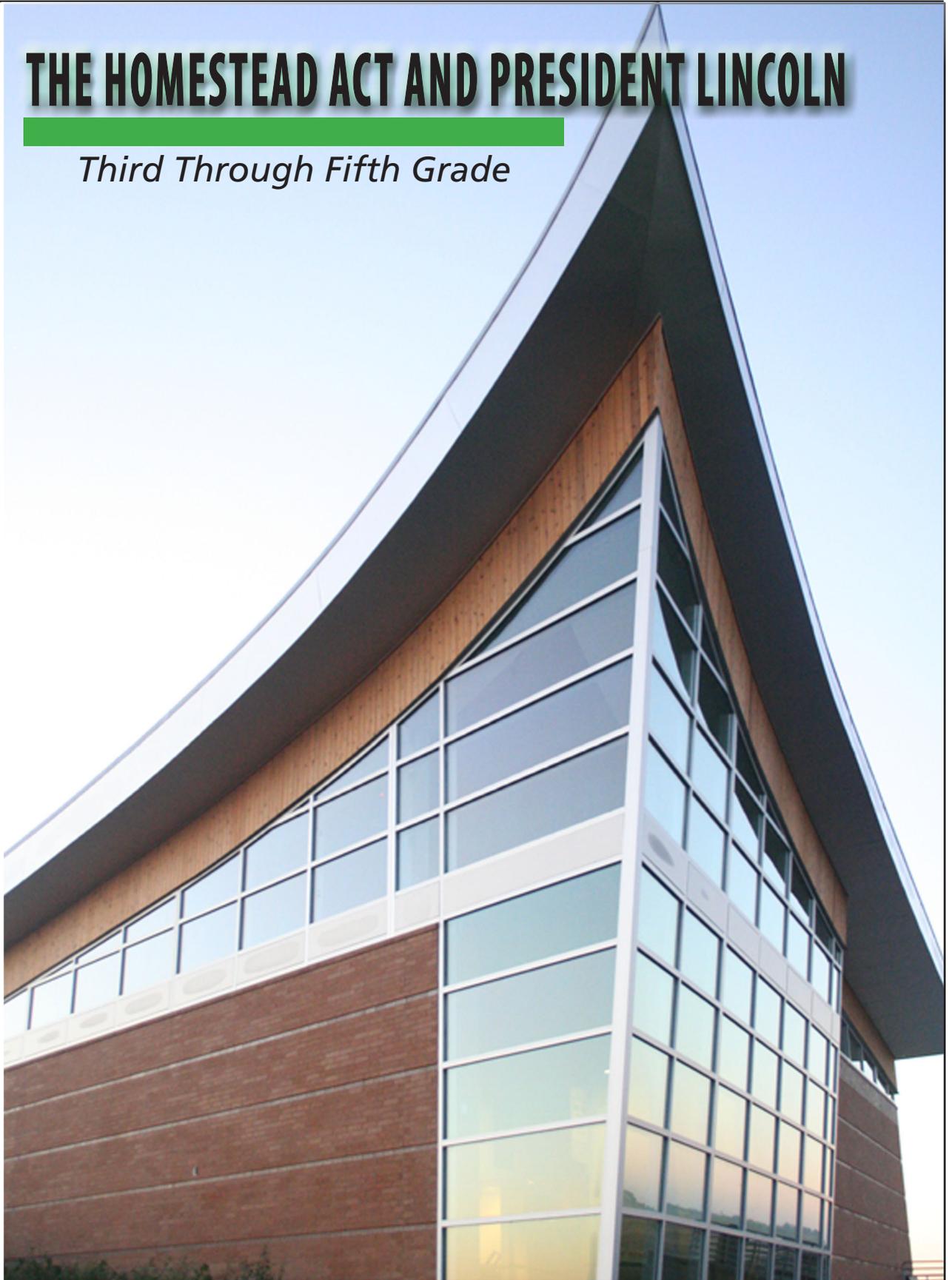


**Free Land was the Cry!**

# THE HOMESTEAD ACT AND PRESIDENT LINCOLN

*Third Through Fifth Grade*



**Homestead**

National Park Service  
U.S. Department of the Interior

Homestead National Monument  
of America, Nebraska



# ACKNOWLEDGEMENTS

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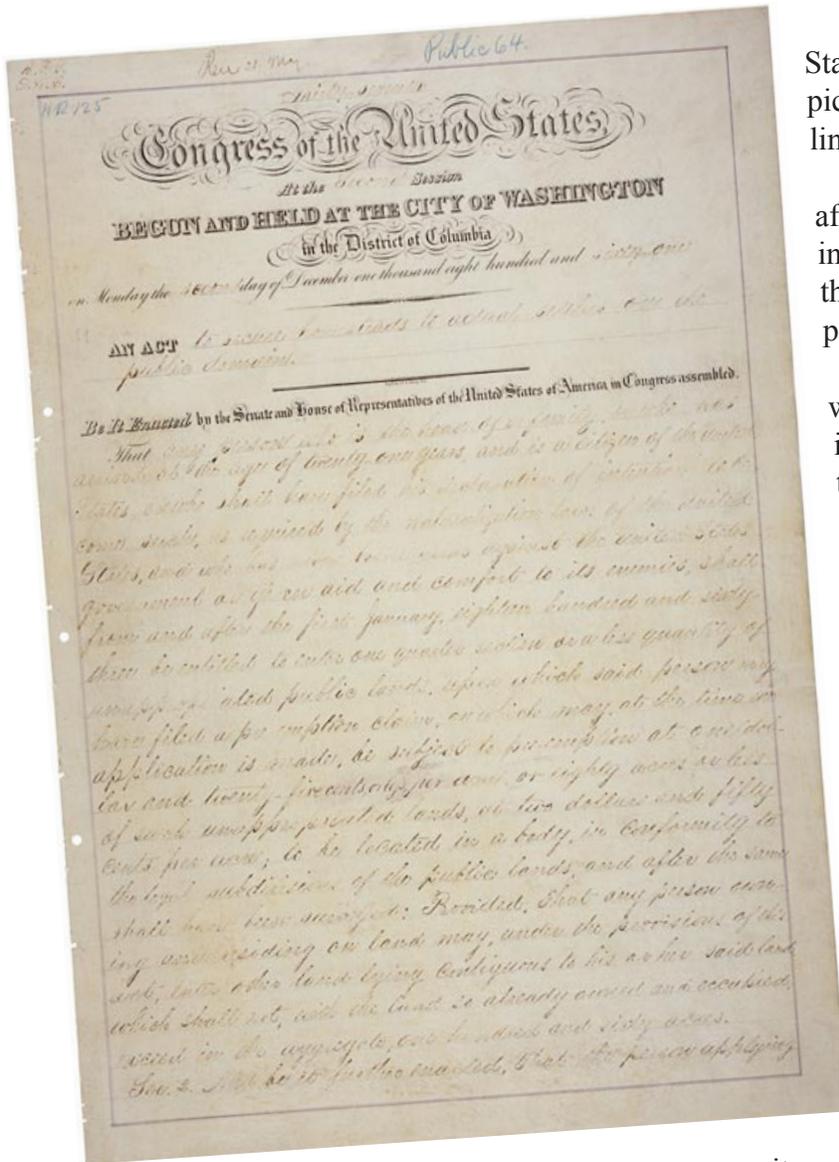
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*Some of the ideas in this lesson may have been adapted from earlier, unacknowledged sources without our knowledge. If the reader believes this to be the case, please let us know, and appropriate corrections will be made. Thank you.*

# PROGRAM DESCRIPTION



The Homestead Act of 1862 gave 160 acres of land away to individuals who met certain requirements. In order to file a claim, an individual had to be at least 21 years of age and be the head of household. This law allowed women to file claims and own land. The act also required a person to be a citizen of the United States or declare intention to gain citizenship. This allowed many European immigrants, African-Americans and others to stake claims as well. Many railroads and western towns sent representatives to European countries to entice people to move to the United

States. These representatives showed pictures of beautiful towns with tree-lined streets and rich soil for farming.

The applicant of a claim had to file an affidavit with the local land office stating they met the conditions required by the law. At this time, the claimant would pay a fee of \$12 for filing the paperwork.

Once the filing was complete, there were additional requirements to meet in order to receive the patent and title to the land. A person had to build a home, live on the land, make the land his/her permanent residence, and work the land for a period of 5 years.

Many people who came to claim land paid for the services of a locator. This person would assist them in finding an unclaimed tract of land. Many locators showed individuals land near their own claim in order to “settle” the country and have neighbors nearby.

After living on the land, building a home, and farming the land for 5 years, it was time to “prove up.” This simply required the homesteader to find two individuals who would serve as witnesses. These

witnesses had to state they had known the homesteader for 5 years, knew the claimant had tilled the land and grown crops. With witnesses in tow, a claimant would proceed to the land office to “prove up,” paying another small filing fee of \$6 and having both witnesses sign the final documents. Afterwards, the claimant would receive a final certificate or patent to the land, having met all the conditions.

# CURRICULUM OBJECTIVES

- Students will understand the steps of "Proving Up" and apply it to the Homestead Act by designing a "Proving Up" poster.
- Students will interpret and organize data based upon the reading "Homestead Act 1862."
- Students will familiarize themselves with the events in Abraham Lincoln's life.

# NATIONAL STANDARDS

## NSS-USH.K-4.1 LIVING AND WORKING TOGETHER IN FAMILIES AND COMMUNITIES, NOW AND LONG AGO

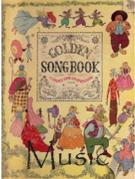
- Understands family life now and in the past, and family life in various places long ago.
- Understands the history of the local community and how communities in North America varied long ago.

## NSS-USH.K-4.2 THE HISTORY OF STUDENTS' OWN STATE OR REGION

- Understands the people, events, problems, and ideas that were significant in creating the history of their state.

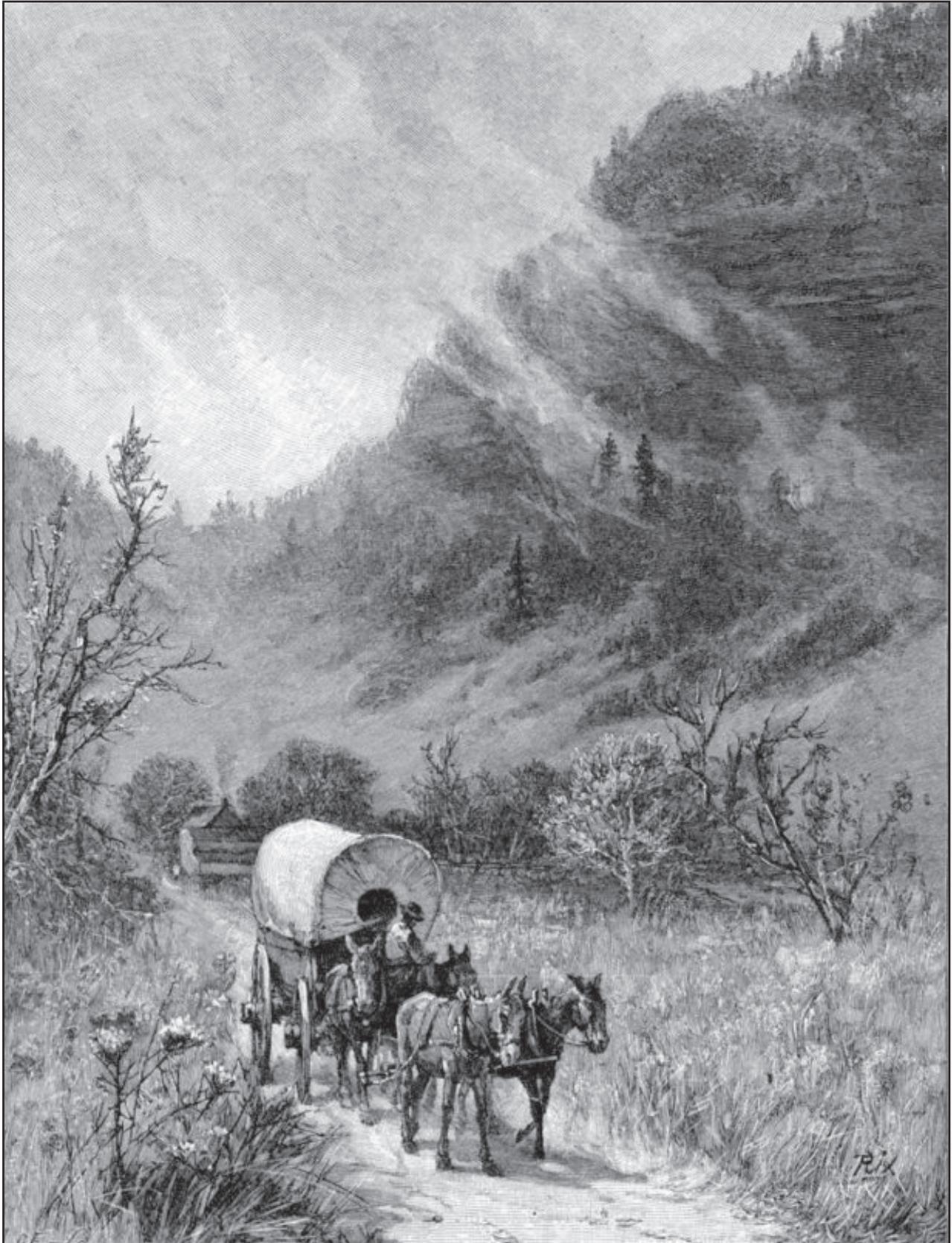
## NSS-USH.5-12.4 ERA 4: EXPANSION AND REFORM (1801-1861)

- Understands United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and American Indians.
- Understands how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.
- Understands the extension, restriction, and reorganization of political democracy after 1800.
- Understands the sources and character of cultural, religious, and social reform movements in the antebellum period.

<b>SPECIAL ICONS</b>		<i>Enrichment Activities</i>				
	Homestead Handout		Math	Did you know?	MUSIC	Language Arts
	Indicates a reproducible handout is included	Indicates advanced lessons	Indicates an additional math lesson	Indicates a little known fact about the subject	Indicates an additional music or art activity	Indicates an additional language arts lesson

**Pre-Visit  
Activity #1  
(suggested)**

# GETTING TO KNOW THE HOMESTEAD ACT



# GETTING TO KNOW THE HOMESTEAD ACT

## Pre-Visit Activity #1 (suggested)

This activity introduces the Homestead Act of 1862 to students. Teachers should make copies of the reading located in the Additional Resources section titled "The Homestead Act 1862." This is a general introduction which encompasses President Lincoln's goals for the Homestead Act along with possible strengths and weaknesses of the Homestead Act.



Teachers may use additional information and the teacher's key gives possible answers based upon the material. Students should be encouraged to add additional answers that are appropriate to the topic.

3rd Grade: The reading should be read aloud and guided discussion should follow each paragraph to ensure comprehension of the material. Divide the class into pairs. Give each student a graphic organizer available in the Additional Resources section. The groups will interpret the reading and discuss in class. Have students organize the data into the following segments: Goals of Homestead Act, Strengths of Homestead Act, Weaknesses of Homestead Act. After a reasonable amount of time, the teacher will bring everyone back together and possible answers should be shared.

4th & 5th Grades: The reading could be read as a class or individually. Graphic organizers could be completed with a partner or individually. Students may also create their own speech that would present the Homestead Act from their point of view. Students may share them with the entire class.

Possible questions to use with the reading:

- What year was the Homestead Act signed and what year did it take effect?
- Explain the main purpose of the Homestead Act.
- What were the goals of the Homestead Act?
- President Lincoln came from a poor family, how would the Homestead Act have helped his family?
- Explain the strengths and weaknesses of the Homestead Act.
- Would you have gone west for free land? Why or Why not?

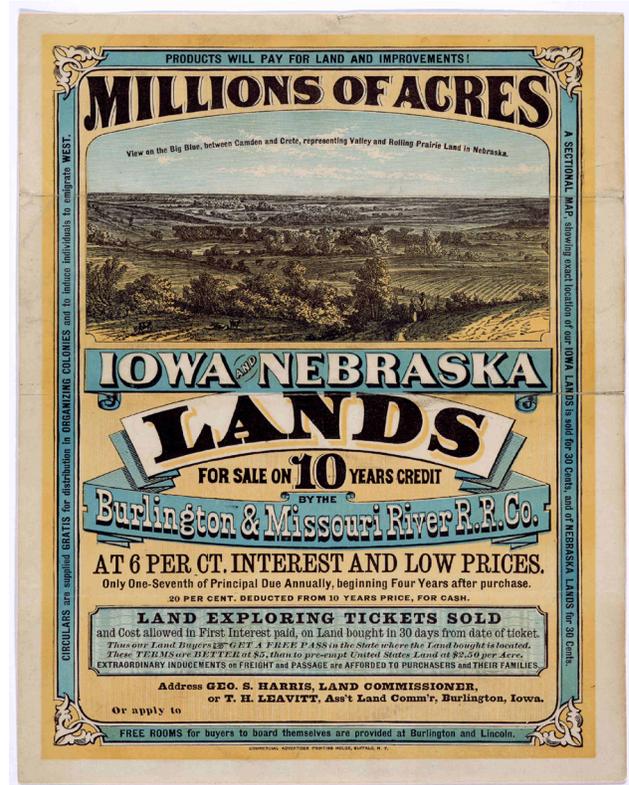
## Pre-Visit Activity #2 (suggested)

# PROVING UP!

Teachers will make copies of the "Proving Up!" reading and distribute them to students. This may be read as a group or individually.

## Critical Thinking

- Could an American Indian submit a claim for land? Why or why not?
- What were the requirements in order to claim your own homestead under the terms of the Homestead Act?
- What does "head of the household" mean?
- If the father of the family dies, why would the mother be considered "head of the household?"
- Why couldn't Confederate soldiers make a claim for land?
- Why would Union soldiers be allowed to deduct their service time from the five-year residency plan?
- Did the Homestead Act impose any restrictions upon immigrants who came to America to file land claims?
- Do you feel that the Homestead Act was progressive for the times? Why or Why not?



## Activity

- Students will be given an 11 x 17 piece of white construction paper.
- They will create a Proving Up document advertising the steps that homesteaders must take in order to claim land.
- The poster must have a title.
- Posters must be colored and printed.
- It must have 3 sections: Requirements, Proving Up, and Exceptions.

# GETTING TO KNOW ABRAHAM LINCOLN

Review the short biography on Abraham Lincoln located in the Additional Resources. Discuss the biography as a group. Discuss the dates, noting the progression. Then using the 13 dates below, have students cut out the rectangles and order the dates correctly. Have a friend check the order, and then glue the rectangles on Abraham Lincoln's top hat in the Additional Resources.

**February 12, 1809**  
Abraham Lincoln was born

**August 4, 1834**  
Elected to the Illinois General Assembly

**November 6, 1860**  
Elected the 16th President of the United States

**April 12, 1861**  
The Civil War begins

**May 15, 1862**  
Signs the Department of Agriculture Act

**May 20, 1862**  
Signs the Homestead Act

**July 1, 1862**  
Signs the Pacific Railway Act

**July 2, 1862**  
Signs Morrill Act creating the land grant college system

**January 1, 1863**  
Issued the Emancipation Proclamation freeing all slaves

**June 8, 1864**  
Re-elected for a second term as President

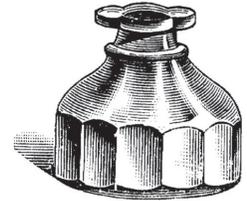
**April 9, 1865**  
The Civil War ends

**April 15, 1865**  
Lincoln dies after being shot the night before by John Wilkes Booth

**December 6, 1865**  
Thirteenth Amendment to the Constitution is ratified abolishing slavery

## Pre-Visit Activity #3 (suggested)

### *Enrichment Activities*



If you finish early; use the "Lincoln Head" found in the Homestead Handouts and organize the sentences in paragraph form. Remember not to begin each sentence the same way, and you may add descriptive words to make your report more interesting!

## Pre-Visit Activity #4 (suggested)

# ABRAHAM LINCOLN VOCABULARY

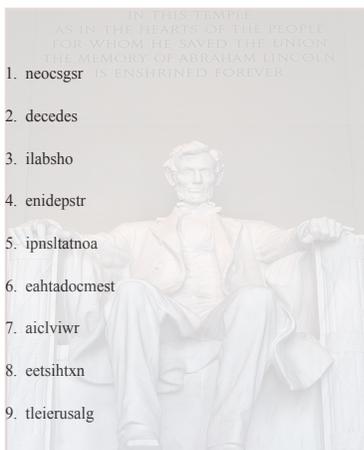
During Lincoln's presidency, the Southern States seceded (left) from the union because Lincoln and the Northern States wanted to abolish (do away with) slavery. Six weeks after Lincoln became president, the Civil War started. In this war the Northern states (which stayed in the Union) fought the Southern states (called Confederacy). The Civil War lasted from 1861-1865.

Lincoln made many speeches and decisions during the Civil War. This terrible war divided our country. Many lives were lost, and sometimes relatives in southern states fought relatives in Northern States! However, Lincoln had the foresight to realize that the war would end, and that the land west of the Mississippi was vastly unsettled. He himself came from parents of limited (poor) means. So, he signed the Homestead Act in 1862. This act would give anyone 160 acres of public land west of the Mississippi River. The Act brought thousands west of the Mississippi to become "homesteaders."

Another important piece of legislation was the Emancipation Proclamation. This was signed in 1863. When Abe issued this proclamation it eventually led to the freeing of all slaves in the United States! This happened right in the middle of the Civil War. Slaves in the Southern States were free to leave their work on the plantations. This crippled the South even more, because there were fewer workers to plant and harvest the crops during the war. Many slaves ran North during this dangerous time.

The Gettysburg Address was also a short speech given in 1863. This famous speech stated that a country must be dedicated to human freedom in order to survive. The war finally ended on April 9, 1865 when General Robert E. Lee (from the confederacy) surrendered to General Ulysses S. Grant (from the Union).

Lincoln was shot on April 14, 1865 by John Wilkes Booth. Lincoln had been attending a play at Ford's Theater in Washington D.C.. Lincoln died the next morning. He was the first U.S. president to be assassinated.

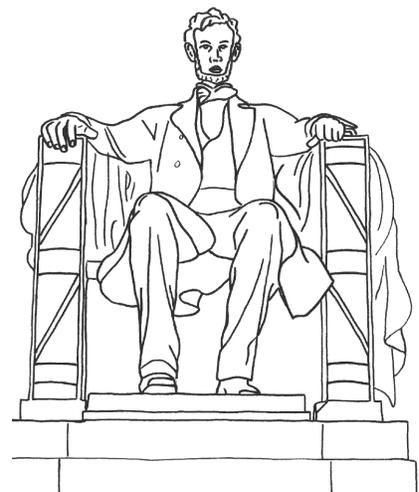


Have students unscramble the vocabulary words learned in this reading.

The worksheet is located in the Homestead Handout section and is titled Abraham Lincoln Vocabulary Word Scramble.

**Fast Finishers:** If students finish early, have them check the spelling of their words. On another sheet of paper alphabetize the words on the Abraham Lincoln Vocabulary Word Scramble.

You may color the Lincoln Memorial sheet as well.



# LEARNING ABOUT DOCUMENTS

## Pre-Visit Activity #5 (suggested)

Use the Written Document Analysis Worksheet in the Additional Resources section to learn more about the proof filed by Daniel Freeman.

RSC

PROOF REQUIRED UNDER HOMESTEAD ACTS MAY 20, 1862, AND JUNE 21, 1866.

WE, *Joseph Graff & Samuel Kilpatrick* do solemnly *swear*  
that we have known *Daniel Freeman* for *over five* years last past; that he  
is *the head of a family* consisting of *wife* and *two*  
*children* and is — a citizen of the United States; that he is an inhabitant  
of the *SE 1/4 NW 1/4 NE 1/4 and SW 1/4 NE 1/4* of section No. *26* in  
Township No. *4 N* of Range No. *5 E* and that no other person resided upon the  
said land entitled to the right of Homestead or Pre-emption.

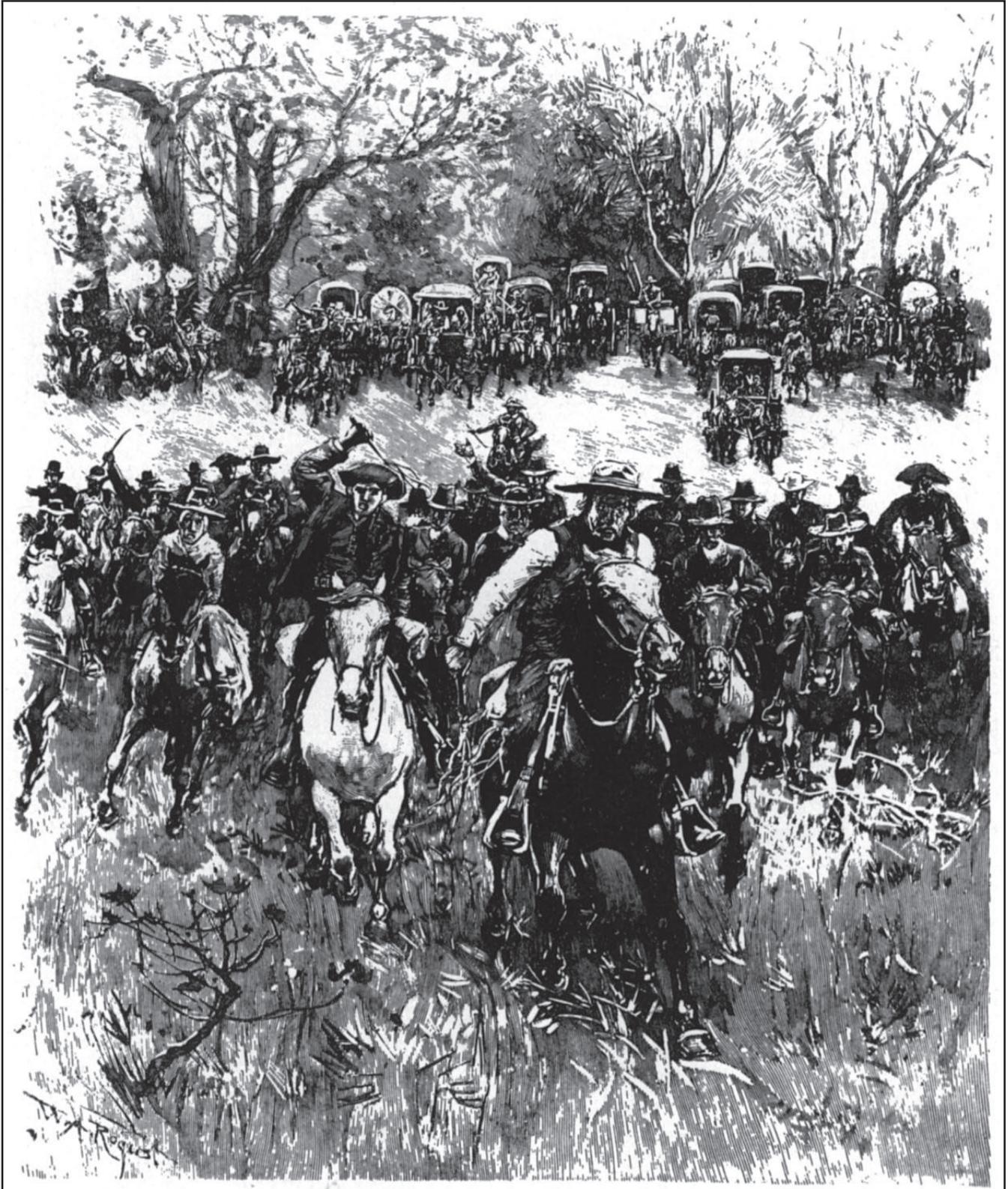
That the said *Daniel Freeman* — entered upon and made settlement  
on said land on the *1<sup>st</sup>* day of *January*, 1863, and has built a house  
thereon *part log & part pane 14 by 20 feet one story, with two doors*  
*100 windows. Shingle roof board floor and is a comfortable home*  
*to live in*

and has lived in the said house and made it his exclusive home from the *1<sup>st</sup>* day of  
*January*, 1863, to the present time, and that he has since said settlement ploughed,  
fenced, and cultivated about *35* — acres of said land, and has made the following improvements  
thereon, to wit: *built a stable, a sheep shed 100 feet long*  
*corn crib, and has 40 apple and about 400*  
*peach trees set out.* *Eight graft*  
*Samuel Kilpatrick*

I, *Henry M. Atkinson* *Register* do hereby certify that the above affidavit was  
taken and subscribed before me this *20<sup>th</sup>* day of *January*, 1863.  
*Henry M. Atkinson*  
*Register*

WE CERTIFY that *Joseph Graff & Samuel Kilpatrick* whose names  
are subscribed to the foregoing affidavit, are persons of respectability.  
*Henry M. Atkinson* , Register.  
*Josh. Carson* , Receiver.

# RANGER-LED EXPERIENCE



# RANGER-LED EXPERIENCE

## Staking Your Homestead Claim

Staking a claim and living on that claim was often challenging for homesteaders. Students will experience staking a claim by hearing about the different types of claims, locating a claim, and explaining why they chose that claim.

Gather students together and explain that they will be

locating a homestead claim on the prairie. Each flag they see represents a homestead claim. Split students into pairs. Explain that students must decide with their partner which flag on the prairie they are going to choose for their homestead claim. Remind them that each colored flag represents something different. However, because most homesteaders paid for the services of a locator, they did not really know what they were getting on their land prior to claiming it. So to simulate that, they won't find out what the colors represent until after everyone has staked their claim.

Next have the students run to stake their claim and gather together again with their partners.

Explain to students the meaning of the different colors on their flags. Each flag has two colors.

The first set of colors represents water and timber on their land.

Blue flags have water and timber.

Yellow flags have water and no timber.

Red flags have no water and no timber.

The second set of colors represent whether or not the land is hilly or flat.

Green flags mean the land is hilly.

White flags mean the land is flat.

Have students decide with their partner what type of shelter (house) they would build on their land and what they would have to do in order to receive title to the land.

Have students explain to the entire group why they chose their particular shelter (house).

Discuss proving up on a homestead and what the Homestead Act required the claimant to do in order to receive title to a homestead claim.

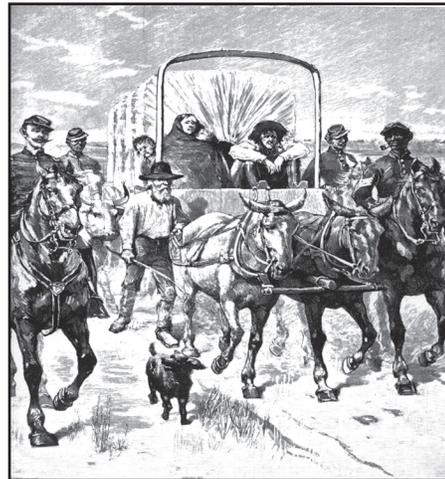
Homesteaders had to have 2 witnesses that knew the claimant for 5 years and could say the claimant had built a home, planted crops or improved the land, and lived on the land for 5 years.

Ask students why these rules existed for homesteaders to prove up on their homestead?

(They were required under the Homestead Act).

Why did a homesteader have to have two witnesses?

(This was the verification aspect of the act. People had to prove they had met the requirements).

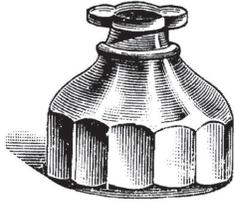


**Homestead National Monument of America is proud to be a pioneer in distance learning technology.**

**Contact the Education Coordinator at (402) 223-3514 to schedule your virtual field trip on the Homestead Act and President Lincoln.**

## Post-Visit Activity #1 (suggested)

### Enrichment Activities



Read another book  
by Barbara Brenner.  
Her books include

*Somebody's Slippers,  
Somebody's Shoes.*

*The Flying Patchwork  
Quilt*

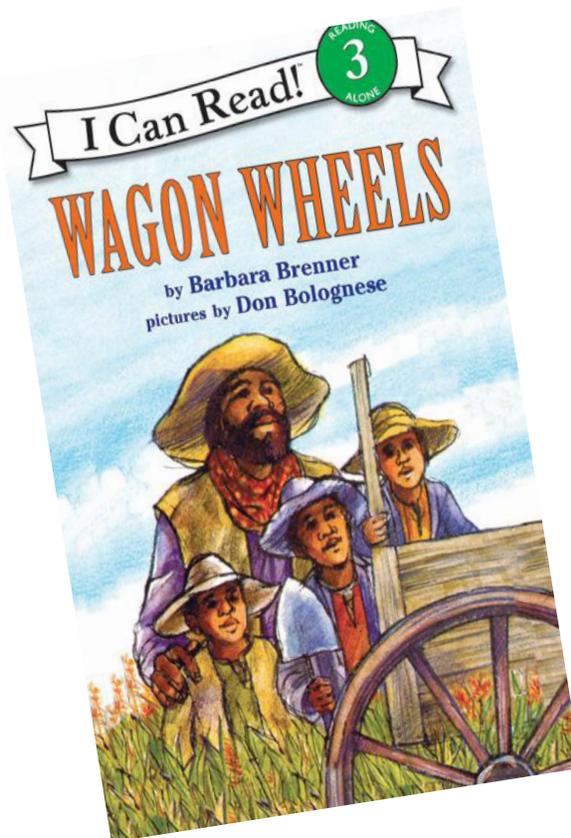
*On the Frontier with Mr.  
Audubon*

*The Tremendous Tree Book*

# WAGON WHEELS

This activity uses the book *Wagon Wheels* by Barbara Brenner. It is a story of a black family emigrating from Kentucky to Nicodemus, Kansas after the Civil War. They had heard about the free land of the Homestead Act. This is an easy book which can be read aloud to the class or they may read it themselves if copies are available.

As you read, discuss the chapters and the dilemmas that the family faced on the Kansas prairie in 1862. Students, working independently or with a partner, should organize their information in the graphic organizer available in the Additional Resources. The answers should be discussed in order to make sure that the students comprehend the story and are applying the concept to the Homestead Act.



Each national park site has its own special story to tell. Homestead National Monument of America's story is about homesteading, but there are other sites to visit which will increase your understanding of the pioneer experience. Former enslaved African Americans left Kentucky in organized colonies at the end of the of post-Civil War Reconstruction period to experience freedom on the free soils of Kansas. Nicodemus represents the involvement of African Americans in the western expansion and settlement of the Great Plains. It is the oldest and only remaining all Black Town west of the Mississippi River. Visit [www.nps.gov/nico](http://www.nps.gov/nico) for more information.

# WAGON WHEELS

Post-Visit  
Activity #1  
(suggested)



# CHARACTER EDUCATION

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## TRUSTWORTHINESS

Students who are trustworthy do what they have said they will do. They are honest and reliable. They only make promises if they know they can keep them and they really plan to keep them. They live using the rules they know about right and wrong.

### 5 Minute Focus

Imagine you are living on a homestead and through a disaster you become the head of the household. You have younger brothers and sisters to care for.

- What will you do?
- How will being a trustworthy person help you and your family?

## ADDITIONAL RESOURCES

---

*Barto Takes the Subway*; Barbara Brenner; New York: Knopf, 1961.

*Beef Stew*; Barbara Brenner and Catherine Siracusa; New York: Knopf, 1965.

*On the Frontier with Mr. Audubon*; Barbara Brenner; New York: Coward, McCann & Geoghegan, 1977.

*Somebody's Slippers, Somebody's Shoes*; Barbara Brenner; New York: W. R. Scott, 1957.

*The Flying Patchwork Quilt*; Barbara Brenner; New York: Knopf, 1965 (illustrated by Fred Brenner)

*The Tremendous Tree Book*; Barbara Brenner, May Garelick, and Fred Brenner; New York: Four Winds Press, 1979.

*Wagon Wheels*; Barbara Brenner; Harper Collins Publishers Inc, 1978, 1993.  
(illustrated by Don Bolognese)

## The Homestead Act of 1862

Imagine yourself as a young person in a place where all the land has been taken. You might want to become a farmer, but there is no land available. Then imagine seeing advertisements for land, some for very little money, some for free!!! You face unknowns. What will this land really be like? Will there be enough rainfall to grow your crops? Will you have neighbors? Who will they be? What about the people who are already on the land?

Abraham Lincoln signed the Homestead Act into law on May 20, 1862. The Homestead Act encouraged Western migration by providing settlers 160 acres of free public land.

The major goal of the Homestead Act of 1862, which took effect on January 1, 1863, was to encourage settlement of the west. If homesteaders built a home and improved the property for five years then they had the chance to a "free title" for that quarter section of land. A second goal was to connect the west to the north politically and economically during the Civil War. Remember the Civil War was still raging and there were no southern representatives in Congress when the bill was passed!

One of President Lincoln's ideas about this act was to provide land to poor people who wanted to farm or find a new life. Lincoln himself grew up poor, his family moved several times in search of land. The Homestead Act, however, wasn't an end to poverty. Why? Few people could afford to build a farm or acquire the necessary tools, seed and livestock. It wasn't as easy as it looked to be a successful farmer. Most of the land had never been plowed, therefore the soil was hard and the grasses tall!!! In addition to these problems some of the land lay in regions that had too little rainfall for ranching or farming. Ranching required four times the amount of land given so if you were going to ranch you had to have money to buy the additional acres for \$1.25 per acre. Remember, the Homestead Act involved ALL the territory west of the Mississippi. Those homesteaders who stayed and became successful, did so because of sheer determination and hard work by the entire family.

President Lincoln also pushed for building a railroad across the country. Why? The railroad would connect the west to the north during the Civil War, which would bring people, soldiers, weapons, livestock and supplies. It would also carry immigrants or homesteaders bound for new land. The railroad was faster and easier than a wagon train. It was also more expensive, which was a problem for many homesteaders.

One other interesting fact about the Homestead Act was that after 6 months of living on the land, homesteaders were given the option to purchase their land right then, for \$1.25 per acre. Most of the land went to cattlemen, miners, lumbermen, and railroads, and speculators. Of some 500 million acres of land dispersed by the General Land Office, between 1862 and 1904, only 80 million acres actually went to homesteaders. However, small farmers did acquire more land under the Homestead Act in the 20th century than in the 19th.

# Homestead Act of 1862

Name \_\_\_\_\_

Goals

Strengths

Weaknesses

# Homestead Act Discussion Questions

## KEY

What year was the Homestead Act signed and what year did it actually take effect?

1862, 1863

Explain the main purpose of the Homestead Act.

It encouraged Western migration by providing settlers 160 acres of free public land.

What were the goals of the Homestead Act?

To encourage settlement of the West and connect the West to the North politically and economically.

President Lincoln came from a poor family, how would the Homestead Act have helped his family?

Poor people could get a 160 acres of land just by living on it and farming it for 5 years.

Explain the strengths and weaknesses of the Homestead Act.

Strengths: More people settled in the west. Small farmers received land for free. A railroad was built which connected the west to the north, the Union side during the Civil War. Railroads were faster transportation than wagon trains. The Homestead Act brought immigrants from other countries.

Weaknesses: Farming took livestock, seeds, and tools. The land had never been plowed and the grasses were tall. Some regions did not have enough rainfall for farming and ranching. Ranching took more than 160 acres. Additional acres cost \$1.25 per acre. The railroad was a more expensive way to travel. More land actually went to businesses than small farmers.

Would you have gone West for the free land? Why or why not?

Personal opinion

# Proving Up!

Where did the thousands of settlers and families who moved west come from? Many came from the East, but many homesteaders came from areas close to their new homesteads.

Getting free land wasn't complicated. It was similar to getting land today in that you started by filling out an application form. Qualifications to homestead were:

- You had to be 21 or head of household.
- You had to be a U.S. citizen or declare intentions to become a citizen.
- You could not have been a Confederate soldier or have borne arms against this country!
- You acknowledged that you did not already own over 320 acres of land within the U.S. or that you had not quit or abandoned other land in the same state or territory.
- You told the government that the land would be for your exclusive use.

Then you paid a \$12 fee and told the land office which quarter section of land you wanted. That was it for the "First" step, but you weren't finished yet!

Next you had to:

- Move on to the land and live on it for five years.
- Farm it and make "improvements" like a house, barn, or fences.

Finally, after five years you had to go back to the land office and "Prove Up."

To "Prove Up":

- Two witnesses had to swear they had known you were on the land for five years.
- Prove you were head of the household and a citizen.
- Prove that you were living and farming the land claimed for all five years. You had to show crops, gardens, livestock etc.
- Prove that you had built a house and point out what kind of improvements you made for example added window, doors, and sheds.

A government agent came to your homestead and “Final Proof” indicated that you had successfully accomplished all that was expected. You paid \$6 more dollars for this “Final Proof.”

Other Facts about the Homestead Act of 1862:

- Certain natural disasters such as grasshoppers or drought extended the time period for proving up.
- A single mother or single woman could own land!
- Widows of Union soldiers received reduced time needed to “prove up!”
- Any immigrant “legally” entering our country was eligible to claim land.
- After the war, Union soldiers could deduct the number of years they had served in the Union Army from the five-year residency requirement.
- Confederate soldiers were not allowed to apply due to the fact that they had borne arms against this country in the Civil War.
- African-Americans were allowed to apply.

The Homestead Act went into effect January 1, 1863, the same day that President Lincoln issued the Emancipation Proclamation, setting African-Americans free. Remember the Civil War is still raging on during this time. Many African-Americans began looking to the west and midwest as a place where they would finally have the freedom to own their own land.

# Abraham Lincoln Biographical Information

## Personal Information

**Birthday:** February 12, 1809

**Schools attended:** Home schooled himself; no college

**Favorite Foods:** Fruit Salad, Cheese, Crackers

**Age at Inauguration:** 52 years

**Occupations:** store clerk, rail splitter, lawyer, congressman, military captain, postmaster of Salem, IL, President of the United States

**Birthplace:** Hardin County, Kentucky

**Height:** 6 feet 4 inches, tallest president

**Hobbies or sports:** walking or wrestling

**Wife:** Mary Todd Lincoln married in 1842

**Children:** Robert Todd Lincoln, Edward Baker Lincoln, William (Willie) Wallace Lincoln, Thomas (Tad) Lincoln.

(3 sons died before Lincoln)

**Pets in the White House:** bird, cat, dogs, goats, horses, ponies, rabbits, turkey

## Presidential Information

**16<sup>th</sup> President of USA** 1861-1865 (2 terms)

**State Represented:** Illinois

**Party Affiliation:** Republican

1861 South leaves the Union, Civil War begins.

1862 Signs the Homestead Act, which offered 160 acres of public land to poor people who would agree to live on the land for 5 years.

1863 Lincoln signs the Emancipation Proclamation, which frees the slaves in rebelling southern states. Lincoln issues a Proclamation of Thanksgiving.

1864 Lincoln is reelected as President of the United States.

1865 Civil War ends; Lincoln is shot shortly after this, and dies April 15, 1865.

## Life in America During this Time

**Travel:** by horse, carriage, train, or walking

**U.S. population in 1861:** 31,443,321

**Communication:** letters, telegrams or personal visits

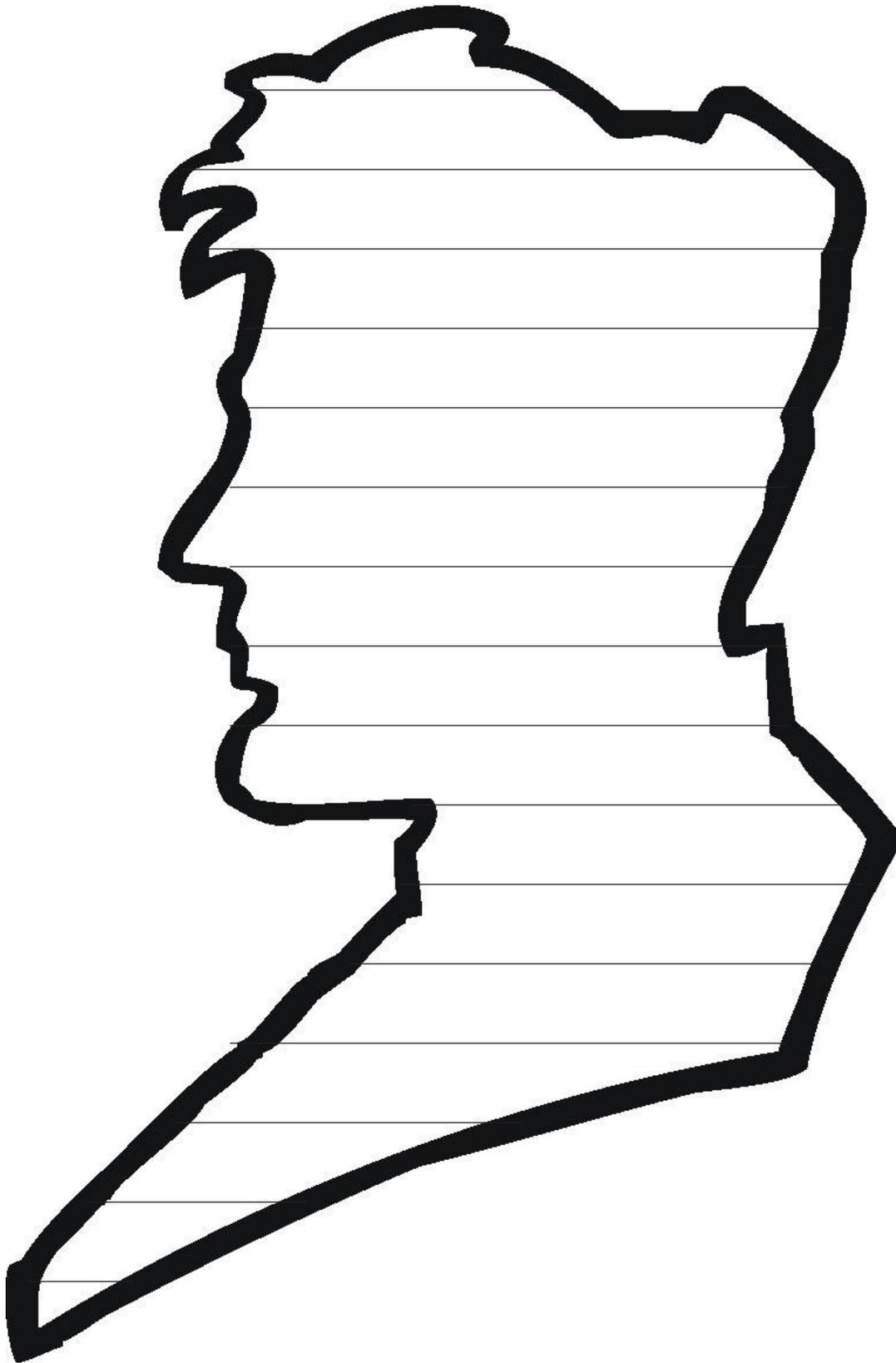
**Number of stars on the flag in 1865:** 36

## Did You Know?

Lincoln had a hard life as youngster. His mother died when he was 9. He loved to read, which put him at odds with his father who wanted him to work the fields instead of read. His grandfather was killed by Indians. He grew a beard after he became president at the suggestion of an 11 year old girl. His son Edward died in infancy, Willie died in 1861 in the White House. Thomas (Tad) died at age 20 in Springfield, Illinois. Robert became a minister to Great Britain, presidential candidate, and secretary of war to President Garfield. Abe's only grandson "Abraham" died in London, March 1890.

During Lincoln's presidency a turkey was presented to the White House as Christmas dinner, but Tad Lincoln became fond of the live turkey and named him "Jack". When Tad realized that "Jack" was going to be killed and eaten, he interrupted his father's cabinet meeting and asked the president to spare the life of his turkey. Lincoln wrote a stay of execution and Jack became part of the Lincoln Family. Now each year it has become a tradition for the U.S. President to pardon a turkey at Thanksgiving!!!!





Name \_\_\_\_\_



Lincoln Memorial Coloring Page

# Wagon Wheels

Graphic Organizer

Name \_\_\_\_\_

1.	
2.	
3.	
4.	
5.	

# Abraham Lincoln Vocabulary Word Scramble

Name \_\_\_\_\_

Directions: Unscramble the words below. They include abolish, president, Homestead Act, sixteenth, southern, Gettysburg Address, assassinated, Confederacy, freedom, legislature, northern, Union, Ford's Theater, congress, seceded, plantations, Civil War.

If there is time, alphabetize the words on another sheet of paper.

1. neocsgsr - \_\_\_\_\_

2. decedes - \_\_\_\_\_

3. ilabsho - \_\_\_\_\_

4. enidepstr - \_\_\_\_\_

5. ipnsltatnoa - \_\_\_\_\_

6. eahtadocmest - \_\_\_\_\_

7. aielviwr - \_\_\_\_\_

8. eetsihtxn - \_\_\_\_\_

9. tleierusalg - \_\_\_\_\_

10. thousern - \_\_\_\_\_

11. nerorthn - \_\_\_\_\_

12. moeedrf - \_\_\_\_\_

13. iounn - \_\_\_\_\_

14. yaccondefer - \_\_\_\_\_

15. ordsfreateht - \_\_\_\_\_

16. daiaasnstses - \_\_\_\_\_

17. sgegaertysdubdts - \_\_\_\_\_

RSC

PROOF REQUIRED UNDER HOMESTEAD ACTS MAY 20, 1862, AND JUNE 21, 1866.

WE, Joseph Graff and Samuel Kilpatrick do solemnly swear that we have known Daniel Kruman for over five years last past; that he is the head of a family consisting of wife and two children and is — a citizen of the United States; that he is an inhabitant of the S<sup>1</sup>/<sub>4</sub> of NW<sup>1</sup>/<sub>4</sub> & NE<sup>1</sup>/<sub>4</sub> of NW<sup>1</sup>/<sub>4</sub> and SW<sup>1</sup>/<sub>4</sub> of NE<sup>1</sup>/<sub>4</sub> of section No. 26 in Township No. 4 N of Range No. 5 E and that no other person resided upon the said land entitled to the right of Homestead or Pre-emption.

That the said Daniel Kruman — entered upon and made settlement on said land on the 1<sup>st</sup> day of January, 1868, and has built a house thereon part log & part pane 14 by 20 feet one story, with two doors two windows. Shingle roof board floors and is a comfortable home to live in

and has lived in the said house and made it his exclusive home from the 1<sup>st</sup> day of January, 1868, to the present time, and that he has since said settlement ploughed, fenced, and cultivated about 35 — acres of said land, and has made the following improvements thereon, to wit: built a stable, a sheep shed 100 feet long corn crib, and has 40 apple and about 400 peach trees set out. English grass

Samuel Kilpatrick.

I, Henry M. Atkinson, Register do hereby certify that the above affidavit was taken and subscribed before me this 20<sup>th</sup> day of January, 1868.

Henry M. Atkinson  
Register

WE CERTIFY that Joseph Graff and Samuel Kilpatrick, whose names are subscribed to the foregoing affidavit, are persons of respectability.

Henry M. Atkinson, Register.  
J. W. Carson, Receiver.

Name \_\_\_\_\_

## Written Document Analysis Worksheet

1.	TYPE OF DOCUMENT (Check one): <table border="1"><tr><td><input type="checkbox"/> Newspaper <input type="checkbox"/> Letter <input type="checkbox"/> Patent <input type="checkbox"/> Memorandum</td><td><input type="checkbox"/> Map <input type="checkbox"/> Telegram <input type="checkbox"/> Press release <input type="checkbox"/> Report</td><td><input type="checkbox"/> Advertisement <input type="checkbox"/> Congressional record <input type="checkbox"/> Census report <input type="checkbox"/> Other</td></tr></table>	<input type="checkbox"/> Newspaper <input type="checkbox"/> Letter <input type="checkbox"/> Patent <input type="checkbox"/> Memorandum	<input type="checkbox"/> Map <input type="checkbox"/> Telegram <input type="checkbox"/> Press release <input type="checkbox"/> Report	<input type="checkbox"/> Advertisement <input type="checkbox"/> Congressional record <input type="checkbox"/> Census report <input type="checkbox"/> Other
<input type="checkbox"/> Newspaper <input type="checkbox"/> Letter <input type="checkbox"/> Patent <input type="checkbox"/> Memorandum	<input type="checkbox"/> Map <input type="checkbox"/> Telegram <input type="checkbox"/> Press release <input type="checkbox"/> Report	<input type="checkbox"/> Advertisement <input type="checkbox"/> Congressional record <input type="checkbox"/> Census report <input type="checkbox"/> Other		
2.	UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more): <table border="1"><tr><td><input type="checkbox"/> Interesting letterhead <input type="checkbox"/> Handwritten <input type="checkbox"/> Typed <input type="checkbox"/> Seals</td><td><input type="checkbox"/> Notations <input type="checkbox"/> "RECEIVED" stamp <input type="checkbox"/> Other</td></tr></table>	<input type="checkbox"/> Interesting letterhead <input type="checkbox"/> Handwritten <input type="checkbox"/> Typed <input type="checkbox"/> Seals	<input type="checkbox"/> Notations <input type="checkbox"/> "RECEIVED" stamp <input type="checkbox"/> Other	
<input type="checkbox"/> Interesting letterhead <input type="checkbox"/> Handwritten <input type="checkbox"/> Typed <input type="checkbox"/> Seals	<input type="checkbox"/> Notations <input type="checkbox"/> "RECEIVED" stamp <input type="checkbox"/> Other			
3.	DATE(S) OF DOCUMENT: _____			
4.	AUTHOR (OR CREATOR) OF THE DOCUMENT: _____  POSITION (TITLE): _____			
5.	FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN? _____			
6.	DOCUMENT INFORMATION (There are many possible ways to answer A-E.)  A. List three things the author said that you think are important: _____ _____ _____  B. Why do you think this document was written? _____ _____  C. What evidence in the document helps you know why it was written? Quote from the document. _____ _____  D. List two things the document tells you about life in the United States at the time it was written: _____ _____  E. Write a question to the author that is left unanswered by the document: _____ _____			

**Designed and developed by the**

**Education Staff, National Archives and Records Administration, Washington, DC 20408.**  
Link to it here: [www.archives.gov/education/lessons/worksheets/document.html](http://www.archives.gov/education/lessons/worksheets/document.html)