

## **Course Syllabus: Kentucky Youth Assembly; An Exploration of History, Politics, and Self-Government**

What follows is a course syllabus for a ½ credit course at the middle or high school level. It is divided into Modules, Units, and Lessons. Individual lessons can also be utilized by Student Y advisor and/or officers as activities to enrich Student Y meetings while preparing for the Kentucky Youth Assembly.

This syllabus presupposes that fundamental curriculum should conclude at about week 12, with the final six-weeks grading period interlocking with the actual attendance at KYA in various ways depending on which conference a particular school attends.

### **FIRST MODULE: Constitutional Origins and Historical Overview**

#### UNIT ONE: WHY DO WE HAVE CONSTITUTIONS?

- \*Lesson 1.1: State of Nature vs. Social Contract
- \*Lesson 1.2: Declaration of Independence: Replacing the Sovereign Monarch with the Sovereign “People”
- \*Lesson 1.3: Geography Application: Treaty of Paris (1783); Original 13 Colonies and the Rest of That Land
- \*Lesson 1.4: Federalism: Why Kentucky was 15<sup>th</sup> State instead of a Province of Empire of Virginia

#### UNIT TWO: THE FOUNDING OF THE SOVEREIGN STATE OF KENTUCKY

- \*Lesson 2.1: When Kentucky was the Wild, Wild, West
- \*Lesson 2.2: Geography Application: Cumberland Gap/Wilderness Road: The Settling of Kentucky
- \*Lesson 2.3: The 15<sup>th</sup> State: Kentucky as a Virginia “Mini-me” (Commonwealth; cut and paste constitution)
- \*Lesson 2.4: Political Science Concept: Center and Periphery (Kentucky Hinterland vs. Virginia Coast)

#### UNIT THREE: WHEN STATES CLASH WITH THE FEDERAL GOVERNMENT

- \*Lesson 3.1: Jefferson vs. Hamilton (10<sup>th</sup> Amendment vs. Elastic Clause)
- \*Lesson 3.2: Federal “Overreach”: The Alien and Sedition Acts and the Response of States
- \*Lesson 3.3: PRIMARY SOURCE: The KENTUCKY & Virginia Resolutions (The inherent tension in Federalism)
- \*Lesson 3.4: In the Meantime: The Early Settlement and Growth of Kentucky (German/Scots-Irish influx)

#### UNIT FOUR: KENTUCKY STRETCHES FROM APPALACHIA TO THE MISSISSIPPI

- \*Lesson 4.1: Formation of Kentucky Counties (SO....MANY....COUNTIES.....)
- \*Lesson 4.2: Geography Application: The Jackson Purchase
- \*Lesson 4.3: Resolving the “Indian Problem”: The Trail of Tears through Kentucky

### UNIT FIVE: KENTUCKY IN THE CIVIL WAR

- \*Lesson 5.1: King Cotton and Prince Tobacco
- \*Lesson 5.2: The Nature of Slavery in Kentucky
- \*Lesson 5.3: North, South, West, Midwest, Confederate, Union: What was (is) Kentucky?
- \*Lesson 5.4: Map/Primary Source: KY in Civil War; Lincoln: "To lose Kentucky is to lose the whole game"

### UNIT SIX: KENTUCKY SINCE THE CIVIL WAR

- \*Lesson 6.1: Into a New Century
- \*Lesson 6.2: Two World Wars
- \*Lesson 6.3: Cold War and Civil Rights

## **SECOND MODULE: MY OLD KENTUCKY HOME**

### UNIT SEVEN: BLUEGRASS INFRASTRUCTURE (The HEART of the UNITED STATES)

- \*Lesson 7.1: The Ohio River (How it Rises and Falls): *River Communities in the Commonwealth*
- \*Lesson 7.2: Railroads: L&N and in between
- \*Lesson 7.3: Air Hub: UPS in Louisville/Amazon in Newport
- \*Lesson 7.4: Geography Application: Kentucky in the National Infrastructure (all of the above)

### UNIT EIGHT: THE URBAN/RURAL ~~SPLIT~~ DUALITY

- \*Lesson 8.1: Agricultural, Industrial, and Service Aspects of Kentucky
- \*Lesson 8.2: Regions of KY (West, Metro, Central, North, East) overlay with other regional breakdowns
- \*Lesson 8.3 My Old Kentucky County (county specific investigation)
  - Which region am I? (Cultural/Economic/Geographic Features)
  - County Statistical Overview/Map(?)
  - My County Then and Now: Creation, History, Economics, Population, etc.
  - My County/Region Looking Forward: Bill-writing for KYA

***UNIT NINE falls about the first half of October; this is a good time for teachers/Student Y advisors to schedule bill-writing/debate workshops with their KYMCA Region Staff member!***

### **MODULE THREE: “Democracy Must Be Learned By Each Generation”**

#### *UNIT NINE: KYA: Kentucky Youth Advocates*

- \*Lesson 9.1: Identify Top 5 (10?) Issues in Your Community/County/Commonwealth
- \*Lesson 9.2: Guest Speaker (?): County Specific possibility (maybe a Bill-Writing Workshop with Y Staff)
- \*Lesson 9.3: Issue Focus Groups/Bill Sponsor Teams
- \*Lesson 9.4: Nominations for Candidates for Presiding Officer

#### *UNIT TEN: LET'S TAKE THAT BILL TO KYA*

- \*Lesson 10.1: Hear and Hone Your Bills
- \*Lesson 10.2: I LOVE THE NOISE OF DEMOCRACY: Vote on/Select your bill(s) for KYA
- \*Lesson 10.3: Hear and Hone the final selections
- \*Lesson 10.3: Speeches and Vote on Candidate for Presiding Officer

#### *UNIT ELEVEN: KYA CULTURE*

- \*Lesson 11.1: Y-Songs and Games
- \*Lesson 11.2: Creating a cheer/school chant
- \*Lesson 11.3: Dress Code Fashion Show

#### *UNIT TWELVE: GETTING A JUMP ON THE COMPETITION*

- \*Lesson 12.1: Utilize Online Bill Book
- \*Lesson 12.2: Identify Committee and Chamber
- \*Lesson 12.3: Share Pro/Con Speeches/Technical Questions on Select Bills
- \*Lesson 12.3: Practice Ranking Bills
- \*Lesson 12.4: Mock/Practice Debate with other schools in district going to KYA

**Weeks 13-18 will coincide with actual attendance at KYA. Some schools will have an opportunity to come back from KYA and reflect on the experience. Some students will literally leave KYA and then be on winter break and never meet in their KYA class again. Lots of room here for thinking about how to blend/merge this KYA “class” with the school’s Student Y proper.**