



*Fort  
Boonesborough  
State Park*

*Teacher Resource*

# INTRODUCTION

Thank you for scheduling your visit to Fort Boonesborough State Park.

This guide will help in preparing students to achieve a valuable educational experience as a result of their visit. Connections to KDE Core Content for Assessment are indicated on the following pages. The material is directed primarily to fourth grade level, but includes references to sections for fifth grade and also relates to items at the middle school level.

## **CONTENTS:**

Illustration of the fort (front page)

Map and directions to Fort Boonesborough

Guide for Touring with explanations of programs and methods to arouse student interest.

Writing assignment suggestions.

References for post-visit classroom activities.

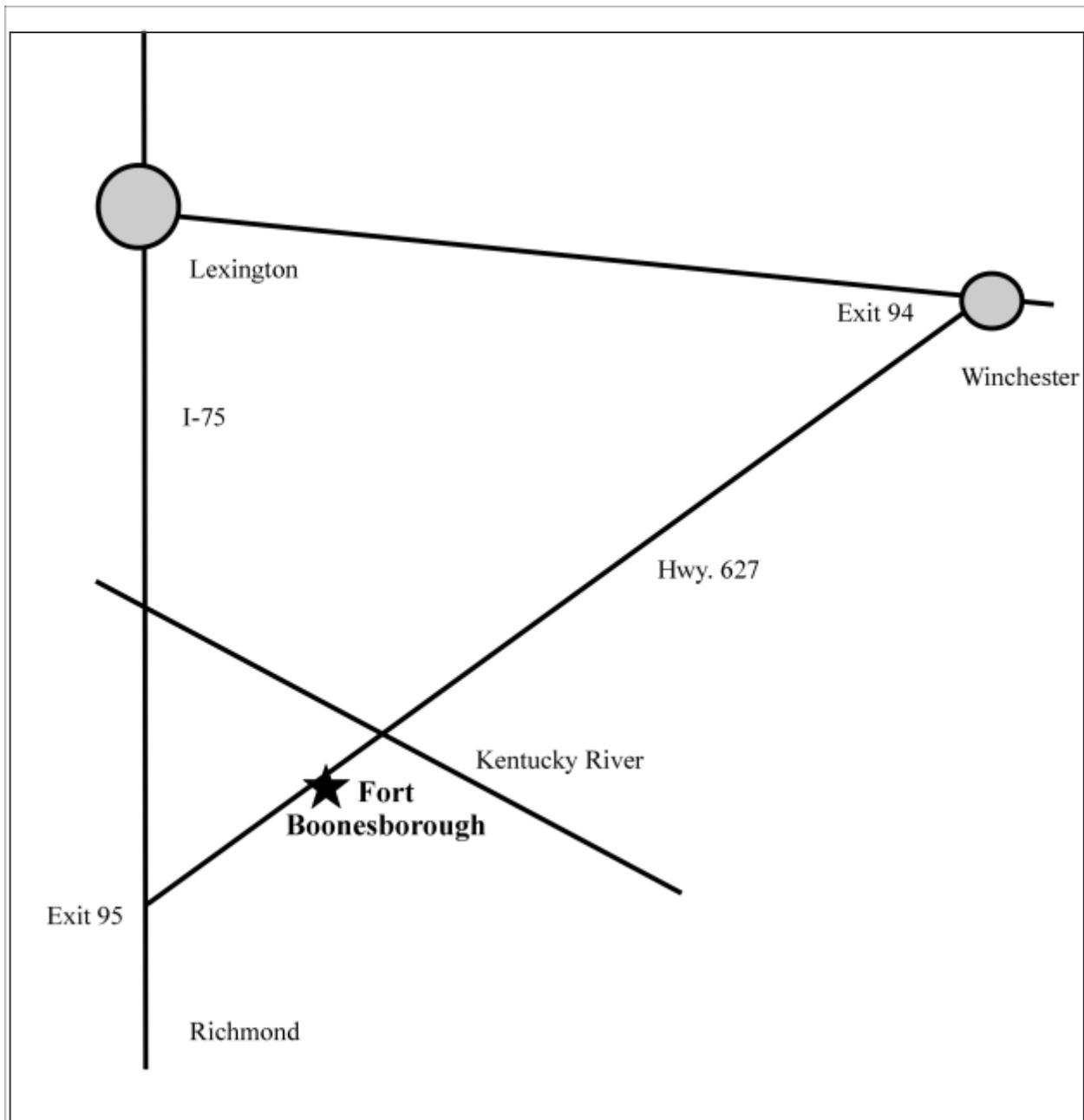
List of Social Studies and other links to KDE core Content for Assessment

Additional Information: 859-527-3131, ext 216 or [ftboone@bellsouth.net](mailto:ftboone@bellsouth.net)

## We're going to Fort Boonesborough!

From I-75, take exit 95 and follow Route 627 north for 5 miles to the Fort entrance on the right. There are numerous signs on I-75 and Hwy. 627 to direct you to the Fort.

From I-64, take exit 94 and follow Route 627 south approximately 10 miles. After crossing the Kentucky River, continue past Hwy. 388 and up the hill on Route 627 for ½ mile to the Fort entrance on the left. There are signs on I-64 and Hwy. 627 to direct you to the Fort.



## **GUIDE FOR TOURING**

### **OVERVIEW:**

After several skirmishes with Native Americans, Daniel Boone and his men reached the Kentucky River on April 1, 1775, and began laying out Kentucky's second settlement. Today Fort Boonesborough has been re-constructed as a working fort complete with cabins, blockhouses, furnishings, and Living History Interpretation.

“Boonesborough: The Story of a Settlement”, is our orientation film. Shown to all visitors in the theater/orientation blockhouse, this film was produced and made possible by East Kentucky Power and Touchstone Energy Cooperatives.

Students will be exposed to various aspects of 18<sup>th</sup> Century frontier culture as they take part in the following:

- Orientation Film
- “Timeline” of Settler's cabins
- Demo of skills
- Living History Interpretations
- 18<sup>th</sup> Century Transylvania Store

### **BEFORE YOUR TRIP:**

By various means, explore students' current knowledge of forts on the Kentucky frontier.

Have primary grade students draw a detailed picture of an early fort.

Use print materials to show forts/frontier cabins.

Discuss lifestyles of various individuals who might be found at the fort - Native Americans, slaves and free blacks, land speculators, surveyors, hunters, settlers, craftsmen, tradesmen, men, women and children. Where did they live? What tools and equipment did they use? What were their “jobs”? What do you think the duties of each family member might have been? How does their daily life compare and/or contrast with your own?

List Comparisons of the following items then and now: shelter, food, power sources, equipment, travel methods, toys, clothing and games.

Assign specific areas of study to be researched by student “teams”, who will report to class in post-tour activities.

Prepare a list of items, persons or activities to be found or defined by interpreters while at the fort. Include items such as:

- 18<sup>th</sup> Century Trading Post-visit
- A “pocket”
- Blacksmithing
- Weaving
- Spinning
- Ash Cakes
- Soapmaking
- Betty Lamp
- Yoke
- Corn Shuck Dolls
- A “traveler”
- Candle dipping
- Fire by flint and steel
- A Longhunter
- Hominy block
- Shaving horse
- Gunsmith
- Gunter's Chain
- Survey Warrant
- Militia Papers

## **WHILE AT THE FORT:**

Do not bring electronic equipment or sports equipment into the fort. Turn off, or make silent, all cell phones.

You can help staff members conduct the program by: Discussing your plans and expectations for the student's visit, and - maintaining class order – so students have an opportunity to participate and learn.

Remind students to be aware of items, persons, and activities from their assigned lists and diagrams for post-tour activities. Have students use notebooks, etc. to record information, definitions, etc. - Ask Questions.

Have someone with your class take photos.

Assign students to groups of 25 with at least 2 adults if possible. In order to receive the best programming it is important to remain in these groups. Interpreters may not interact with small “independent” roaming groups. Students must be supervised at all times.

Teachers and chaperones are responsible for the behavior and actions of students. We reserve the right to ask disruptive students or classes to leave the interpretive area.

## **FORT ETIQUETTE:**

Talk, do not yell!

Leave food, beverages, and gum outside the fort.

Walk, do not run!

Do not bring electronic or sports equipment into the fort.

In order to improve the interpretive experience and create a more accurate learning experience, cell phones should be turned off or on silent ring.

## **AFTER YOUR TRIP:**

Identify, discuss, sketch, and write about “The Real Things” seen at the fort that correspond to and enhance information in your texts.

Have “Teams” give reports to the class.

Compare lists of items, persons, and activities to see who found which information. Have students sketch some items from memory.

Compare finding: note that in the recording of information there are differences in what is seen and recorded. Point out that this is how history is recorded and why our perception and interpretation of history changes. That is why there are conflicting accounts in history.

Give writing assignments based on your visit to the fort. Writing about objects, images, ideas, and people encountered in tours and exhibits can help channel learning.

The Kentucky Writing Program has identified the following purposes for student writing: To learn, To demonstrate learning, and For real purposes/audiences.

### **To Learn:**

Have primary students create Word and Picture Logs to identify and explain objects. Have students keep Observation Logs to compare aspects of frontier life to their lives today.

Have students use Double Entry Journals to record information about frontier life and their own feelings.

**To Demonstrate Learning:**

Have students, as early settlers, write “letters” back to friends and family still in Virginia, describing the journey to Boonesborough, frontier life, and advising them about coming to Kentucky.

For Real Purposes/Audiences:

Have students write letters to their principal, explaining how the trip provided learning they might not have received in the classroom.

Have students create poster exhibits of their visit to share with other classes, arranging photos and writing captions.

Middle school students can write reviews of their visit and send them to the fort as input for future planning.

Have students write letters about their visit to the Park Manager, or to the Kentucky Department of Parks.

Rob Minerich, Park Manager  
Fort Boonesborough State Park  
4375 Boonesborough Road  
Richmond, KY 40475

Elaine Walker, Commissioner  
Kentucky Department of Parks  
500 Mero Street  
Frankfort, KY 40601-1974

Other possibilities may include: Personal narratives, poems, short stories, articles for school newspapers, etc.

**RESOURCES:** See next page

## **RESOURCES:**

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

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

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

## **BOOKS FOR TEACHERS:**

### Basic Reference:

Harrison, Lowell H., and James C. Klotter, *A New History of Kentucky*. Lexington 1997.

Kleber, John E. ed. *The Kentucky Encyclopedia*. Lexington, 1992

Lucas, Marion B. *A History of Blacks in Kentucky: From Slavery to Segregation 1760-1891*. Frankfort, 1992

Potter, Eugenia. *Kentucky Women: Two Centuries of Indomitable Spirit and Vision*. Louisville 1997

Ulack, Richard, ed. *Atlas of Kentucky*. Lexington, 1998

### **Primary Sources:**

Clark, Thomas D. *Historic Maps of Kentucky*. Lexington, 1979

Kentucky Department of Libraries and Archives. *Guide to Kentucky Archival and Manuscript Collections*. Frankfort, 1988.

Kentucky Oral History Commission. *The Guide to Kentucky Oral History Collections*. Frankfort, 1991

Schmidt, Martin, compiler. *Kentucky Illustrated: The First Hundred Years*. Lexington, 1992.

## **Frontier Kentucky:**

Belue, Ted Franklin. *The Longhunt, Life of Daniel Boone, The Hunters of Kentucky*

Brown, Meredith Mason. *Frontiersman – Daniel Boone and the Making of America.*

Clark, Dr. Thomas D. *A History of Kentucky.* The Jesse Stuart Foundation 1988.

Eslinger, Dr. Ellen, ed. *Running Mad for Kentucky*

Faragher, John Mack, *Daniel Boone.* Holt and Co., New York 1992

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

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

Hammon, Neal O. *My Father Daniel Boone, Virginia's Western War*

Kentucky Historical Society. *Building a Society: Kentucky Life from Settlement to Statehood.* A Collection of content outlines, primary resources, and activity plans to use in the classroom and the museum.

Payne, Dale. *Frontier Memories II Rev. John Dabney Shane Interviews as Taken from the Draper Manuscripts.* Fayetteville, WV 2007.

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

Rice, Otis. *Frontier Kentucky.* Lexington 1975

## **18<sup>th</sup> Century Writings**

Draper, Lymon, Ed. *The Draper Manuscripts, University of Wisconsin.* *Now available online at <https://familysearch.org/blog/en/draper-manuscript-collection-online/>*

Gist, Christopher. *Christopher Gist Journals. 1775-1758*

Henderson, Richard. *Richard Henderson Journals. 1772-1775*

Filson, John. *The Discovery and Present State of Kentucky.* 1793

Trabue, Daniel, *Westward into Kentucky's*

Walker, Dr. Thomas. *Journal in the Spring of the Year 1750*

## **RESOURCES** (continued)

### Video

“Boonesborough: The Story of a Settlement:”. East Kentucky Power, Touchstone Energy Cooperatives. Available at the Fort Boonesborough Transylvania Store.

“Wilderness Road”. KET Production

“Always a River.” KET Production

“Daniel Boone”. A & E Network Production, “Biography” Series.

“The 1778 Siege of Fort Boonesborough”. Graphic Enterprises [www.graphicenterprises.net](http://www.graphicenterprises.net)  
Available at the Fort Boonesborough Transylvania Store.

# INTERMEDIATE SOCIAL STUDY LINKS

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ACADEMIC SUBJECT	CORE CONTENT FOR ASSESSMENT	APPLICABLE ITEMS EXHIBITS, TOPICS
HISTORICAL PERSPECTIVE	<b>SS-04-5.1.1 (see also SS-05-5.1.1)</b>	Print material, painting, maps, artifacts and Living History Interpretation.
	Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to describe significant events in the history of Kentucky and interpret different perspectives.	Time Line of Events.
	<b>SS-04-5.2.2 (see also SS-05-5.2.2)</b>	European settlers, Native Americans, African Americans, Longhunters, political and religious diversity of early settlers. Opportunity for isolation/segregation.
	Students will identify and compare the cultures of diverse groups and explain why people explored and settled in Kentucky.	
	<b>SS-04-5.2.3 (see also SS-05-5.2.3)</b>	Post Riders/modern mail system Flintlocks/modern firearms Foot travel, horseback, wagon, canoe, flatboat/cars trains, aircraft

# INTERMEDIATE SOCIAL STUDY LINKS

<b>ACADEMIC SUBJECT</b>	<b>CORE CONTENT FOR ASSESSMENT</b>	<b>APPLICABLE ITEMS EXHIBITS, TOPICS</b>
GEOGRAPHY	<p>SS-04-4.1.1</p> <p>Students will use geographic tools (e.g., maps, charts, graphs) to identify and describe natural resources and other physical characteristics (e.g., major landforms, major bodies of water, weather, climate, roads, bridges) in regions of Kentucky and the United States.</p>	<p>Waterways, rivers, etc. mountains, gaps, (i.e. Cumberland Gap) travel, trade routes, Native American “Warriors' Path”, Ky. River palisades, river crossing.</p>
HUMAN-ENVIRONMENT INTERACTION	<p>SS-04-4.4.1</p> <p>Students will explain and give examples of how people adapted to/modified the physical environment (e.g., natural resources, physical geography, natural disasters) to meet their needs during the history of Kentucky and explain its impact on the environment today.</p>	<p>Land clearing with tools, animals; fire; change from “wild” to agricultural land.</p>
	<p>SS-04-4.4.2</p> <p>Students will describe how the physical environment (e.g., mountains as barriers for protection, rivers as barriers of transportation) both promoted and restricted human activities during the early settlement of Kentucky.</p>	<p>Expansion and exploration limited and directed by terrain &amp; resources. Waterways, rivers, etc. mountains, gaps (i.e. Cumberland Gap) travel, trade routes, Native American “Warriors' Path” Ky. River palisades, river crossing.</p>

# INTERMEDIATE ARTS AND HUMANITIES LINKS

ACADEMIC SUBJECT	CORE CONTENT FOR ASSESSMENT	APPLICABLE ITEMS EXHIBITS, TOPICS
CULTURE AND SOCIETY	<p><b>SS-04-2.1.1 (also see SS-05-2.1.1)</b></p> <p>Students will identify early cultures (Native American, Appalachian, pioneers) in Kentucky and explain their similarities and differences.</p> <p><b>SS-04-2.3.1 (also see SS-05-2.3.1)</b></p> <p>Students will describe various forms of interactions (compromise, cooperation, conflict) that occurred during the early settlement of Kentucky between diverse groups (Native Americans, earlysettlers).</p>	<p>All areas and exhibits.</p> <p>Settlers, hunters, land speculators, surveyors, Native Americans.</p> <p>Frontier warfare, militia defense, British, French, Spanish, Native American alliances. Fur trade with Native Americans, use of Native interpreters/guides</p>
ECONOMICS	<p><b>SS-04-3.1.1 (also see SS-05-3.1.1)</b></p> <p>Students will describe scarcity and explain how scarcity requires people in Kentucky to make economic choices (e.g., use of productive resources - natural, human, capital) and incur opportunity costs.</p>	<p>Limited kind and quantity of goods available. Substitution of wild natural plant and animal fibers for cultivated and domesticated sources.</p>
MARKETS	<p><b>SS-04-3.3.1(also see SS-05-3.3.1)</b></p> <p>Students will give examples of markets; explain how they function and how the prices of goods and services are determined by supply and demand</p>	<p>Little or no cash promotes self sufficiency in production of clothing, furniture, and other materialgoods. Transylvania Store, Deer skin trade,products derived from wild plants and animals. Many goods and services not available.</p>

# INTERMEDIATE ARTS AND HUMANITIES

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<b>ACADEMIC SUBJECT</b>	<b>CORE CONTENT FOR ASSESSMENT</b>	<b>APPLICABLE ITEMS, EXHIBITS, TOPICS</b>
VISUAL ARTS	<b>AH-04-1.4.2 (also see AH-05-1.4.2)</b> Students will identify or describe how an artist uses various media and processes.	Artistic form and decoration on utilitarian items on the early frontier.
	Art processes: Three-dimensional - pottery, sculpture, fiber art (e.g., constructing with fiber, weaving, quilting)	Mixture of European and Native American elements in design & function of utilitarian materials.
	Subject matter: (e.g., landscape, portrait, still life)	Recognition of familiar materials and designs in artifacts.
		Form, design and decoration of items used daily – coverlets, powder horns, ironwork, woodenware, etc.
DRAMA	<b>AH-04-1.3.1 (also see AH-05-1.3.1)</b>	
	Students will identify or describe elements of drama in dramatic works.	First person interpretations
	Elements of drama:	Question and answer of interpreters
	Literary elements – Script, Story line (plot), Character, Story organization (beginning, middle, end), Setting, Dialogue, Monologue, Conflict	18th century clothing, artifacts, character portrayal, bits of 18th century speech, use of unfamiliar words or lack of familiar words
	Other elements – scenery, clothing, vocal expression, speaking style, gestures, facial expression, movement	