the Minoans). The Sumerians and the Egyptians developed the first two great postdiluvian civilizations. The builders of the Indus Valley civilization in modern-day Pakistan and eastern India may also have been Hamites.

Some black people settled in Australia and the islands of the South Pacific. They may have migrated from the cradle of the human race in Asia by water. It may also be that Australia and the nearby Pacific islands were originally a part of the larger continents of the Eastern Hemisphere and that they broke away from the landmass during a geologic upheaval in the days of Peleg. The Bible declares that this grandson of Shem was named "Peleg" or "division," because in his days was the earth divided" (Gen. 10:25). This division may have been geographic as well as concerning population.³

Yellow race

The people of the yellow race (also known as the Mongoloid race) are descendants of Noah's son Shem. The yellow race today forms the largest population group in the world. The home of the yellow race is in Asia. Not long after the flood they built an impressive civilization in the Hwang Ho Valley in modern China. The Eskimos of Arctic North America and the Lapps of the Arctic regions of Europe are also members of the yellow race. Semites, who include modern Arabs and Jews as well as the ancient Akkadians, Amorites, Aramaeans, Assyrians, Phoenicians, Chaldeans, and Carthaginians, are not generally classed as Mongoloids. The Semitic and Hamitic peoples originally spoke a parent tongue known as Hamito-Semitic, which may have been one of the original languages at the Tower of Babel.⁴

Brown race

Southeast of the Asian mainland are many islands, including Malaysia,

Indonesia and the Philippines. The descendants of the original inhabitants of these islands belong to the brown race. The original inhabitants of the Polynesian islands (including the Hawaiians, the Samoans and the Maoris of New Zealand) are also members of the brown race. If this brown race is seen as part of the Asian peoples, it would make them descendants of Shem.⁵

Red race

The first inhabitants of the Western Hemisphere belonged to the red race (also called American Indian). The Indians arrived in the Americas long ago from Asia, perhaps when the Western and the Eastern Hemispheres formed one large continent that was divided in the days of Peleg. Among the American Indians, the Mayas of Middle America developed the most advanced and impressive civilization, including a system of hieroglyphic writing and a chronology that begins with 3115 B.C.⁶

White race

The white race, which is usually identified with Noah's son Japheth, originally inhabited the region of the Caucasus Mountains or Turkestan in Eurasia. From there, the white peoples (Caucasians) spread into Europe, Russia, the Indian subcontinent and parts of the Middle East. The Aryans, Persians, Greeks, Romans, Hittites, Teutons, and Celts were Japhetic peoples and spoke a common language known as Indo-European, which began diverging into the ancient and modern tongues of India and Europe well before 2000 B.C. such diverse tongues as Greek, Russian, Latin, French, Spanish, Italian, Portuguese, Persian, Hindi, Swedish, Norwegian, Danish, German, Dutch, and English are all Indo-European languages. About half the people in the world speak one of the approximately fifty Indo-European languages.⁷

Endnotes

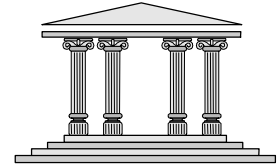
- 1 *World History and Cultures*, A Beka Book Publications, George T. Thompson, Laurel Elizabeth Hicks, pp.2-3
- 2 *Ibid.*, pp.3-4
- 3 *Ibid.*, pp.5-6
- 4 *Ibid.*, p.7
- 5 *Ibid.*, p.7
- 6 *Ibid.*, pp.7-8
- 7 *Ibid.*, p.8

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Chapter 5

Western Civilization (a very short sketch)

In order to have a good understanding of Kentucky culture, you must understand what is known as Western civilization. Each of the races that came from the descendants of Noah produced their own cultures with their own political, religious and social systems of belief. These cultures were so diverse; to study each would take a lifetime. Since Western civilization produced the system of belief that has most affected the United States, and Kentucky in specific, time must be given to highlighting the major events of its formation.

In the previous chapter you read about the origin of nations. At the end of your reading, you found that the descendants of Japheth populated the region of the Caucasus Mountains or Turkestan in Eurasia. From there, the white peoples (Caucasians) spread into Europe, Russia, the Indian subcontinent and parts of the Middle East.

As these people spread, they formed various means for governing themselves. In some places, the strongest ruled. In other places, certain families became rulers. In still others, rulers were chosen by “divine” revelation.

Having turned from God, many of these people developed their own ideas about religion. Often, the people would see natural phenomenon and begin to worship nature. At other times, they would actually worship one of their own members.

In addition, people formed different ideas of what was good for their society and developed social mores or socially accepted ways of acting.

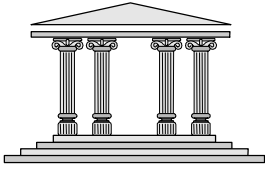
It has been around 3,500 years or so since the flood. During these thousands of years, the area from which the first European settlers came to America has gone through many changes. It is of interest to trace the development of this area. However, the most important aspect of this study, in understanding why the early Kentuckians did what they did, is to understand Europe in the sixteenth and seventeenth centuries. This is because those two centuries in Europe, and especially England, are what influenced the formation of colonial America more than any other time or place.

From Kentucky back to England

Working backwards, the migration of Kentucky settlers follows this order:

Kentucky  The original colonies  England

Notes



This would be a migration of people to a new land.

From England back to Christ, Rome and the Greeks

Going back in time from England shows that different people migrated to and conquered this land. England in the sixteenth century was the result of many influences around Europe.

To get a broad understanding of this, look at the timeline found in the section on “The origin of the nations.” Actually, this timeline is more appropriate for Western civilization than world history. It covers the primary events that led to the ideas that make up this civilization.

Christ, the fall of Rome, the Crusades, the Renaissance and the Reformation represent specific events that led to the formation of England. It is important to remember that, while these things were going on “in the West,” completely different cultures were developing through the other races.

The development of Western society actually began hundreds of years before Christ’s lifetime, as far back as the Greek culture. You will be able to fill in the details of this development through a study of ancient civilizations. However, for this study, only a brief sketch from the Greeks to England is necessary. It can help answer the following questions:

Where did the emphasis on logic in early American education come from?
How did America come to be a Christian nation?
Why does the United States have an elected president as opposed to a king?

Answering the above questions helps answer questions such as:

Why did early Americans put such a high value on life?
Why is honesty important in American business?
Why do Americans respect ownership?

Looking back shows that the ancient Greeks greatly influenced Western culture. Their culture developed during the thousand years before Christ. The pinnacle of their development was around 500 B.C. By this time, the Greeks had developed many small city-states. Monarchs, advised by a council of elders, were the main governing power. Sometimes many people were involved in this council; other times only a few powerful people ruled. One specific city-state, Sparta, had military rule. Eventually, the governments progressed and became democracies. Democracies are governments that allow the people to elect their own leaders. These democratic ideas are the foundation for American democracy.

Greek religion was imported from surrounding areas and centered around the worship of Zeus and other lesser gods.

They also developed a “way of thinking” that we call philosophy. Some primary thinkers were Socrates, Aristotle and Plato. (You will learn much more about these men as your education progresses). This system of philosophy has had great effects on the Western world.

The next great event that moved toward the English culture was the conquest by Alexander the Great. He captured all of the land now known as the West, including Greece. Although he captured these lands, he did not destroy their

cultures. He appreciated much of the Greek culture and even spread it to the rest of his kingdom, known as the Roman Empire. Rome ruled this area for many years. However, it was Greek culture that ruled through Rome.

It was during the reign of the Roman Empire that Christ was born. Here, Christianity enters the picture and ultimately becomes the greatest influence on the West.

Christianity's influence had a very rocky start. Many believers were killed or ostracized. The big turning point was around 300 A.D. when Emperor Constantine declared himself to be a Christian and declared it the state religion.

These two factors, Greek culture and Christianity, continued to shape and form the cultures that eventually became England. Following these influences to modern times, it is clear that Greek philosophical ideas and the Christian religion stand as the two most influential forces in forming the United States of America.

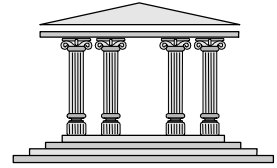
The history of these ideas follows many twists and turns (which you will study in Western civilization courses), but just remember:

By the sixteenth century England was:

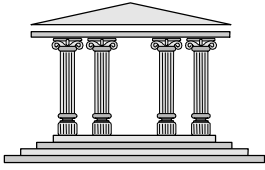
- Questioning the monarchy and moving toward a representative government
- Strongly Christian
- Steeped in laws of logic and philosophy

This is from where the bulk of colonists came. They brought these ideas with them to America.

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Chapter 6

A Brief Review of U.S. History

“In preparation for studying Kentucky History”

This chapter is intended to review key points of U.S. history that are pertinent to the study of Kentucky history. Most of those who read these pages will already be familiar with the events discussed. However, the intent of this section is to revisit these facts as they affect the formation of Kentucky.

Review

Students in the My Land course are studying Kentucky history for several reasons. First, they learn to follow the examples of four biblical characters:

- King David
- The Sons of Isachaar
- Daniel
- Queen Esther

Take a few minutes to review the section on “Why study history.”

Secondly, Kentucky is My Land helps students understand the worldview and zeitgeist of their state. This includes: 1) what people and events have shaped worldview, 2) what the prevailing worldview is in this state, 3) how the current worldview of most Kentuckians needs to be changed, and 4) what students can do to help change attitudes in Kentucky.

Also, students discover their heritage as Americans. Whether their ancestors came from Europe, Africa or Asia, their heritage traces back to the sons of Noah: **Ham, Shem and Japheth**

Finally, students in this class endeavor to understand their times so that they can make a difference.

Key Kentucky Dates

American Indians lived in Kentucky hundreds of years before the white man arrived. French explorers came down the Mississippi in the 1500’s claiming all of the Mississippi River basin for France. There is some evidence that Viking explorers may have come down the Mississippi and possibly landed on the ground that would one day become Kentucky. There is even an Indian legend that

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Kentucky was once inhabited by “white men.”

These are all interesting facts of history. However, the people of these cultures had little effect on what is now Kentucky. For that reason, this course begins with a later period.

Thomas Walker

Fincastle County of Virginia would one day become the Commonwealth of Kentucky. In **1750**, the Virginia colony still belonged to the king of England. It was customary for the king to award land to his subjects for services performed. In this year, the Loyal company hired **Thomas Walker** to explore land that had been granted them in and west of the Appalachian Mountains. Mr. Walker was from around Charlottesville Virginia. Although he returned a negative report on the land surveyed, he represents the interest that Virginians had in claiming the Land.

The next dates of interest are **1774 and 1775**. It was during these years that the first three permanent forts were established in Kentucky. The first, **Ft. Harrod**, was built on the current site of Harrodsburg. The second was **Ft. Boone**. The third, **Ft. Logan**, stood near the current town of Stanton.

The next important date in the formation of Kentucky is **June 10, 1792**. It was on this date that Kentucky entered the union as the fifteenth state. Vermont became the fourteenth in 1791. Tennessee followed Kentucky to become the sixteenth state in 1796.

These three dates will help the student put the exploration and development of Kentucky in chronological perspective.

Three routes to Kentucky

Early settlers followed three primary routes to settle the central part of Kentucky.

1) Groups from Virginia floated down the **backwaters of Virginia to the Ohio River**.

2) Groups from Pennsylvania left **Ft. Pitt** (modern day Pittsburgh) and floated down to the Ohio river and entered Kentucky via the Kentucky River or one of the many creeks that emptied into the Ohio.

3) The most common route in the beginning was through the **Cumberland Gap** in the Appalachians in the southern part of Fincastle county. The early inhabitants who traveled the Cumberland Road from the gap came from North Carolina as well as Virginia.

United States History

Some Key Dates in U.S. History

To see where Kentucky fits into U.S. history, here are some helpful dates:

1492- **Columbus** discovers America.

1520-1550 **Hernando Cortes, Francisco Coronado and Hernando de Soto** explore what is now Florida, Texas, Arizona, New Mexico, Oklahoma, Kansas, California and Louisiana for the country of **Spain**.

1565- **St. Augustine, Florida** becomes the *first European settlement in the present day United States*.

1682- Robert Cavalier de la Salle claims the Mississippi Valley for **France**.

1607- **Jamestown, Virginia** is founded.

1620- The **Pilgrims** land in Plymouth, *Massachusetts*.

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1634-1733- The founding of the last eleven of the **original thirteen colonies** (*Maryland, Connecticut, Rhode Island, North Carolina, South Carolina, New York, New Jersey, New Hampshire, Pennsylvania, Delaware, and Georgia.*)
1734-The **Great Awakening** begins in America.
1756-63- The seven year **French and Indian War**.
1776- The Declaration of Independence is signed.
1783- The Revolutionary War ends with the Treaty of Paris.

These dates give a brief overview of what people and events shaped the original thirteen colonies. It was from these colonies that Kentucky received most of her early inhabitants and culture.

Spanish, French and English

As you can see from the early dates, the first Europeans to lay claim to the land that would one day become the United States were Spanish and French. The English did not establish claims until Jamestown in 1607. However, the culture which ultimately prevailed in the colonies was English.

For many, the early history of the United States begins with Columbus and the next step is the landing of the Pilgrims or the settlement of Jamestown. Most are familiar with the story of Virginia Dare and Pocahontas. Few realize that before these stories occurred, many Europeans had explored and thought to colonize this land.

Spain

The great Spanish explorers who followed Columbus had high hopes of establishing outposts in the name of their mother country. The first European settlement in the New World was St. Augustine, Florida. It was established as a small fort in 1565. In addition to this fort, many small mission towns were established by the Catholic church to reach the Indians. A third type of Spanish settlement was called a *hacienda*. This was a large estate granted to colonists by the king of Spain.

“Spanish settlements ranged from Florida to Texas, New Mexico, Arizona and California. The oldest road in the United States, **El Camino Real** (The King’s Highway), first traveled in 1581, runs between Santa Fe, New Mexico and Chihuahua, Mexico. Santa Fe, founded in 1610, served as the capital of the Spanish colonies in North America. The Spaniards later founded San Diego, the first European settlement in California. Other Spanish settlements in California included Monterey, San Francisco, Santa Barbara, San Jose, and Los Angeles.

The Spanish left a lasting legacy in America. They introduced Catholicism, which is still dominant in Latin America (the part of the Americas where the Latin languages Spanish and Portuguese are spoken). They established many Catholic missions and forts and introduced horses, mules, cattle, sheep, cereals, oranges, lemons, and olives into the New World. The influence of Spanish architecture can also be seen in many American cities. The Spanish left a language and culture that are still evident in Latin America and the southern and western parts of the United States.”¹

During this period of time (the late sixteenth century), Spain controlled more land in the world than any country had ever possessed. The king, Philip, claimed all of South America (except Brazil), Central America and large portions of

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North America.

While Philip was busy claiming the New World, a significant event was occurring in England. The Protestant Reformation was allowing the English people to leave the Roman church. This immediately caused problems between protestant England and Catholic Spain. At the same time, an economic rivalry began between the two nations.

By 1588 King Philip found the Reformation and economic rivalry to be a cause for attacking England. He built an armada of 130 ships with which to attack England. However, in a famous sea battle, the Armada was defeated in the English channel. Philip never was able to attack. The English credited God for their victory declaring, “God blew and they were scattered.”

This defeat was the beginning of Spain’s decline. Although she would hold land in America for several centuries, the United States would be settled by Protestant England.

French in North America

With the defeat of the Spanish Armada, France was free to pursue an empire in the New World. Their first arrival had been in 1524 when explorers came in search of the Northwest Passage, a supposed water route through North America to the Pacific.

During the middle 1500’s the French tried to establish settlements in North America. Some of these were in South Carolina and Florida. However, the first permanent French settlement was established in 1608. Samuel de Champlain, “The Father of New France,” established Quebec.

“The French ultimately claimed *Canada, the Great Lakes region, and the Mississippi Valley* as ‘**New France,**’ and built forts throughout this area to serve as outposts for defense, trade, and missionary endeavors among the Indians. However, most of the French colonists remained in the Great Lakes region, where they established a thriving fur trade.”²² “From these outposts, traders would travel deep into the wilderness to trap and trade tools, clothing, blankets, utensils and trinkets for pelts.”²³

As a result of this trading, the French became good friends with many of the Indian tribes. This would play an important part in the French and Indian war, fought in the 1700’s.

Unfortunately for France, New France remained sparsely populated. By the time the French were defeated by the British at the end of the French and Indian War in 1763, there were only eighty thousand French. By comparison, the English colonies had a population of nearly 1.5 million.

Even though the French were defeated before the U.S. gained independence, they left a rich heritage in North America—especially in eastern Canada, the Great Lakes region and the present state of Louisiana. In these areas, the French legacy is reflected in the language, geographical names, religion, customs, and traditions. **New Orleans**, Louisiana, founded in 1718, is probably the best known city of French heritage in America.

Shaping the worldview of early Kentucky

English settlement

Kentucky would become the fifteenth state in 1792. Before that time, the original thirteen colonies were established and gained their independence from England. The events and people of these colonies had the most direct influence on the people of Kentucky and the culture that emerged. Understanding the ideas

and culture of these colonies helps the student to understand the forces that shaped early Kentucky.

Events that many students are familiar with are the voyage of the Mayflower and the settlement of Jamestown, Virginia. These two events show at least two of the driving causes of early settlement of the colonies. The arrival of the Pilgrims, and eventually the Puritans was the result of the pursuit of the right to practice religion without interference from the government. The settlement of Jamestown was the product of pursuing economic opportunity.

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Jamestown

Some students know about “the lost colony,” the settlement of Roanoke that mysteriously disappeared when it’s leader, John White, returned from a trip to England. It was in this colony that the first English child was born in the present-day United States. Her name was Virginia Dare.

The next attempt in Virginia was Jamestown. Three ships arrived in Chesapeake Bay during April **1607**. The key concept the student can gain from the Jamestown experience is an economic principle.

When the men first arrived in Jamestown, they established their colony under a **common-store system**. Under this communal system, each man was required to place the fruit of his labor in a common storehouse, and each was entitled to receive food and supplies from the storehouse according to his needs. In reality, the industrious workers were required to provide for the idle. With everyone benefitting from the common storehouse but few contributing to it, the food supply was quickly depleted. America’s first experiment with a form of Communism failed miserably.⁴

In 1608, Captain John Smith took charge of the colony and saved it from destruction. He established a policy based on the Biblical principle that any who would not work should not eat (2 Thess. 3:10). As one historian put it, “Those who tried to live without working soon found that they must also try that harder thing—to live without eating.” In essence, Jamestown adopted a system of **private enterprise** (capitalism).

Another influence that would reach Kentucky from Virginia was the growing of tobacco. Having learned to grow tobacco from the Indians, Virginians began to export the product to England. However, this was over the opposition of King James I, who described the habit of tobacco smoking as “a custom loathsome to the eye, hateful to the nose, harmful to the brain, dangerous to the lungs, and in the black stinking fume thereof, nearest resembling the horrible Stygian smoke of the pit [Hades] that is bottomless.”

The Virginians also established a government that was **representative**. This would set a precedent for the rest of the colonies and eventually Kentucky.

The Puritans

Grade school students usually learn about the Pilgrims in the framework of Thanksgiving, the story of Squanto and the voyage of the Mayflower. Almost every homeschooled student has made some type of Pilgrim uniform or tried to reenact the first Thanksgiving in some way. However, the Kentucky is My Land course is interested in the ideas that motivated these early travelers and shaped their culture.

To understand the way the Pilgrims thought, the student must realize that

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they were not a happy bunch of Christians looking for a new place to live. They were known in England as **Separatists**.

During the beginning of the seventeenth century, King James was the head of the Church of England. Several groups of Christians took issue with his control of the church and began to form local congregations interested in purifying the church. These were generally known as **Puritans**. Because they opposed much of what was going on in the church, they were known as **dissenters**.

King James opposed religious freedom because he believed that those who questioned his religious authority were implicitly questioning his political authority as well. He determined to oppress the Puritans until they left England. The most oppressed were the Separatists. They believed strongly in the theory of church government which says that every body of believers should be independent and self-governing. They opposed any civil authority that interfered with the right of the individual to exercise religious freedom.

It was one of these groups that organized a church in Scrooby, England, in 1606. It is out of this persecuted congregation that the Pilgrims evolved. Most homeschoolers know this part of the story.

The point of interest for this class is the fact that the Pilgrims came for **freedom to practice religion**. Understanding that these were persecuted Christians, the writing of the **Mayflower Compact** makes more sense as well:

“In the name of God, Amen. We whose names are under-written, the loyal subjects of our dread sovereign Lord, King James, by the grace of God, of Great Britain, France, and Ireland king, defender of the faith, etc. Having undertaken, for the glory of God and advancement of the Christian faith, and honour of our king and country, a voyage to plant the first colony in the Northern parts of Virginia, do by these presents solemnly and mutually in the presence of God, and one of another, covenant and combine ourselves together into a civil body politic, for our better ordering and preservation and furtherance of the ends aforesaid: and by virtue hereof to enact, constitute, and frame such just and equal laws, ordinances, acts, constitutions, and offices, from time to time, as shall be thought most meet and convenient for the general good of the colony, unto which we promise all due submission and obedience.”

The “civil body politic,” meant that these people were committed to show due submission to common laws and offices that were established to govern the community. The idea was that the government would be by the people.

Of all the interesting stories that surround the Pilgrims, the most important point is that they came as a result of persecution and were seeking the opportunity to govern themselves to some degree, especially in the area of religion.

Back in England, the persecution became worse. The new king, Charles I, tried to get rid of parliament. Under this new pressure, other Puritans (not the extreme separatists) found an interest in leaving England as well. The name **John Winthrop** is central to this story. He was the primary leader of the expedition of eleven ships and seven hundred passengers who sailed for Massachusetts in **1630**.

There was a more noble purpose for leaving England than mere escape. They intended to build a society that would fully embody what they understood to be God’s truth. They hoped to offer the world a complete example of Christian civilization. As the Puritans sailed to the New World, Governor Winthrop challenged his people with these now famous words:

“...for we must consider that we shall be as a city upon a hill, the eyes of all people [shall be] upon us.”⁵



By 1624 there were 25,000 Puritans in New England. These settlers brought with them some important political principles. They strongly emphasized the responsibility of citizens to obey civil magistrates and to uphold them in prayer. They believed that **(1) government should be limited by the consent of the governed, (2) citizens should participate in government by choosing their leaders, and (3) government should protect private property.**

The Puritans also promoted biblical morality, individual responsibility, industry, frugality, and education. One important part of this heritage is the **Puritan work ethic** (also known as the Protestant work ethic), the belief that work is a gift from God and a way to glorify Him.⁶

These two early settlements show the roots of much that became precious in the United States. Freedom to practice religion, an economic system of free enterprise and a representative government are keystones of American culture.

Kentucky and the revolution

Over the next 150 years, colonists arrived from all over the world, but especially from England. Many came for religious or political freedom and economic opportunity. By 1776, there was a booming economy and a growing desire for independence from England. Few who are reading this chapter do not know of the Declaration of Independence, signed July 4, 1776. It was the day the colonies declared their independence from England.

This date is unique to Kentucky history. The first settlements in Kentucky had occurred just during the previous two years. Ft. Harrod in 1774 and Fts. Boone and Logan in 1775.

At this time, Kentucky was a county of Virginia. The citizens of this county, called Fincastle, petitioned to become an independent state. The details of this petition will be discussed later in the course. For the sake of context, it is important to note that Virginia was so wrapped up in the war, that they did not get around to granting independence until several years and petitions later.

It is also important to understand that all of the colonists, including those who migrated to Kentucky during this time, had strong feelings about government and the part it should play. In particular, as Kentucky began to develop an economy and government, her citizens were greatly influenced by the prevailing mentality.

This short review highlights the seeds which led to the revolution and the ideas that shaped early American thought. This backdrop will provide an entrance into understanding what was on the mind of the men and women who established the land that would one day be Kentucky.

Endnotes

1 *United States History*, Second Edition, A Beka Book, Michael R. Lowman, etc., pp.15-16

2 *Ibid.*, p.18

3 *Ibid.*, p.20

4 *Ibid.*, p.27

5 *Ibid.*, p.36

6 *Ibid.*, p.36

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Appendix A

Syllabus

Class	Manual or History Book	Literature	Writing
1	Manual Chapter 1	Bruchko	Sentences
2	Manual Chapter 2		Sentences
3	Manual Chapter 3		Paragraphs
4	Manual Chapter 4		Paragraphs Book Review
5	Manual Chapter 5	Simon Kenton, Kentucky Scout	Paragraphs
6	Manual Chapter 6		Short Essay
7	Kentucky History Chapters 1 & 2		Journal
8	Chapters 3		Journal Book Review
9	Chapters 4	The Story of Jenny Wiley	Journal
10	Chapters 5 & 6		Journal
11	Chapters 7 & 8		Journal
12	Chapters 9 & 10		Journal Book Review
13	Chapters 11 War of 1812	The Little Shepherd of Kingdom Come	Journal Essay on War of 11812
14	Chapters 12		Journal
15	Chapters 13 Mexican War		Journal Essay on Mexican War
16	Chapters 14 & 15		
17	Chapter 16		Book Review

Class	Manual or History Book	Literature	Writing
17	Kentucky History Chapter 17	Through Gates of Splendor	Journal
18	Chapter 18	Through Gates of Splendor	Journal
19	Chapter 19	Short Stories	Journal
20	Chapter 20	Short Stories	Journal
21	Begin Research	Research Books	Journal
22	Research		Note Cards
23	Research		Note Cards
24	Reasearch		Rough Draft
25	Research		Rewrite
26	Research		Final Draft
27	Monologue		Monologue
28	Play Practice		Presentation
29	Play		Presentation
30			
31			
32			

Appendix B

Literature

Literature, in its broadest sense, is everything that has ever been written. It includes comic books and pamphlets on potato bugs, as well as the novels of Mark Twain and the plays of William Shakespeare.

In a narrower sense, there are various kinds of literature. For example, we read literature written in a certain language, such as French literature. We also study writings about a people such as the literature of the American Indian. We often speak of the literature of a period, such as literature of the 1800's. We also refer to the literature of a subject, as in the literature of gardening.

But the word literature, in its strictest sense, means more than printed words. Literature is one of the fine arts. It refers to *belles-lettres*, a French phrase that means "beautiful writing." We distinguish between literature and comic books much as we distinguish between a professional baseball game and a back yard game of catch. When we speak of a piece of writing as literature, we are praising it. Literature has two main divisions: fiction and nonfiction. Fiction is writing that an author creates from the imagination. Authors may include facts about real persons or events, but they combine these facts with imaginary situations. Most fiction is narrative writing, such as novels and short stories. Fiction also includes drama and poetry. Nonfiction is factual writing about real-life situations. The chief forms of nonfiction include the essay, history, biography, autobiography, and diary. ¹

The world of the writer

No literary work can be completely separated from the man or woman who created it. Authors must write from within their own experiences, both real and imagined. Because of this readers can enlarge their literary understanding by looking into the world of the writer.

The writer's outer world

No author writes in a vacuum. The period and society in which the author lives, and the works of other writers, all influence the author.

Many of the greatest contributions to literature have resulted from an author's reaction to social conditions. For example, the writings of Martin Luther and John Calvin influenced and were influenced by the Protestant Reformation in the 1500's. Percy Bysshe Shelley would probably have rebelled against any society he lived in. But the economic, political, and social situation in England during the early 1800's provided material for Shelley's rebellious nature.

The writer's inner world

The background, interests, and physical assets and handicaps of authors also affect their writing. Likewise, the personal relationships of writers to their homes, families, friends, and enemies all become the materials of their art. For example, Charles Lamb would probably have written differently if he had not stuttered, if he had not taken care of his sister Mary, and if he had not been a bachelor. The poetry of Elizabeth Barrett Browning and Emily Dickinson would have been different if the women could have exchanged lives.

Generally, the works of a writer have greater unity than do those of a period. For example, both the early and late works of John Donne show the poet's basic personality. This is true even though he was called "Mad Jack" in his youth and "Dr. Donne" as a mature man.

The writer's attitude

It is incorrect to make a final generalization about the works of any author. You cannot make broad generalizations and say that "Shakespeare is always like this," or "Ernest Hemingway is always like that." But you can identify a writer's attitude toward life. Perhaps the terms most often used in describing a writer's

attitude are romantic and realistic.

Romantic writers admire the unusual, the picturesque, and the quaint in humanity and nature. They revolt against the traditional in thought and action, and emphasize the importance of the individual.

Realistic writers deal with the commonplace instead of the unusual. They try to record the world as they actually see it, even its most unpleasant aspects. They wish to present ideas as objective documents.

Critics often use the terms romanticism and realism for the literary movements that swept Europe during the 1800's. For a discussion of these movements, see the History section of this article.

The form of literature

There are many types of literature. Here is a short discussion of the primary forms:

The novel is a long work of fiction that tells about events in the lives of real or imaginary people. Most novels reflect the author's outlook on life. There are many kinds of novels, dealing with a great variety of subjects. For example, Eleanor H. Porter's sentimental novel *Pollyanna* describes the adventures of a young girl who always sees the good side of life. James Joyce's psychological novel *Finnegans Wake* explores the dream world of an Irish innkeeper.

A novel is a modern version of earlier forms of literature. Many of its features come from the *epic*, a serious narrative poem about a heroic figure. Others stem from the medieval *romance*, an adventure story of kings and knights. The Spanish *picaresque* story of the 1500's had an important influence on the development of the novel. The picaresque story described disconnected events in the life of a *picaro*-a clever, dishonest hero. The novel also grew out of the *character* of the 1600s, which portrayed familiar types of people.

The short story is a short work of fiction that usually centers around a single incident. Because of its shorter length, the characters and situations are fewer and less complicated than those of a novel. A short story may range in length from a *short story* of 1,000 to 1,500 words to a *novellette*, or short novel, of 12,000 to 30,000 words. The short story has many qualities of the *ballad*, a story in verse form. It is also related to the *folk tale*, a story handed down by word of mouth from generation to generation. Many characteristics of the short story come from earlier literary forms that tried to teach a lesson. These forms include the *fable*, a story about animals, and the *parable*, a story with a religious lesson.

Drama is a story written to be presented by actors on a stage. It usually includes stage directions describing the appearances and actions of the characters. A drama takes the form of *dialogue*, or conversation, between two or more persons. The two major forms of drama are tragedy and comedy.

A *tragedy* is a serious drama that ends in disaster. Aristotle laid down the basic principles of tragedy in his *Poetics*. He wrote that the purpose of tragedy was to make the audience feel "pity and fear" for the character. The hero of any ancient Greek tragedy was a great person who suffered because of a tragic flaw, or error in judgment. The meaning of tragedy was later extended to include the story of any person who faces misfortune.

A *comedy* is a light, amusing drama with a happy ending. The characters in a comedy entertain rather than disturb the audience by their actions. Comedy includes many forms. *Low comedy*, or *slapstick*, uses noisy, boisterous action and ridiculous situations. *High comedy* gets its humor from clever, witty dialogue. *Satire* pokes fun at the foolish things that people say and do. A *comedy of manners* ridicules the social habits of a period. A *tragicomedy* tells about a serious situation that ends happily.

Poetry usually has meter and rhyme. Poets use *meter* when they arrange words in a pattern with a definite rhythm. They use *rhyme* when they repeat sounds within lines or at the ends of lines. A poem that does not have a regular metrical pattern or rhyme scheme is written in *free verse*. There are three main types of poetry: lyric, narrative, and dramatic.

Lyric poems are short and songlike. They emphasize the thoughts and feelings of the poet or speaker. A lyric poem may be discussed in terms of either its subject matter or its form. When we call a poem an *eulogy*, a lament for the dead, we are discussing subject matter. When we say that a poem is a *sonnet*, which is a 14-

line poem with a definite rhyme scheme, we are discussing form.

Narrative poems tell a story. An *epic* (heroic poem) describes the actions of a majestic hero, such as the Trojan warrior Aeneas. A *ballad* (short story in verse) has a more commonplace *tone*.

Dramatic poems, like dramas, tell their stories through the speech of the characters. A poem with only one speaker is called a *dramatic monologue*. A *closet drama* is a play in verse form written to be read but not staged.

Nonfiction includes most of the writing we read in papers, magazines, and textbooks. Some nonfiction stands out as creative and imaginative literature.

The *essay* is the broadest form of nonfiction. It allows an author to record thoughts about any subject. *Informal*, or personal, essays reflect the author's personality. *Formal* essays, or articles, present their material in a more direct and impersonal way.

A *history* records the life of a people, a country, an institution, or a historic period.

A *biography* describes the life of a person. It is the most popular form of nonfiction today.

An *autobiography* is a person's own account of his or her life.

A *diary* is an autobiography written from day to day events as that person's life occurs.

Kentucky Literature

When we begin with the broad definition of literature, we can see the very first sermon or the very first newspaper printed in Kentucky as "Kentucky Literature." However, if we are to discuss the *belles-lettres* of Kentucky, we could begin with the phrase spoken by Daniel Boone in 1769, while overlooking the valley that led to the Bluegrass from Pilot Knob: "from the top of an eminence we saw with pleasure the beautiful level of Kentucke." Almost from that moment onward a sense of beauty, a sense of destiny and of bright hope for a better world played upon the imagination and spread by word of mouth as explorers came and went and settlers returned to their former homes to guide still more settlers across the mountains or down the Ohio.²

In reality, though, the hard life of the pioneer offered little time or energy for the finer arts and significant Kentucky Literature is not written until after the Civil War. However, much of the great literature produced in Kentucky after the war was about Kentucky before the war. The romantic pioneer beginnings became the subject of some of Kentucky's best authors, including Joseph A. Altsheler (1862-1919) and Janet Holt Giles (1909-1979).

What to look for

In studying Kentucky Literature alongside Kentucky History there are several primary things for which you can look:

What period is the Author writing about?

Kentucky history can be divided in many ways. Since literature deals with the issues of life that a person faces, you can study historical periods according to changing attitudes on life. For example: literature written about Kentucky in the Middle to late eighteenth century would include themes of exploration, discovery, loves left behind, Indian battles and establishment of new hopes and dreams. Mixed with those themes would be heartache, failure, fear and facing great obstacles. The text, *Kentucky History*, is divided into the following sections:

- Early Exploration
- Early Pioneers
- Establishment of the State
- The Glory Days (1830-1860)
- Civil War
- Reconstruction

From these periods, study of Kentucky history enters the twentieth century.

The next period in Kentucky history, known as the period of the Genteel Tradition, was also the subject of much fine literature by Kentucky authors. James Lane Allen (1849-1925) is the most famous author to

write novels about this period. John Fox Jr. (1863-1956) also produced novels set in this time period.

Allen and Fox, along with Annie Fellows Johnston (1863-1931) and Alice Hegan Rice (1870-1942) were some of the most popular authors at the turn of the century. From 1897-1913 Allen, Fox and Johnston had books that appeared in the top ten on the national annual best-seller list thirteen times. In 1907, another Kentucky author, Frances Caldwell Macaulay (1863-1941) found her book, *The Lady of the Decoration*, to be the number one best selling fiction in America.

When it was written

A story about Daniel Boone written in 1810 would certainly be different than a story written about him in the latter half of the twentieth century.

The earlier account would be written in light of what was valued at the turn of that century. As in the case of Filson's account of Boone, the plentiful land and game was a primary theme. A later account would emphasize the adventure and action as the audience looked back into history simply for the entertainment.

The author

Not only would the author be influenced by his times, he would also have an individual personality and value system as well. The author may or may not have been a Christian. He may have been a northern or southern sympathizer. Surely a southern sympathizer, writing in the early 1900's would write a completely different account of the Civil War.

So the time, as well as the particular author makes a difference.

In the study of the literature of Kentucky, Christian themes are not always present. However, as a Christian you can read the literature to see what different people valued and what values shaped society during a particular period.

It is very important that Christians learn to read literature with a discerning eye so that they can “**understand the times (represented by the literature of a culture)**” and “**know what to do.**”

Endnotes:

1 Encyclopedia Britannica

2 A Literary History of Kentucky, p.5

Appendix C

Kentucky Symbols and Traditions¹

Kentucky Symbols

Commonwealth of Kentucky

Kentucky is one of four states to call itself a “commonwealth.” In 1792 when Kentucky became the fifteenth state—the first on the western frontier—both “commonwealth” and “state” were used. Commonwealth, meaning government based on the common consent of the people, dates to the time of Oliver Cromwell’s England in the mid-1600s. The other U.S. commonwealths, Massachusetts, Pennsylvania and Virginia, were originally British colonies. Kentucky, once part of Virginia, chose to remain a commonwealth when it separated from Virginia.

Bluegrass State

Bluegrass is not really blue—it’s green—but in the spring, bluegrass produces bluish-purple buds that when seen in large fields give a rich blue cast to the grass. Early pioneers found bluegrass growing in Kentucky’s rich limestone soil, and traders began asking for the seed of the “bluegrass from Kentucky.” The name stuck and today Kentucky is known as the Bluegrass state.

State Seal

The official insignia was authorized in 1792, six months after Kentucky became a state. The motto is believed to be from “The Liberty Song,” popular during the American Revolution, and a favorite of Isaac Shelby, Kentucky’s first governor.

Kentucky Flag

The state seal imprinted on a field of navy blue was approved by the General Assembly in 1928. The original flag is displayed in Frankfort at the Kentucky History Museum.

State Flower

Goldenrod: The golden plumes of this wildflower line Kentucky’s roadsides in the fall, native to all of Kentucky, thirty of nearly one hundred species of this herb are found here.

State Bird

Kentucky Cardinal: The pleasant melodies of this red-crested songbird are heard year round in Kentucky. The male boasts a vivid red plumage; the female is light brown with red highlights.

State Tree

Tulip Tree: Sometimes called the tulip poplar, this tree is not a poplar at all, but a member of the magnolia family, it can grow to 145 feet and live for two hundred years. It blossoms in May with yellow-green flowers resembling tulips.

State Bluegrass Song--“Blue Moon of Kentucky” Bill Monroe-copyright 1947

State Butterfly--Viceroy Butterfly

State Fish--Kentucky Bass

State Fossil-- Brachiopod

State Gemstone-- Fresh Water Pearl

State Horse-- Thoroughbred

State Song-- “My Old Kentucky Home” Stephen Collins Foster- 1853

State Wild Animal-- Grey Squirrel

Kentucky’s History

Kentucky’s First Settlers

Archeological evidence shows that Indians lived and hunted in Kentucky as long as 13,000 years ago. The two main cultures of the Late Prehistoric period (A.D. 1000-1750) were the Mississippian of western Kentucky and the Fort Ancient of central, northern and eastern Kentucky.

Europeans arriving in the New World brought epidemic diseases, which swept through eastern North America’s Native American population. Entire villages were often wiped out and native population levels rapidly decreased. By the mid-1700’s only a handful of native settlements survived in Kentucky, some of the groups that lived here were the Mingo (Seneca-Iroquois), the Cherokee, and the Shawnee, who were descendants of Kentucky’s early Fort Ancient culture.

The Promised Land

Early explorers like Dr. Thomas Walker and John Finley in the 1750’s and frontiersmen like Daniel Boone and Simon Kenton in the 1760’s gave glowing accounts of the rich land beyond the mountains. Attracted by the promise of abundant land and game, settlers flocked through the Cumberland Gap or down the Ohio River to Kentucky.

In 1774, James Harrod constructed the first permanent settlement at present day Harrodsburg, and Boonesborough was established in 1775. Indian attacks continually plagued these early settlements. The last major raid occurred in 1782, but small skirmishes continued until 1813.

The Antebellum Era

In 1776 Kentucky became a separate county of Virginia, and was admitted to the union as the fifteenth state on June 1, 1792. Isaac Shelby, a Revolutionary War hero, was the first governor, and Frankfort was chosen as the state capital.

Agriculture became the economic mainstay of the prospering new state, with tobacco, hemp, and wheat the primary crops. Another leading crop was corn, the principal ingredient in bourbon whiskey.

Kentucky’s early political leadership included vice presidents John C. Breckinridge and Richard M. Johnson, President Zachary Taylor, and three-time presidential candidate Henry Clay, known as the “Great Compromiser.” By 1840, Kentucky ranked sixth among the states in population.

The Civil War

When the Civil War erupted in 1861, Kentucky was torn apart by conflicting loyalties. Officially a neutral state, brother often fought against brother as Kentucky supplied approximately 100,000 troops to the north and 40,000 troops to the south.

Ironically, Kentucky was the birthplace of the Union president, Abraham Lincoln, and the Confederate president, Jefferson Davis. The two great men were born in log cabins within one year and one hundred miles of each other. Kentucky’s strategic potential was recognized by both sides in the conflict, and several bloody engagements and many guerrilla raids occurred throughout the state. The most violent battle took place near Perryville in 1862, with a toll of 1,600 dead and 5,400 wounded.

The Modern Era

After the Civil War, Kentucky's economy underwent dramatic changes. As the hemp industry declined, the development of burley tobacco contributed to a tremendous increase in tobacco production. Raising and racing thoroughbreds became a lucrative endeavor, and the Kentucky Derby drew in popularity after the first race in 1875.

The building of railroads and better roads prompted the development of coal, oil and timber industries in eastern Kentucky, while Louisville became one of the nation's major trading and industrial centers. The U.S. Treasury gold vault was established at Fort Knox in 1936.

During World War II, Kentucky began to shift from agriculture to an industrial economy, but it was not until 1970 that the state had more urban than rural dwellers, tourism developed into a major industry, aided by an impressive state park system and new highways across the state.

Kentucky Traditions

Horses

The world knows Kentucky for its bluegrass and horses. It was because of the "blue grass," nurtured by deep springs and rich limestone soil, that the first pioneers recognized the area's horse breeding potential. Kentucky was well on its way to establishing its reputation as a horse capital long before it became a state. The first thoroughbred was brought to Lexington in 1779, and a 1789 census showed even more horses than people.

Thoroughbred Industry

Horses are a multi-billion-dollar industry in Kentucky. Central Kentucky's Bluegrass region has the world's greatest concentration of thoroughbred breeding farms. More registered thoroughbred foals are produced here than any other state—more than 7,000 were foaled in 1993.

Racing

The first "R¹/₃ 1/8⁵/₈ path" was designated along Lexington's Main Street in 1780, and racing has been a Bluegrass tradition ever since. There is racing somewhere in Kentucky almost every day of the year. Thoroughbreds run at Keeneland in Lexington, Turfway Park in Florence, Dueling Grounds in Franklin, Ellis Park in Henderson, Players Bluegrass Downs in Paducah, and Louisville's Churchill Downs. There is harness racing at the Red Mile in Lexington and Thunder Ridge in Prestonsburg.

The Kentucky Derby

The most famous horse race in the world takes place at Churchill Downs the first Saturday in May. Since Aristides won the first Kentucky Derby in 1875, 90 Derby winners have been Kentucky-bred, including Whirlaway, Citation, Gallant Fox, Seattle Slew, Spend A Buck, Alysheba, Winning Colors, Sunday Silence, Strike the Gold, and Grindstone. Visit the Kentucky Derby Museum at Churchill Downs year round.

The Kentucky Horse Park

This one-of-a-kind park is the best place to experience the world of horses. Forty breeds are showcased at the park, located on 1,032 acres of Lexington's Bluegrass farmland. Features include the spectacular International Museum of the Horse, Parade of Breeds and Hall of Champions demonstrations, carriage and carousel ride, a walking farm tour, films, and horseback riding. The American Saddlebred, Kentucky's native horse breed, is also featured at a museum. The Kentucky Horse Park has year-round special events such as polo, steeplechase races, three-day eventing, and world-class horse shows.

Bourbon

The Reverend Elijah Craig is credited with developing what would become known as bourbon whiskey in Georgetown, KY in 1789. The name "bourbon" came from Jacob Spear's product, distilled in Bourbon County in 1790. Bourbon must contain at least 51% corn and be stored in unused charred oak barrels for at

least 24 months. Kentucky is one of the largest producers of bourbon. One reason is because of Kentucky's pure limestone water.

Bluegrass Music

Bluegrass music got its name and form in the 1940's from Kentuckian Bill Monroe and his Blue Grass Boys. In traditional bluegrass, a banjo is usually the lead instrument; there is no percussion or electric amplification. The International Bluegrass Music Association is located in Owensboro.

Crafts

The quality of Kentucky handcraft—traditional, contemporary and folk art—is recognized around the world. More than 3,000 artisans produce Kentucky crafts that can be found at craft co-ops and shops throughout the state, one of the leading craft businesses is Churchill Weavers, located in the "Crafts Capital" of Berea.

Food

Traditional Kentucky favorites are hickory-smoked barbecue, country ham, beaten biscuits, and a rich, slow-cooked burgoo. The Hot Brown was created in the 1920's at Louisville's Brown Hotel. And Colonel Harland Sanders developed his secret recipe in Corbin in 1932.

Kentucky Facts

Capital

Frankfort, on the Kentucky River in central Kentucky, is known for one of the most beautiful capitol buildings in the country.

Economy

Kentucky's largest industry groups, based on their contribution to the total 1992 state gross product are: manufacturing services; finance, insurance, and real estate; government; retail trade; transportation, communication, and public utilities; wholesale trade; construction; mining; farming; and agricultural services, forestry, and fisheries.

Agriculture

In 1995 Kentucky had the fourth largest number of farms in the nation. Kentucky's 89,000 farms averaged 157 acres. Cash receipts from farm marketing in 1994 were more than \$3.2 billion, with the principal contributors being tobacco, cattle and calves, horse and mule sales (including stud fees), corn, dairy products, and soybeans. Kentucky was the second-ranked tobacco producer in the nation and the number one producer of burley tobacco with 453,687,000 pounds.

Manufacturing

In 1992, Kentucky had more than 4,300 manufacturing firms, which added more than \$25 billion to the state's economy. Principal industries, by 1995 employment figures, are: industrial machinery, 35,900; transportation equipment, 32,100; apparel, 29,900; electric and electronic equipment, 28,000; and food and kindred products, 23,200.

Tourism and Travel

With six national areas, 49 state parks, and hundreds of recreational, natural, historic, and cultural attractions, Kentucky abounds in travel opportunities, tourism and travel is Kentucky's third largest revenue-producing industry, contributing nearly \$7.2 billion to the state's economy in 1995. Tourism and travel is also the second largest private employer, providing 147,339 jobs.

Education

Kentucky has 28 senior colleges and universities, 1 junior college, and 14 community colleges, enrolling 175,255 students in 1995 with 86% attending public institutions. The largest of these are the University of Kentucky, the University of Louisville, Eastern Kentucky University, and Western Kentucky University.

Geography

Located in the south central United States along the west side of the Appalachian Mountains, Kentucky ranks 37th in land size, with 39,732 square miles (102,907 square kilometers). The commonwealth is bordered by seven states: Indiana, Ohio, West Virginia, Virginia, Tennessee, Missouri, and Illinois. The Ohio River flows 664 miles (1,068 kilometers) along the northern and western borders of the state.

Kentucky's highest point is Black Mountain in Harlan County, 4,145 feet (1,264 meters) above sea level; its lowest point, the Mississippi River in Fulton County, 257 feet (78 meters) above sea level.

Natural Resources

Kentucky has more miles of running water than any other state except Alaska. The numerous rivers and water impoundments provide 1,100 commercially navigable miles (1,770 kilometers).

Kentucky has 12.7 million acres of commercial forest land—50% of the state's land area. The main species of trees are white oak, red oak, walnut, yellow poplar, beech, sugar maple, white ash, and hickory. Kentucky ranks third among hardwood producing states.

The total value of Kentucky's mineral production in 1994 was \$4.7 billion. Principal minerals and by-products produced in order of value are coal, crushed stone, natural gas, and petroleum. Kentucky is the nation's third largest coal producer—168.5 million tons in 1994.

Population

According to the 2000 census, Kentucky ranked 25th in population, with 4,041,769 citizens. The two largest cities are Lexington-Fayette Urban County, with 260,512 citizens, and Louisville, with 256,231 citizens.

Kentucky Government

Kentucky's Constitution provides for three branches of state government: the executive, the legislative, and the judicial.

The Governor is the chief executive of the state. The Governor and the Lieutenant Governor are elected to jointly serve a four-year term. Other constitutional officers, also elected to four-year terms, are the Secretary of State, the Attorney General, the State Treasurer, the Commissioner of Agriculture, the Superintendent of Public Instruction, the Auditor of Public Accounts, and three members of the Railroad Commission. Those officials elected in 1995 shall be eligible for election to the next succeeding term.

Executive policy is directed through 13 cabinets. The Executive Branch also includes a number of independent agencies and regulatory commissions.

The Kentucky General Assembly, or legislature, is composed of two chambers, the Senate and the House of Representatives. The Senate has 38 members elected to four-year terms and the House has 100 representatives elected to two-year terms. Every two years, all representatives and one-half of the senators are elected.

The General Assembly meets in regular session for 60 working days beginning in January of even-numbered years. The Governor may call the legislature into special session to consider specific matters.

Kentucky's Judicial Branch of government is composed of four levels of courts.

District Courts sit in each county and decide the vast majority of legal matters in the state. The District Courts have jurisdiction over trials in civil cases involving not more than \$4,000, probate of wills, administration of estates and trusts, misdemeanors (punishable by one year or less of confinement), traffic offenses, violations of county or city ordinances or codes, examining trials for persons charged with felonies, determination of jailing of arrestees and their release on bond, and offenses charged to juveniles. District Courts also decide small claims of up to \$1,500 without a jury and usually without attorneys.

Circuit Courts sit in each county and hear all civil cases involving more than \$4,000, contests over wills,

titles to real estate, contracts, injuries to persons and property, divorces, adoptions, felonies (with punishment up to and including death), and probation cases. Circuit Courts also issue injunctions, impanel and charge grand juries in investigations and indictments, and hear appeals from District Courts in civil, juvenile, and criminal matters.

The Kentucky Court of Appeals consists of 14 members and sits in panels of at least three judges at various locations chosen by the Court. This Court has general appellate jurisdiction in nearly all matters and hears appeals from the Circuit Courts in both civil and criminal matters. Most appeals end with decisions in the Court of Appeals.

The Kentucky Supreme Court, the state's court of last resort, is composed of a chief justice and six associate justices. It normally sits in Frankfort, but occasionally sits at other locations. The State Supreme Court reviews all judgments of Circuit Courts that impose sentences of death or imprisonment of 20 years or more. The court hears other appeals at its discretion, usually selecting only those cases with statewide significance and precedential value. The Court also governs the admission and discipline of attorneys in Kentucky legal practice.

All judges in the Kentucky courts system must be attorneys. District judges are elected to four-year terms and all others are elected to terms of eight years.

Endnotes:

1 <http://www.state.ky.us/kyfacts>

Appendix D

Famous Kentuckians¹

Explorers, Pioneers & Frontiersmen

Judge Roy Bean (1825-1903) Trader; bartender; infamous “hanging judge” of Langtry, Texas.

Daniel Boone (1734-1820) Hunted and explored Kentucky, 1767-74; cleared the Wilderness Road and founded Fort Boonesborough, 1775

James Bowie (1796-1836) Texas Ranger who died at the Alamo; designed the Bowie knife.

Kit Carson (1809-1868) Indian agent; trapper; scout.

George Rogers Clark (1752-1818) American Revolution frontier general and explorer; secured the Northwest Territory for the U.S.; founder of Louisville, 1778.

Floyd Collins (1887-1925) Explorer whose entrapment and death in a cave became one of the most widely reported stories of the 1920’s.

James Harrod (1742-1793) Frontiersman; founder of Harrodsburg, first permanent settlement west of the Alleghenies, 1774.

Simon Kenton (1755-1836) Frontier explorer and soldier; scout for Daniel Boone and George Rogers Clark.

Dr. Thomas Walker (1715-1794) Surveyor; led the first documented expedition through the Cumberland Gap, 1750.

Political, Military & Social Leaders

Alben W. Barkley (1877-1956) U.S. vice president under Harry Truman, 1949-53.

Daniel Carter Beard (1850-1941) “Father of Scouting”; founded Boy Pioneers, 1905; founded Boy Scouts of America, 1910.

John Cabell Breckinridge (1821-1875) U.S. vice president under James Buchanan, 1857-61.

Madeline McDowell Breckinridge (1872-1920) Reformist; national leader in women’s suffrage movement.

Mary Breckinridge (1881-1965) Organized the Frontier Nursing Service in eastern Kentucky, which became a model for similar programs throughout the world.

Belle Brezing (1860-1940) Well-known madam; thought to be the prototype for Belle Watling in “Gone With the Wind.”

Cassius Marcellus Clay (1810-1903) Ambassador to Russia; abolitionist; a founder of the Republican Party; known as “The Lion of White Hall.”

Henry Clay (1777-1852) U.S. senator; speaker of the U.S. House of Representatives; U.S. secretary of state; known as the “Great Compromiser.”

Laura Clay (1849-1941) Women’s rights advocate; organized and led the Kentucky Equal Rights Association for 24 years.

Martha Layne Collins (1936-) First female Kentucky governor, 1983-87.

John Sherman Cooper (1901-1991) U.S. senator; ambassador to India and East Germany; member of the Warren Commission.

Jefferson Davis (1808-1889) Only president of the Confederate States of America, 1861-65.

Mary Desha (1850-1911) Co-founded the Daughters of the American Revolution.

John Marshall Harlan (1833-1911) U.S. Supreme Court justice, 1877-1911.

Richard M. Johnson (1780-1850) U.S. vice president under Martin Van Buren, 1837-41.

John “Casey” Jones (1864-1900) Railroad engineer immortalized in song.

Abraham Lincoln (1809-1865) Sixteenth U.S. president, 1861-65.

Mary Todd Lincoln (1818-1882) Wife of Abraham Lincoln.

McCoys of the Hatfield-McCoy feud, resolved in 1888.

John Hunt Morgan (1825-1864) Confederate general; known as “The Thunderbolt of the Confederacy.”

Carry A. Nation (1846-1911) Temperance crusader; known as “the lady with a hatchet.”
Colonel Harland Sanders (1890-1980) Kentucky Fried Chicken founder.
John Thomas Scopes (1900-1970) Defendant in the famous “Monkey Trial” for violating a Tennessee law against teaching evolution.
Franklin R. Sousley, PFC (1925-1945) Helped raise the U.S. flag at Iwo Jima; immortalized in the most famous war photograph in history.
Adlai Stevenson (1835-1914) U.S. vice president under Grover Cleveland, 1893-97.
Cora Wilson Stewart (1875-1958) Educator whose school for adult education became a model throughout the world.
Zachary Taylor (1784-1850) Mexican War hero; twelfth U.S. president, 1849-50.
Frederick Moore Vinson (1890-1953) U.S. Supreme Court chief justice, 1946-53.
Whitney M. Young, Jr. (1921-1971) Civil rights leader; executive director of the National Urban League, 1961-71; advisor to Presidents Johnson and Nixon; awarded Medal of Freedom, 1969.

Scientists, Inventors & Physicians

John Fitch (1743-1798) Conceived the idea of a steamboat in 1785; received first patent, 1791.
William Kelly (1811-1888) Discovered the Bessamer process of steelmaking, 1846.
William Lipscomb (1919-) Nobel prize winner for research on the chemical bonding of atoms, 1976.
Ephraim McDowell (1771-1830) Surgeon; founder of modern abdominal surgery; performed first successful surgical removal of an ovarian tumor, 1809.
Garrett A. Morgan (1877-1963) Patented the world’s first gas mask, 1912; invented the first automatic, tricolor traffic signal, 1923.
Thomas Hunt Morgan (1866-1945) Biologist; Nobel Prize winner in medicine for genetic research, 1933.
Matthew B. Sellers (1869-1932) Aviation pioneer; among first to experiment with gliding and power flight.
Phillip A. Sharp (1944-) Nobel Prize winner for the discovery of split genes and for advancing research on cancer and hereditary diseases, 1993.
Nathan B. Stubblefield (1860-1928) Successfully demonstrated wireless voice transmission (radio), 1892.
John T. Thompson (1860-1940) Invented the “tommy gun,” the world’s first submachine gun, 1920.

Endnotes:

1 <http://www.state.ky.us/kyfacts>

Appendix E

Chronology

U.S. history event	Date	Kentucky history event
Virginian representatives and Indians “on Ohio” meet at Loggs Town.	1754	Colonial representatives meet at lower Shawnee Town.
The Great War for the Empire erupts between England, France, and their respective Indian allies.	1756	
The Great War for the Empire concludes with the Treaty of Paris. England establishes Proclamation Line prohibiting colonists from entering trans-Appalachia.	1763	
	1769	Daniel Boone makes first excursion into Kentucky.
Battle of Point Pleasant results in Indian cession of lands south of the Ohio.	1774	James Harrod and party erect Fort Harrod.
American Revolutionary War erupts.	1775	Daniel Boone and party construct Fort Boonesborough.
		Richard Henderson forms Transylvania Company.
Continental Congress approves Declaration of Independence.	1776	Virginia consolidates western territory into Kentucky Country.
	1779	Robert Patterson and party build Fort Lexington.
	1780	Virginia divides Kentucky County into Fayette, Lincoln, and Jefferson Counties.
	1781	Large numbers of Virginia Baptists, fleeing Anglican establishment arrive.

	1782	Shawnee rout pioneers at Battle of Blue Licks.
American Revolutionary War concludes with Treaty of Paris.	1783	John Brown arrives.
Confederation Congress passes first Northwest Ordinance.	1784	John Filson publishes The Discovery, Settlement and Present State of Kentucky.
Constitutional Convention meets in Philadelphia.	1787	John Bradford prints first issue of the Kentucky Gazette.
George Washington elected first President.	1789	George Nicholas arrives.
	1790	Kentucky's population reaches 73,677.
Kentucky becomes fifteenth state.	1792	George Nicholas completes first state constitution.
	1793	John Breckinridge arrives.
Battle of Fallen Timbers ends Shawnee threat to settlements south of the Ohio River.	1794	
	1795	State assembly enacts first land allocation law for Green River country.
John Adams elected President. Pickney's Treat guarantees use of the Mississippi River.	1796	
	1797	State assembly enacts second land allocation act for Green River country.
U. S. Congress passes Alien and Sedition Acts.	1798	Kentucky Resolutions pass state assembly.
	1799	John Breckinridge leads adoption of second state constitution.
Thomas Jefferson elected President.	1800	State population reaches 220,955. Matthew Lyon arrives.

	1801	Cane Ridge revival occurs in Bourbon County.
Spanish governor of New Orleans closes port to American trade.	1802	State assembly establishes the Kentucky Insurance Company to protect trade and issue transferable notes.
U.S. Congress purchases Louisiana Territory and secures Mississippi River trade.	1803	
Lewis and Clark depart on westward expedition.	1804	
	1806	John Robert Shaw publishes his autobiography. Bank of Kentucky chartered.
James Madison elected President.	1808	
	1810	State population reaches 406,511.
	1811	Henry Clay takes seat as War Hawk in U.S. House of Representatives.
War of 1812 erupts	1812	
War of 1812 concludes with Treaty of Ghent.	1814	Thornton Blackburn is born in Maysville.
First steamboat travels from New Orleans to Louisville.	1815	Lexington's wartime economic boom collapses.
James Monroe elected President.	1816	
	1818	State assembly charters forty-six banks.
Panic of 1819 hits.	1819	
Missouri Compromise passes U.S. Congress.	1820	State population reaches 564,317. State assembly passes replevin law to aid debtors.

Santa Fe trail opens.	1821	
Monroe Doctrine proclaimed.	1823	
	1824	State assembly abolishes Court of Appeals because is refused to uphold replevin law.
John Quincy Adams elected President by House of Representatives.	1825	
Andrew Jackson elected President.	1828	
	1830	State population reaches 687,917.
	1831	Lucie and Thornton Blackburn flee from Louisville.

PIONEER DAYS	THE STRUGGLE FOR INDEPENDENCE	FOUNDING OF THE COMMONWEALTH
<p>Key Dates & Events 1750-Thomas Walker in Kentucky 1774-Harrodsburg 1775-Boonesborough KY purchase by Transylvania Land Co. First women in KY at Boonesborough 1776-KY becomes a county 1776-Declaration of Independence 1776-First schools in Kentucky</p> <p>Early Battles- Repeated raids by indians Kaskaskia, Cahokia and Vincennes-1779 Siege of Boonesborough -1778 Estill's defeat- 1781 Bryan's Station-1782 Battle of the Blue Licks-1782 The Revolutionary War- 1775-1781</p>	<p>Key Dates & Events 1782-Peace Treaty signed at Paris 1783-KY becomes a District (Jefferson, Fayette, and Lincoln counties) 1783-District Court at Harrodsburg (Moved to Danville) Development of Stores Lexington's position Transylvania University (begins in Danville and moves to Kentucky) 1784-1792 Conventions for independence 1786-1782 Spanish Conspiracy 1788-US Constitution adopted 1792-KY attains statehood</p>	<p>Key Dates & Events 1792-Lexington the first Capital Issac Shelby the first governor Capital moved to Frankfort 1792-93 Organization of the Government 1794- Wayne's victory at Fallen Timbers 1795-Second Spanish Conspiracy 1798-Alien and Sedition Acts Kentucky Resolutions 1799-Second Constitutional Convention 1806-The great revival 1807-First KY bank 1811--Battle of Tippecanoe 1812-The War of 1812 1817-Independent Banks chartered 1846-1849-The Mexican War</p>
<p>1669-----1782</p> <p>Key Individuals Thomas Walker Christopher Ghist Daniel Boone Simon Kenton Benjamin Logan George Rogers Clark Simon Girty</p> <p>Key Concepts Three routes of migration Pittsburgh to the Ohio River Virginia to Ohio River Cumberland Gap British encouragement of Indian attacks</p>	<p>1782-----1792</p> <p>Key Individuals Judge John Floyd Daniel Broadhead General James Wilkinson John Filson Issac Shelby (King's Mountain)</p> <p>Key Concepts Indian attacks validate need for statehood Kentucky afraid of strong Federal Government Following due process Wilkinson's plot and manipulation Early religious denominations arrive (chapter 8)</p>	<p>1792-----1850</p> <p>Key Individuals Isaac Shelby Anthony Wayne Henry Clay Thomas Jefferson Tecumseh and The Prophet William Henry Harrison Judge James Clark</p> <p>Key Issues Navigation of the Mississippi Indian raids from the North Federalists and Anti-Federalists The great revival Old and New Court Parties</p>

Appendix F

Sample Journal

The following are excerpts from the fictional journal of Ryan Brightwell, a student who took the Kentucky is My Land course.

October 15, 1776

Today I heard mommy and daddy talking about how we were going to move to Fincastle and how there were all kinds of animals such as bears, wolves, panthers, tigers, and wildcats. I know that going to Fincastle is right because our family has been praying for wisdom. We are going to pack all our things except the china and the couch and the rest of the big furniture and go to Fincastle County through the Cumberland Gap. I have heard that the Cumberland Gap is a very beautiful place with lots of trees and flowers. My sister decided to make a bedpost doll and take it with her to Fincastle, Virginia. We could not bring her bed so she decided to chop off the bedpost to make a doll out of it. Mommy is going to be one of the first women in Kentucky.

January 30, 1777

Today we are moving to Fort Boonesborough because mommy and daddy want to live in a secure place. I have heard that the Fort at Boonesborough is a wonderful place to live. It is not very comfortable sleeping at night but I do not care because we are safe from the Indians. I feel very secure because I slept next to General McDonald, and guards are always on alert of any Indians. Sometimes, if I cannot go to sleep at night, I will watch them be on alert.

April 16, 1777

Today momma was outside gardening when suddenly one of the guards got shot with an arrow right in the shoulder. Momma rushed over to the man and saw that it was daddy. She yelled for help but everyone was fleeing toward the fort from Indians. Mamma had to drag daddy to the fort, but we all made it in the fort safely. I looked out of my window and saw about one hundred Indians on horseback and two hundred on foot and they all had war paint on their faces.