

Lincoln Boyhood

National Park Service
U.S. Department of the Interior

Lincoln Boyhood National Memorial



Teachers Packet



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Welcome

The National Park Service, established August 25, 1916, is charged by Congress of the United States with preserving the areas under its care, and with providing for the enjoyment of the public. That mission governs National Park Service policy and actions in the natural, cultural, recreational, as well as, historical areas such as Lincoln Boyhood National Memorial.

Because of its mission, the National Park Service has a special interest in children, who are the future guardians of the parks. It will be their responsibility to protect and preserve the natural and cultural heritage of our National Parks.

We hope that you will find the enclosed materials helpful in teaching your students about Abraham Lincoln and his legacy and that with this knowledge they will come to understand the importance of preserve our heritage for this and future generations.

Introduction

This guide has been designed to either prepare your class for a site visit, or as

a supplement to your classroom teaching. It contains information about visiting the park, historical information for use in preparing lessons, and a variety of activities that can be utilized to help reinforce the lessons. How you use these materials is entirely up to you, but we hope that they will prove to be helpful.

The guide contains several sections. First, there is a statement of significance that summarizes the importance of this place in Abraham Lincoln's life and its role now as a unit of the National Park system. The second sections contains practical information, such as a description of the park's resources and the programs which are available for those groups who plan to visit to the site. A third section consists of historical background material about Lincoln's boyhood and pioneer life in Indiana and a number of accompanying activities. The last section of the guide contains information about other resources that are available to help teach your students about Abraham Lincoln.

We have also included an evaluation form at the back of the guide. In order to assure that it is serving your needs; please take a few moments to complete the return this evaluation to the park. Your feedback is greatly appreciated and will help us to refine and improve future editions of the guide. Again, thank you for your interest in Lincoln Boyhood National Memorial!



The time he spent here helped shape the man that went on to lead the country.

Significance of Lincoln Boyhood National Memorial

Lincoln Boyhood National Memorial preserves the site where Abraham Lincoln spent 14 formative years of his life, from the ages of 7 to 21. He and his family moved from Kentucky to Indiana in 1816 and stayed until 1830 when they moved to Illinois. During this period, Lincoln grew physical and intellectually into a man. The people he knew here and his experiences had a profound influence on his life. His sense of honesty, his belief in the importance of education and learning, his respect for hard work, his compassion for his fellow man, and his moral convictions about right and wrong were all born of this place and this time. The time he spent here helped shape the man that went on to lead the country. This site is our most direct tie with that time of his life. The park preserves the place where he learned to laugh with his father, cried over the deaths of this mother and sister, read the books that opened his mind and triumphed over the adversities of life on the frontier.

Lincoln Boyhood National Memorial is also significant because it represents that period within the history of the preservation movement when the creation of memorial edifices and landscapes was an important expression of the spearheaded by the state of Indiana; it was done on behalf of all American citizens. Lincoln was, and is, a significant figure in our country's history, and this park preserves that formative period of his life. Such significance warranted a worthy memorial. Accordingly, a grand building was constructed which consisted of two formal memorial halls connected by a graceful cloister. It was to be a place where Abraham Lincoln's early life could be properly contemplated and appreciated. Surrounding it was to be a carefully designed formal landscape that further reflected respect for the President's boyhood home and the land that contained his mother's remains. It was considered such an important place that the services of the eminent landscape architect, Frederick Law Olmsted, Jr., were sought to do it

justice. Olmsted himself was so impressed that he agreed to personally draw up the preliminary designs. His goal was to communicate, through the landscape, admiration and appreciation for Lincoln and his mother.

For over thirty years, the State of Indiana administered and operated the memorial to Abraham Lincoln and his mother, but in 1962, in recognition of its national significance, Congress authorized the creation of Lincoln Boyhood National Memorial. That act was the climax of nearly a century of increasing interest in appropriately honoring and preserving the home and gravesite. The National Park Service assumed responsibility for maintaining and operating the park. Since that time the park has evolved from a primarily commemorative site to a place where people can come to honor the memory of the man and learn something of his life as well. A museum was added to the memorial building to help tell the story of Lincoln's youth and a film was specially produced to teach visitors about his life in Indiana. In 1968, a 1820s era farm was recreated on the land where Thomas and Abraham Lincoln had worked. Park rangers in period clothing work the farm with historic implements in the historic manner to demonstrate frontier life so that visitors may better understand what Lincoln's early years were like. Other rangers present interpretive programs at the visitor center and the Nancy Hanks Lincoln gravesite. Lincoln Boyhood National Memorial is the primary site where students can learn of Abraham Lincoln's youth and has become a major educational attraction for area schools.





Summary of Resources at Lincoln Boyhood National Memorial

There are a number of resources available at the park to help the students learn more about Abraham Lincoln and his life on the frontier. In the Memorial Visitor Center there are two memorial halls, the Abraham Lincoln Hall and the Nancy Hanks Hall; a museum with exhibits about the Lincolns and pioneer life; and an orientation film. Park rangers provide tours of the building and talk about Lincoln's youth and his family on request.

The Nancy Hanks Lincoln gravesite is located just north of the Memorial Visitor Center and can be reached by a short walk through the landscaped portion of the park grounds. The grave is situated in a small wooded cemetery surrounded by an iron fence and is marked by a marble marker that was placed there in 1879.

The Lincoln Boyhood Trail begins at the cemetery and continues north to the Cabin Site Memorial, which marks the location of one of the Lincolns' cabins, and the Lincoln Living Historical Farm.

The Lincoln Living Historical Farm is a recreation of a pioneer farm. Fully furnished structures, including the 22' x16' cabin, smokehouse, corn crib, carpenter shop, chicken coop, and barn provide a historic backdrop for rangers in 1820s period clothing performing a variety of pioneer tasks including chopping firewood, cooking over an open fire, spinning wool, working in the garden, splitting rails, making shingles, making sops, and dyeing yarn. Nearby fields are cultivated using historic varieties of crops and methods of farming.

The Trail of Twelve Stones begins at the farm and ends near the cemetery. At various points along trail there are stones from buildings that were associated with Lincoln's life. Small plaques explain the origin and significance of each stone. The combined length of the Boyhood Trail and the Trail of Twelve Stones is approximately one mile. Pick up a trail brochure at the visitor center for more details.

North of the farm another trail, the Lincoln Boyhood Nature Trail, make a one mile circular loop through a forested area similar to what existed here in 1816 at the time of the Lincolns' arrival in Indiana.

Tour Options

1. Memorial Visitor Center Only

Ranger-led tour of the Memorial Visitor Center which includes the museum, the two Memorial Halls, and the 15-minute orientation film, Forging Greatness – Lincoln in Indiana. Self-guided side trip to Nancy Hanks Lincoln's gravesite. Restrooms and book sales items are available. Length: minimum 1 hour.

2. Lincoln Living Historical Farm Only

Ranger-led demonstrations of pioneer skills by rangers in period clothing. Restrooms are available at the parking area. Book sales items available at the Memorial Visitor Center. (Optional side trip to the Cabin Site Memorial.) Length: minimum 1 hour.

3. Memorial Visitor Center/Lincoln Living Historical Farm

Includes all elements of Options 1 & 2. Must allow time for travel between the Visitor Center and the Farm: 10 minutes by bus, 20 minutes via hiking trail. Length: minimum of 2.5 hours

Tips for a successful visit:

- Please arrive on time. Our scheduling can sometimes be very tight because we are visited by a number of school groups. If you are late, services may be limited because we will have to accommodate groups that arrive on time. If you arrive too early, there may be a delay before we can accommodate you.

- Check in upon arrival. The leader of your group must report to the Visitor Center upon arrival to confirm arrangements and to coordinate the group's activities with the park ranger. Please be prepared to provide an accurate count of how many people you have in your group (both children and adults) and how much time you have to spend at the park.

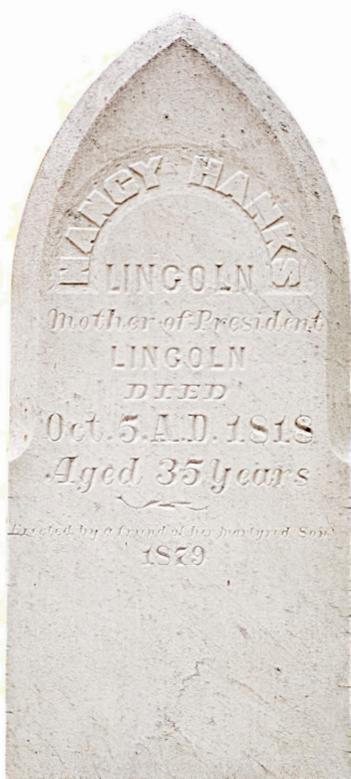
- Bookstore etiquette: Divide students into small groups and plan extra time for bookstore purchases. Books and other items related to Abraham Lincoln's life are for sale at the Visitor Center. If your group plans to purchase sales items, please do so while divided into smaller groups. This will avoid overcrowding and delays at the cash register. Also please remember that a 7% sales tax is added.

- Picnic lunch facilities are limited. These facilities at Lincoln Boyhood National Memorial may not sufficiently accommodate large or multiple groups. Picnicking and other recreational facilities are available at nearby Lincoln State Park. Arrangements with Lincoln State Park for picnicking can be made by calling 812-937-4710. These arrangements must be made directly with the state park.

- Leave-No-Trace ethics. Please remind your students that all natural and historic features in the park are protected and are not to be disturbed or damaged.

- Share your park. Appropriate behavior on the part of your students will be expected since there will be other visitors in the park as well.

- Safety first. Be advised that during the warmer months, poison ivy and ticks are common safety hazards. Please stay on the trails and keep groups together.





Synopsis of the Lincoln Family 1806-1830

Kentucky, 1806-1816:

Thomas Lincoln had worked hard at homesteading since he married young Nancy Hanks in a small Kentucky cross-roads named Beech Fork in 1806. They made their first home in Elizabethtown, a thriving frontier village where Thomas worked as a carpenter and owned property. Sarah, their first child, was born here in 1807. Then a year and a half later the Lincolns moved south to settle on a newly purchased farm along the South Fork of Nolin Creek near Hodgen's mill.

Father, mother, and daughter reached the farm in mid-winter shortly before a second child was due. Working quickly on a hill above a clear spring, Thomas built a one-room log cabin with a dirt floor, a stick-and-clay chimney and a single window. Here on a Sunday morning, February 12, 1809, a son was born to Nancy and Thomas Lincoln. They named him Abraham after his grandfather.

The Lincolns lived at this farm for two years. It was a barren, unyielding ground, and when a dispute arose over title to the land, Thomas again moved his family to a new farm of 230 acres along the bottom lands of Knob Creek. Here was far more inviting country. The Lincoln place lay just within the hill region, where farm clearings and little cabins dotted the fertile valleys. Corn grew high, and the forest gave abundantly.

Indiana, 1816-1830:

In the fall of 1816 a dark-haired frontiersman, Thomas Lincoln, toiled along a narrow trace leading through the dense forest of southern Indiana. Sixteen miles from the Ohio River, he came upon a scattering of dwellings lying just south of Little Pigeon Creek, in a region of towering hardwoods, plentiful game, and good water. Choosing a quarter section (160 acres) (kid terms? 160 Football fields?) of government-surveyed land for a home

site, he marked the corners with bush piles and notched the largest trees. Then he set out on the long trek back to his farm in Kentucky to settle his affairs and bring his family to their new wilderness home.

For Thomas, a carpenter and backwoods farmer, Indiana offered a fresh start. Here, he could own good soil, free of title disputes and the taint of slavery. Three times he had lost land in Kentucky because of title flaws, and others had claimed the fruits of his labor. Moreover, settlers were crowding in and slavery was becoming more controversial. So he turned his eyes across the Ohio River, to vast, new lands which held the promise of a better life.

In the fall of 1817 Nancy's kinfolk joined the Lincolns. Driven out of Kentucky by a similar ejection suit, Thomas and Elizabeth Sparrow, Nancy's uncle and aunt, with their 18-year-old nephew Dennis Hanks, followed the Lincolns into Indiana and moved into a rough shelter on the Lincoln farm until they could find land and settle. Their coming cheered Nancy and gave young Abraham a companion and Thomas another work hand.

Within a year, both Sparrows died as victims of the dreaded "milk sickness" (snakeroot poisoning) that swept through southwestern Indiana in the late summer of 1818. No doctors lived nearby, and there were no known remedies. Thomas fashioned two coffins and laid the Sparrows to rest on a wooded knoll a quarter of a mile south of the cabin. A few weeks later Nancy also became a victim of the "milk sickness" and died on October 5, 1818. Once more Thomas pegged together a coffin, with Abraham's help. Once more he trudged through the woods to the knoll where with little ceremony he buried his wife alongside the Sparrows. Abraham was only 9 and Sarah only 11.

"She knew she was going to die," related Dennis Hanks years later, "and called up the children to her dying side and told them to be good and kind to their father – to one another and to the world. . . ."

Occasionally, he was hired out to work for others. Yet, he never cared much for manual labor. What he did care for was words, ideas, and books.

Nancy Hanks Lincoln lived and died according to the ways of the frontier, known only to her family and their neighbors. Those who knew her spoke long afterwards of her good sense and affectionate and deeply religious nature.

Young Sarah now took over the household chores, while Thomas and the boys hunted and tended to the farming. As the months stretched on, the four sank into a rough, haphazard existence. When Thomas could no longer stand the loneliness, he journeyed back to Kentucky in 1819 for another wife, Sarah Bush Johnston, a widow with three children: Elizabeth, Matilda, and John.

On December 2, 1819, they were married in Elizabethtown. After loading a four-horse wagon with her goods, Thomas drove them back to the farm on Little Pigeon Creek. Thomas had chosen well. The cheerful and orderly Sarah proved to be a kind stepmother, raising Abraham and Sarah as her own. Under her guidance the two families merged easily, and Thomas went to work with new energy, repairing the crowded cabin and clearing more land for crops.

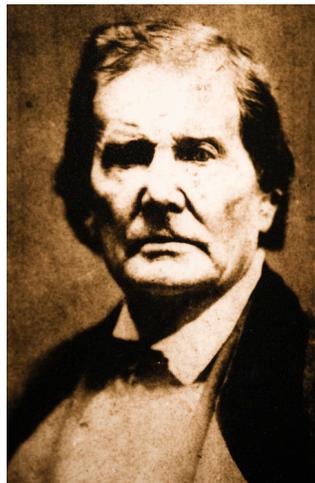
Abraham, a dark-complexioned, rawboned farm boy, grew rapidly. From his companions we have a picture of a healthy, good humored, obliging youth with a love of talking and listening. He had his share of mischief, but he seemed to have absorbed the best side of the frontier while rejecting the worst. He became an expert with the ax and worked alongside his father in the

fields and the carpentry shop. Often his father sent him to the mill to grind corn and wheat into meal and flour. Sometime during his 11th year, at Noah Gordon's horse mill a mile south of the Lincoln cabin (now located in the state park), he was kicked in the head and knocked senseless, "apparently killed for a time" in his words. Occasionally, he was hired out to work for others. Yet, he never cared much for manual labor.

What he did care for was words, ideas, and books. In Indiana, was in Kentucky, his schooling came "by littles." During the winter of 1819-1820 he attended Andrew Crawford's subscription school held in an unhewn log cabin a mile south of the Lincoln cabin. Stern but capable, Crawford taught not only the elements of reading, writing, and arithmetic, but also etiquette, or "manners" as they called it. Two years later James Swaney opened a school on a farm 4 miles distant, but Abraham went for only a few weeks.

Then in his 15th year, Abraham attended Azel Dorsey's school. Dorsey was well-trained, and under him Abraham probably received his best instruction. Years later Dorsey could still remember the boy as "marked for the diligence and eagerness with which he pursued his studies, (he) came to the log cabin schoolhouse arrayed in buckskin clothes, a raccoon-skin cap, and provided with an old arithmetic." A few scraps of his schoolwork survive, among them several pages of figures and a folk couplet that reads:

"Abraham Lincoln, his hand and pen
He will be good but God knows when."



Parents of Abraham Lincoln
Nancy Hanks Lincoln (b. Feb. 5, 1784, d. Oct. 5, 1818) and
Thomas Lincoln (b. Jan. 7 1778,
d. Jan. 17, 1851).

“I could scarcely credit,” he said, “that I, a poor boy, had earned a dollar in less than a day.”

Altogether, he spent less than a year in school. “There was absolutely nothing to excite ambition for education,” he declared later of his schooling in Indiana. Still, there gradually emerged a love of reading and a passion for knowledge that lasted a lifetime. He mastered the familiar classic of his day: The Bible, Aesop’s Fables, The Pilgrim’s Progress, Robinson Crusoe, Ben Franklin’s Autobiography, and a score of others.

Once he borrowed Ramsey’s Life of Washington from Josiah Crawford, a neighbor. When the rain ruined it, he had to repay him by stripping corn for three days. When he was 11, he read Parson Weem’s Washington. Forty years later, standing before the New Jersey legislature as President-elect for the United States, he recalled Weem’s heroic tales: “A way back in my childhood, the earliest days of my being able to read, I got hold of a small book...Weem’s Life of Washington. I remember all the accounts there given of the battle fields and struggles for the liberties of the country, and none fixed themselves upon my imagination so deeply as the struggles here in Trenton, New Jersey. The crossing of the river; the contest with the Hessians; the great hardships endured at that time, all fixed themselves on my memory more than any single revolutionary event.”

There were other influences as well. The boy had a good memory and a ready wit. Laying aside his work, he could often entertain friends with jest and imitations of politician and preachers, the big men in his community. And at Gentry’s store, down the road a mile and a half, he and Dennis Hanks passed long hours in talk and storytelling. The part that religion played in his life during these years is less easy to place. In 1821, his father supervised construction of a new meeting house for the Little Pigeon Baptist Church – an outpost of enthusiastic Protestantism – and Abraham probably worked with him. Two years later both parents joined the church: Thomas by letter and Sarah “by experience.” That year Abraham served as sexton which required his attendance whenever the church was open. He never joined, as his sister did just before her marriage, but on the frontier, young unmarried persons rarely undertook church membership.

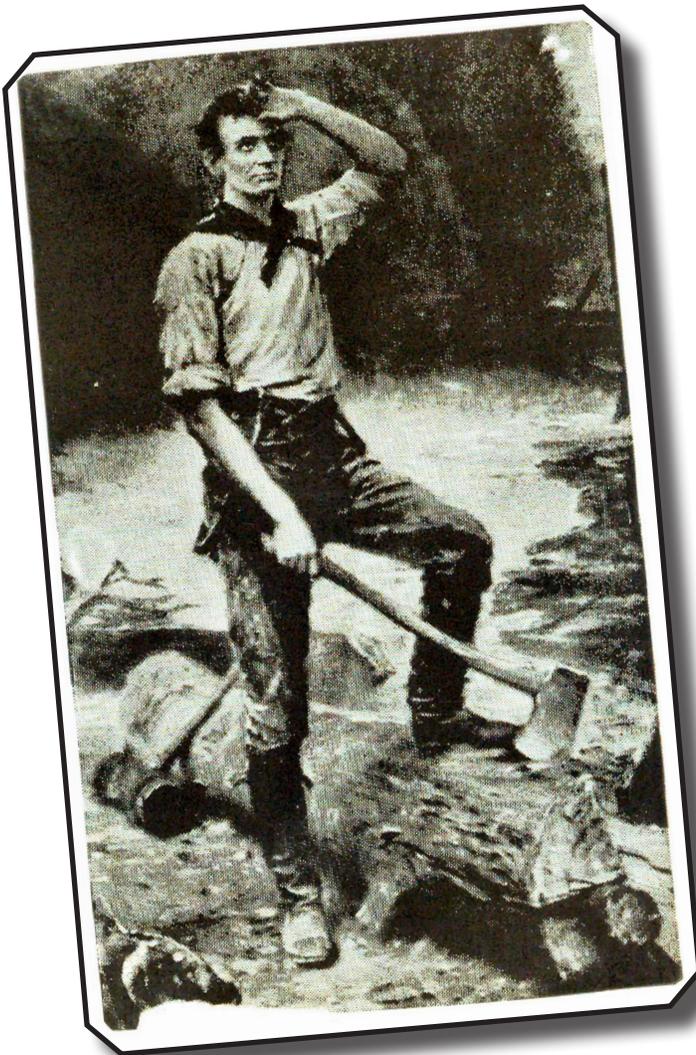
Abraham experienced a new world when he went to work at the age of 16 on the farm of James Taylor along the banks of the Ohio. For \$6 a month he plowed, split rails, slaughtered hogs, and operated Taylor’s ferry across the mouth of the Anderson River. The life of a keel boatman had no appeal to him. It was the roughest work a young man could be made to do, he said later but it exposed him to the vast spectacle of boats and people passing constantly along the Ohio. While working there Abraham earned the first money that belonged to him rather than his parents. In his spare time he built a scow to take passengers out to the steamers on the Ohio. One day he rowed out two men and placed them on board. To his surprise each threw him a silver half-dollar. “I could scarcely credit,” he said, “that I, a poor boy, had earned a dollar in less than a day.” His ferrying stint led to a dispute with the Dill brothers, who ran a ferry on the Kentucky side of the river. Charging that Lincoln infringed ferry rights granted them by their state, they brought him before Samuel Pate, a Kentucky Justice of the Peace. Pate dismissed the case when Abraham pointed out that he had not taken anyone across the river but only to the middle.

By his 19th year Abraham had reached his full growth. Six feet, four inches tall and weighing nearly 200 pounds, he stood out in any gathering. He could wrestle with the best, and witnesses reported that he could hoist more weight and drive an ax deeper than any man around. He was ready when the chance came to take his first long journey.

James Gentry, the richest man in the community hired Abraham to accompany his son Allen to New Orleans in a flatboat loaded with produce. Down the Ohio they floated and into the Mississippi, passing the time in talk, watching the river traffic, and working the poles to avoid sandbars. The only incident occurred along the Louisiana coast. While tied up along shore one night, an armed band of Negroes bent on a plunder stole on board and attacked the sleeping boatman. In a wild fight the town youths drove them off, cut the cable, and drifted on downriver. At New Orleans they sold their cargo and the flatboat and rode a steamer back home. Lincoln caught his first real glimpse of slavery while in New Orleans. For his three months’ work Abraham earned \$24 (which is near the equivalent of \$560 in 2010 standards).

Back in Indiana, Abraham must have contrasted the rich, bustling spectacle of New Orleans with the routine of farm life. He returned to his familiar chores of plowing, cutting timber, and helping with carpentry. He clerked for a while at Gentry's store, and he read more than ever. When court was held in nearby towns, Abraham would attend. It was during this period that he borrowed from his good friend David Turnham, the Revised Laws of Indiana, the only law book he is known to have read before leaving the state.

Abraham's sister, Sarah, married Aaron Grigsby in 1827, but a year later, she died due to complications of childbirth. This was another devastating incident in the young life of Abraham Lincoln. She and her child were buried near the church. (Today her gravesite is in the Lincoln State Park.)



In 1829, the Lincolns decided to leave Indiana for the fertile prairies of Illinois. A year earlier John Hanks, a cousin of Nancy, had moved to Macon County in central Illinois. His glowing reports of the opportunities on the rich, easily cultivated prairie that was free of the milk-sickness persuaded Thomas to move. Preparations for the move began in September 1829. Returning to Elizabethtown, Kentucky, Thomas and Sarah sold her remaining property there, a house and lot inherited from her first husband. In December, the Little Pigeon Church granted them a "Letter of Dismissal", recalled it upon receiving a complaint from another member, and then restored it after a meeting which "settled the difficulty," probably a doctrinal one. In mid-February, Thomas served on a committee to straighten out another dispute between members, suggesting that by then he was once more back in good standing. It was his last act as a citizen of the Little Pigeon community. Just a week later, on February 20, 1830, he sold his west 80 acres to Charles Grigsby for \$125. Tradition says Thomas traded his 20-acre tract for a horse – a fair price in those days – and sold David Turnham all his stock and grain, "about 100 hogs and 4 or 5 hundred bushel of corn." Piling all their goods into three wagons, the Lincoln family, now grown to 13 persons, pulled slowly away from the homestead, picked up the road to Vincennes about 4 miles north, and plodded steadily towards Illinois. It was March 1, 1830. Atop one of the wagons sat Abraham Lincoln, just turned 21. On March 6, the caravan crossed the Wabash, flooded by spring rains. Within the month they came at the last to John Hanks' place on the north bank of the Sangamon River, 8 miles west of Decatur, Illinois. Abraham Lincoln, product of the Kentucky hills and Indiana forests, had reached the prairie country that would claim his next 30 years.



The Indiana Frontier

In the years following the War of 1812, emigration to the Old Northwest, which included Indiana, increased dramatically. With the defeat and relocation of the Indians, in the areas, who had sided with the British, vast new acreages were opened to the settlement. Large numbers of people from other parts of the country, especially the South, began to move and set about clearing the forests and cultivating the lands. Many of these emigrants came from Virginia, North Carolina, Tennessee, and Kentucky. One such pioneer was Thomas Lincoln, who with his family, settled in present-day Spencer County. Thomas Lincoln was attracted to Indiana by the rich land and the security of the systematic federal land survey, as stipulated in the Land Ordinance of 1785, and the absence of slavery.

For most folks, the trip west was only the beginning of their new adventure. Once they had reached their destination they had to establish a new home in the middle

of the unsettled frontier. The immediate priority was shelter. Often times a temporary structure was put up to protect the family from the elements until a more substantial cabin could be built. This was true for the Lincolns during their first winter in Indiana. But at the first opportunity, the pioneers would begin constructing a permanent home. Given the extensive forest that covered much of the land, the log cabin was a natural choice for their dwellings. Logs, often of tulip polar and about a foot in diameter, were cut to proper size and notched at the ends so that corners would be level and secure. Doors and windows were cut in the walls and a fireplace and chimney were built at one end. Clay and mud were used as chinking between the logs and the whole was topped by a roof of wooden shingles. Most cabins began with dirt floors; wooden floors were an addition that could wait until later.

The interior of the cabin was generally sparsely furnished. Most furniture had to be fashioned from natural material

Indiana in the early 19th century was rich in natural resources and game was abundant.

nearby. Beds, stools, tables, chairs, and cupboards, were made by the pioneer out of the same trees that he cut to clear his land. Most utensils were also made of wood or gourds, but there were usually a few items of iron cookware, such as the three-legged spider skillet and a kettle for cooking over the open fire.

Obtaining food to cook over the fire occupied a large amount of the pioneers' time. Hunting was the primary means of obtaining meat for the earliest settlers. Indiana in the early 19th century was rich in natural resources and game was abundant. Deer and bear were plentiful and pigeons were reported in flocks so large that they darkened the sky when they flew over. As the state became more heavily settled, hunting became more of a challenge and the pioneer came to rely more upon agriculture to feed his family. In order for agriculture to be successful though, the forests had to be cleared. The woodsman's axe was a tool every bit as important as the rifle on the frontier. Trees were with felled or girdled by removing the bark all the way around, causing them to die. Girdled trees could be burned later or left to fall. In the meantime, with the leaves dead, sunshine could reach the crops planted amongst the trees. The timber that was cleared was used for fences, building, fuel, and other purposes.

Corn was the staple crop for the pioneer because it grew easily in the Indiana soil and climate. Corn was the basic ingredient in the diet, supplemented with some garden vegetables such as cabbage, beans, peas, potatoes, onions, pumpkins, and lettuce. Livestock for the typical frontier farm usually consisted of a dairy cow, a couple of horses, some sheep, chickens, oxen and hogs.

Just as they had to provide their own food and shelter, the pioneers also had to make their own clothing. The most common material in the early years was deerskins, which they fashioned into moccasins, shirts, and breeches. Later, they used wool and flax, a plant with a long fiber that could be spun into thread and loomed into linen. Wool yarn and linen thread could be woven together to produce Linsey-woolsey, a hardwearing, coarse cloth from which most clothes were made. Combing, carding, and spinning wool was a continuous chore for the women and girls.

Life on the frontier was hard and sometimes dangerous. Disease took its toll on many a family. There were fevers of various kinds and occasional epidemics of such things as cholera and the milk sickness, which killed Abraham Lincoln's mother. There were also any number of accidents that could result in injuries like broken bones, deep cuts, and burns. Sometimes these injuries proved fatal. To combat many of these maladies and to try to survive, the pioneers looked to the resources they had on hand and discovered the medicinal properties of many of the plants that grew around them. In this, as in most other areas of their lives, they were forced to do for themselves.



Pioneer Life and the Lincoln Living Historical Farm

The frontier where Abraham Lincoln grew up helped to shape his personality and character. Because pioneer life was difficult, Lincoln learned, at an early age, that hard work, ingenuity, and determination were necessary to survive. Things that were worth having were worth working for – whether it was food, money, or an education.

There was also a pride and sense of accomplishment for those pioneers that did survive. They gained a sense that anything was possible. Abraham Lincoln certainly proved that was true. Despite obstacles and hardships, he persevered to attain the things that were important to him.

The Lincoln Living Historical Farm, a recreated pioneer homestead, helps visitors better understand and appreciate the kind

of life Lincoln led as a boy. By seeing how he lived and the types of things that he and his family did, hopefully the students will learn something of the boy who went on to become President of the United States.

In this section there are some examples of typical pioneer activities. Take some time to discuss them and their significance to the pioneers' lives. Emphasize how the ability to improvise and devise ways of accomplishing things, sometimes in a very ingenious fashion, helped to make the pioneers self-reliant. It was this self-reliance, learned on the frontier that enabled Lincoln to achieve so much in his life. He learned that hard work and determination were necessary to attain his goal, whether it was the acquisition of a new book or the reunification of the nation.

Also included is a list of terms and definitions that will help the children to better understand the pioneer activities.



Pioneer Tools

For the early 19th century Indian pioneer, the forests where he moved were both a blessing and a curse. The dense growth of trees and underbrush were sometimes almost impenetrable and clearing the land was a seemingly never-ending chore. But it was also the forests that provided so much of what was needed. It was from the trees that he obtained logs for his home and the wood from which he fashioned tools, furniture, and other utensils necessary for frontier life. In the process, he acquired the ability to identify which kinds of wood were best for specific purposes and became skillful with a variety of tools.

To understand how important these tools were to the pioneer, we must know something about them and how they were used. Some of the more common tools are described here.

Drawknife

It derived its name from the fact that the pioneer “drew” it toward himself. It was used to taper the sides of shingles, to rough-size the edges of floor boards and rough-trim paneling before planing them, to fashion axe, rake, and other tool handles, and to make stool legs, ox yokes, pump handles, and wheel spokes. It was often used with a shaving horse which was a wooden seat what included a clamp block and a foot lever. A man sitting at the bench could push on the foot lever to clamp what he was working on under the block and hold it still.

Axe

The axe was the most useful and valuable tool the pioneer owned. He could use it to clear the land, cut fuel, build a cabin, and if necessary protect himself. But not all axes were alike; their design was often dictated by their intended use. The felling axe, used to chop trees down, had a long straight handle and a knife edge on the bit that would cut into the tree’s bark. The broad axe had a short bent handle protruding outward from the side of the axe head and a chisel point on the bit. With these two tools, the felling axe and the broad axe, a pioneer could make a round log into a square beam. To do so, he stood on top of the log and cut deep vertical cuts into it with the felling axe. He then walked along beside the log and, using the broad axe, “hewed” it into a square beam by chiseling away the side. The bent handle made it possible to do this without smashing his fingers against the log.

Hammers

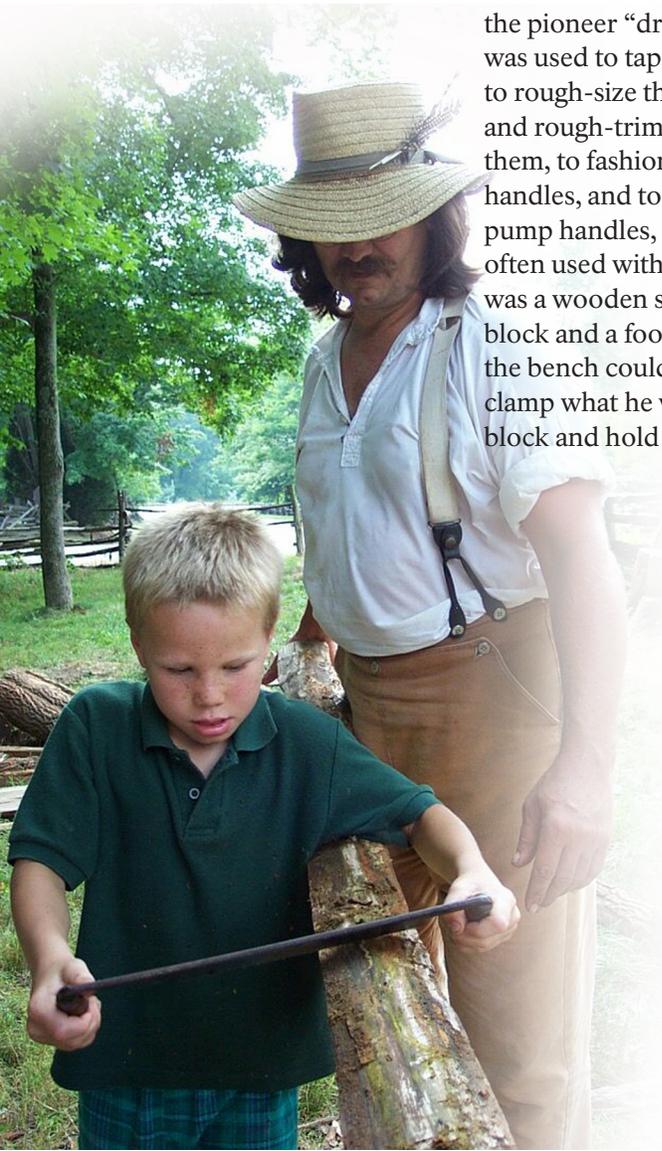
Because iron was a scarce commodity on the early frontier, and expensive when it could be found, many pioneers made their hammers from wood. Heavy hammers, used in driving wedges into logs for splitting, were called Bettles or mauls. Sometimes these mauls were made from a single piece of wood taken from the trunk of a tree, usually a hickory, known for its hardness. One end would be left as a large “head,” while the rest was shaped into a handle. Smaller hammer, called froe-clubs, were used to strike the knife like wedge called a froe that was used to split shingles. They too, were made entirely of wood.

Adze

The adze was a sharp tool with its blade at a right angle to the handle. It was used to smooth out rough surfaces, or to hollow out wooden bowls. Adzes had long or short handles depending upon their intended use.

Froe

The froe was a knife-like wedge of iron with a wooden handle set at a right angle. It was used to “rive” or split shingles. The pioneer struck it with a wooden froe club to drive it through a block of wood and split off thinner pieces that could be used as shingles.



The hum of the spinning wheel was an almost continuous sound in the pioneers' households.

Pioneer Clothing

One of the major necessities of life for the pioneers was clothing. Ready-made, store-bought clothing was scarce on the frontier. As a result, most of what they wore was what they could make themselves. Moccasins could be made of tanned buckskin and breeches and shirts of dressed skin worked soft and then by hand. Once cultivated, the flax plant was a good source of raw material for clothing. Wool was also very important in the pioneers' efforts to provide themselves with adequate apparel. The preparation of these materials and the production of homemade clothing was a significant part of the pioneers' lives.

Flax was sown in the spring and a small patch was ample for the needs of the family. In late a summer or early autumn, the ripened plant was pulled and left on the ground for a month or more to rot out the wood stalks. During the winter, the men applied the flax break to crimp the stalks, and the process of "scutching," or scraping away the broken stalks, was completed with the swingling knife. Once the roughage was cleared away, the strikes, bound in bundles, were soaked in water troughs and pounded with pestles until soft and pliable. The women then drew the fibers across the long sharp iron teeth of the hackle or hatchel, and the shorter fiber, or tow, were removed. Many combing, sometimes over different sets of hackles, left a fine long fiber, which on the spinning wheel was twisted into a strong thread. With this thread as warp and the tow spinning as fillings, the hand loom turned out a coarse cloth called tow linen used for towels, ticking, men's shirts and summer pants, and women's and children's everyday dresses.

Shearing for their wool took place in the spring. The fleece was washed, scoured, handpicked for dirt, straw, and burrs, then carded on hand cards to break up the previous arrangement of the fibers, and made into small rolls for spinning. Spinning wheels were a necessary part of every pioneer's household. A small wheel, about twenty inches in diameter and run by a foot pedal was used for flax. The large, wood-spinning wheels were rotated by hand. The hum of the spinning wheel was an almost continuous sound in the pioneers' households.

Yarn removed from the wells was wound in knots and skeins (forty threads to a knot, seven knots to the skein). After bleaching or dyeing in the skein, the yarn, if intended for weaving, was wound by hand or wheel upon quills for shuttles. Patterns and designs were simple and the cloth was coarse. The looser homespun wool yarns were woven with linen which produced linsey-woolsey, a durable, warm cloth used for women's apparel. Woven with cotton, it produces "jean" used for men's clothing.

Although many yarns and cloths were made up in the natural color, desire for variety led to development of a number of home dyeing practices. Sometimes the raw fiber was colored, more often the yarn or cloth. Early dyestuff came almost entirely from the woods. Hulls of the black walnut gave a dark brown, those of the white walnut or butternut a dull yellow or tawny shade; sumac berries produced a warm red; hickory bark or smartweed, yellow; peach leaves, green; oak and maple, purple; black oak, chestnut, and other barks, various colors. Combinations of these colors were also possible.

With wool and flax yarns and cloths of various mixtures provided, the task of making clothes could be undertaken.



Sources of Additional Information

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Warren, Louis A., Lincoln's Youth, Indiana Years 1816-1830. New York: Appleton Century Crofts, Inc., 1959. (Best single source of information about Lincoln's Indiana boyhood years.)

Warren, Louis A., Lincoln's Parentage and Childhood. New York: The Century Company, 1926. (History of the Lincoln family in Kentucky. Good information about the family and their life prior to moving to Indiana.)

Frontier Indiana:

Buley, R. Carlyle. The old Northwest: pioneer Period, 1815-1840. Bloomington: Indiana University Press, 1951. (Volume 1 Chapter 4 covers the material side of pioneer life; Chapter 5 is about pioneers' health, Chapter 6 discusses the social and cultural life of the pioneers.)

Esarey, Logan. The Indiana Home. Crawfordsville: R.E. Banta, 1947.

Gray, Ralph, ed. The Hoosier State: Readings in Indiana History. Grand Rapids: William B. Eerdmans Publishing Company, 1980. (Chapter 4 is entitled "life on the Indiana Frontier" and Chapter 5 is "Pioneer Culture and Agriculture.")

Madison, James H. The Indiana Way: A State History. Indianapolis: Indiana Historical Society, 1986. (Part 2 contains chapters about the land, the frontier family home, food, clothing, and health, pioneer economy, and community life.)

Pioneer Tools:

Roberts, Warren E. Log Buildings of Southern Indiana. Bloomington: Trickster Press, 1984. (Pages 149-173 discusses various tools used by the pioneers.)

Sloane, Eric. A Museum of Early American Tools. New York: Funk and Wagnalls, 1964. (Contains many excellent illustrations of tools and how they were used.)

Sloane, Eric. A Reverence for Wood. New York: Ballantine Books, 1973. (More illustrations of tools and how they were used.)

Lincoln DVD's and VHS's:

DVD's and VHS tapes are available for loan to schools, organizations, and other non-profit groups. The videos may be borrowed at any time during the year. All films are sent by certified mail and we ask that you mail them back to us or return them in person.

DVD

- *"Here I Grew Up" (28 Min)*

From a boy of 7 years to a man of 21; Abraham Lincoln, his life on the Indiana Frontier. Narrated by Former Illinois Senator Everett McKinley Dirksen

- *"Abraham Lincoln; A Journey To Greatness" (25 Min)*

Join Lincoln on his dramatic journey to greatness while in Springfield, Illinois "Homage to Lincoln" and "At Home With Mr. Lincoln" (Two films on one DVD 20 min. total)

- *"Homage to Lincoln" (10 Min)*

Presents a compendium mix of Lincoln's works, historic images, old movie scenes and News casts.

- *"At Home With Mr. Lincoln" (10 min.)*

Takes the viewer on a tour through Abraham and Mary Lincoln's Springfield Home.

- *"Forging Greatness: Lincoln in Indiana" (15 min.)*

Lincoln's journey to adulthood, from a lad of 7 years to a man of 21 years on his Fathers' frontier farm in Spencer County Indiana. Narrated by Leonard Nimoy.

- *"The Face of Lincoln" (22Min. black and white)*

The late American sculptor Merrell Gage's works.

VHS

- **"Forging Greatness: Lincoln in Indiana" (15Min.)**

Lincoln's journey to adulthood, from a lad of 7 years to a man of 21 years, on his Father's frontier farm in Spencer County, Indiana. Narrated by Leonard Nimoy.

- **"The Lincolns of Springfield, Illinois (56:47)**

The restored Lincoln home in Springfield, Illinois provides a backdrop for an examination of the early domestic life of the Lincolns.

- **"At Home With Mr. Lincoln" (10 Min)**

Takes the viewer on a tour through Abraham and Mary Lincoln's Springfield home.

- **"Mr. Lincoln's Springfield" (19 Min)**

Utilizes historic photographs and the reminiscences of a 1820s photographer to describe Abraham Lincoln's relationship to his family.

- **"The Faces of Lincoln" (22 Min black and white)**

The late American sculptor Merrell Gage's works.

- **"Here I Grew Up" (28 Min.)**

From a boy of 7 years to a man of 21; Abraham Lincoln, his life on the Indiana frontier. Narrated by former Illinois Senator Everett McKinley Dirksen.

- **"Lincoln The Kentucky Years" (17':24")**

Scenes from Lincoln's Kentucky birthplace on Sinking Springs Farm to his home on Knob Creek. Narrated by Burgess Meredith.

- **"Black Easter: The Assassination of Abraham Lincoln" (50 min)**

The first documentary to explain Lincoln's murder in the context of the Civil War.

- **"Abraham Lincoln" (35 Min.)**

From his humble Midwestern boyhood to his towering achievements. Hosted and narrated by James McPherson.

- **"In Mr. Lincoln's Footsteps" (19':47") cc**

Produced by the Illinois State Board of Education this video takes you on a walking tour in Lincoln's footsteps around Springfield, Illinois.

To request use of a film, please write or call:

Lincoln Boyhood National Memorial
P.O. Box 1816
Lincoln City, IN 47552

812-937-4541

libo_superintendent@nps.gov

Suggested Websites:

<http://www.nps.gov/history/nr/twhp/>

<http://showcase.netins.net/web/creative/lincoln.html>

<http://rogerjnorton.com/Lincoln2.html>

**Indiana
Curriculum
Standards**
*K.1.1, K.3.6, 1.1.1,
2.1.1, 3.1.4, 4.3.8*

Grade level: K-4

Supplies:
*red bandana
hula hoops
food tokens (card-
board)*

Predator/Prey Adaption

Objectives:

- Students will be able to define predator and prey, and describe the importance of adaption.

Background:

Hunting was the primary means of obtaining meat for the earliest settlers. Indiana in the early 19th century was rich in natural resources and game was abundant. Deer and bear were plentiful and pigeons were reported in flocks so large that they darkened the sky when they flew over. As the state became more heavily settled, hunting became more of a challenge and the pioneer came to rely more upon agriculture to feed his family.

Many of Abe's friends and relatives spoke about his love of animals. During his lifetime, he had dogs, cats, goats, and horses. It is said that as a young boy, he preached sermons to his family declaring that he was against cruelty to animals. Legends say that while living at Knob Creek, Kentucky, young Abraham Lincoln found a dog with a broken leg. He made a splint and took care of the dog, naming it "Honey." According to his childhood friend Austin Gollaher, Abraham also had a pet crow, raccoon, and a goat named "Billy." His step-sister remembered him saying that an ant's life was to it, as sweet as ours. His long-time friend in Illinois, Joshua Speed, who was also from Kentucky, told about a trip he took with Mr. Lincoln and two other gentlemen in 1839 back to Springfield, Illinois. While riding along a country road through a thicket of wild plum and crabapple trees, the group had stopped to water their horses. A severe storm had occurred previously. Mr. Lincoln disappeared for a while. He caught two little birds in his hand which had been blown from their nest and was hunting for the nest. He finally found the nest and placed the birds back within it. The three other travelers laughed at him, but he earnestly said that he could not have slept that night if he had not given the two little birds to their mother.

Setting the Stage:

Animals display a variety of behaviors in predator/prey relationships. These adaptations help them survive. Some animals run to get away from a predator. Animals may also signal to others that danger is near. If a predator is too close to the animal and it cannot run away or hide, the prey may freeze. Sometimes being very still can help the animal go unnoticed by the predator. Also, the color of the prey's body can help it camouflage itself.

Method:

Students will play a modified version of freeze tag.

Instructions:

1. Select predators and have them wear a red bandana to identify themselves as predators (1 predator for every 4-6 prey). Using a gym or playing field, identify one end as the food source and the other end as shelter. In between these areas scatter the hula hoops around on the ground. These will represent temporary shelters. Scatter the food tokens (pieces of cardboard) on the ground in the food source area.
2. The object of the game is for the prey to collect three food tokens to survive. They must do this, however, without being caught by a predator. The predator must catch 2 prey in order to survive. To begin all the prey should be in the permanent shelter. The predators should be scattered about between the permanent shelter and the food tokens. When the teacher says go, the prey move toward the food source. The prey can avoid being captured by a predator by having at least one foot in one of the temporary shelters. A predator cannot tag a prey that is in any shelter. The prey can also avoid capture by freezing when a predator is within 5 feet of the prey. A predator cannot tag a prey that is frozen. The prey picks up one food token and returns to the permanent shelter. The process is repeated until the prey has three tokens. If a prey is tagged, then the prey must stand on the sidelines.
3. Play several rounds and allow each student to be both a predator and a prey. After the game discuss which ways of escape worked best. Which were easiest. What did predators do when the prey froze.

Indiana Curriculum Standards

K.1.1, K.3.6, .1.1.1, 1.1.2, 2.1.2, 3.1.2, 4.1.15, 4.3.8, 4.3.9

Grade level: K-4

Supplies:

Lifestyle comparison – Then and Now

Objectives:

- Students will compare the lifestyle of the 1800's to their lifestyle.
- Students will realize that their lives are physically easier than those of the children in the past.
- Students will be aware of the style of life of pioneer Americans in the 1800s.

Background:

Homes were built of hewn logs with a roof of boards and dirt or puncheon floors (hewn logs) and were chinked with either clay or a mixture of moss and mud. In the earliest construction, wooden pegs were used in place of nails. A large fireplace was built at one end of the cabin and was often used for cooking. Cabins often consisted of a single open room for living, cooking, and sleeping. The older children in the family often used a loft area as sleeping areas. Pine torches were used for light later on candles and lanterns were used.

Early furniture, often made by the men during the winter months, was crude. A typical cabin was furnished with a home-made bed or two, a table, and chairs. Early beds were mattresses on the floor. Later on, poles were attached to the wall to form a bedframe. As skills increased, freestanding bedframes were built and strung with rope or platted hickory withes to support the mattress. The first mattresses were cloth sacks filled with broomsage later when farming became more widespread women plucked chickens, ducks, and geese for feathers to fill mattresses called ticks and pillows. The first chairs were simple stools (blocks of wood with legs pegged into them) later on skill levels increased and more tools were available chairs became more refined and were built with cane bottoms. Spoons and other utensils and bowls were fashioned from wood. Baskets were often woven from native bark. Gourds were dried to use as dippers or storage containers. Walls were often ornamented with red peppers and other dried vegetables and fruits, and wild turkey feathers.

The pioneer women made most of the family's clothes by hand. Men's everyday clothes were made from flax due to the strength of the material. Skins of deer and other animals were used to make trousers and moccasins. Yarn was spun for all of the other clothes. Shoes were made from tanned hides. Women made soap and candles from animal fat. Most women were very skilled in quilting which was often a social event where women gathered and helped each other complete quilts. Sometimes these quilting bees were held while the men helped each other clear land or do other chores. These "workings" were often followed by a party where neighbors could continue to socialize.

The early settlers' diet mainly consisted of wild game meat, fish and bread. Corn bread and bacon were also a staple foods along with milk and butter. Beans, molasses, cabbage, turnips, onions, greens, berries and fruits made up the summer diet. Fruits, which grew in the area, included crabapples, plums, cherries, grapes, huckleberries, and blackberries. In winter, people ate dried beans (called shucky beans or leatherbritches), molasses, dried pumpkin, turnips, dried fruits and sauerkraut. Cornmeal was often hand ground. After the population increased, enterprising men started water-powered mills. Settlers would carry their corn and wheat to the mill either on foot or by horseback and spend a day getting the meal and flour for the family. Sugar was very scarce and was one of the main items bought by the family along with coffee. Trees were often tapped for their sugar water. Honey was gathered and cane was grown to be made into molasses, which were also used, as sweeteners.

In hard times, the settlers used local herbs such as chicory or parched bran as coffee substitutes. Salt was obtained at the forks of the Little Pigeon Creek and other creeks and rivers in the area. Early settler's traded dried fruits, vegetables, and herbs, including ginseng for necessary goods. The early settlers did not farm much but relied on hunting and fishing to provide most of

their food. After land was cleared, corn became the staple crop, however, wheat, oats, flax, potatoes, cabbage and parsnips were also grown. Livestock usually consisted of a cow, a horse or work oxen, a few hogs and chickens, and enough sheep to provide wool for the family's clothes. Fish was plentiful in the many rivers and creeks that covered the area. Hogs were usually turned out to eat the mast from the vast forests in the area.

Farm tools were very primitive and usually consisted of whip saws, pole axes, broad-axes, hoes and rakes made of either wood or metal, spades, mattocks, and plows. Oats and wheat were cut with a reaper or scythe. Sometimes there was a crosscut saw in the neighborhood.

Setting the Stage:

1. Pioneers of the 1800s lived a very different lifestyle than we do today.
 2. Pioneer lifestyle was difficult and full of hard work.
1. What are the differences between pioneer life in the 1800s and life today?
 2. What are the similarities between pioneer life and life today?

Instructions:

Activity 1: Lead student discussion or have them list activities their family does in the fall to prepare for winter. Examples: remove and store air conditioners, check the furnace, winterize cars, buy winter clothes.

Activity 2: Research one farm product from planting to harvesting. What steps are taken and when?

Activity 3: Prepare a bulletin board or collage depicting life on a modern farm. Ask students to predict the items that may not be on an 1820s farm.

Activity 4: Brainstorm aspects of Lincoln's life and their life. discuss the following items and add some of your own: games, books, house, chores, clothes, roads, transportation, communication, hobbies and school. Pair up your children and assign a different topic to each team. One member draws and/or writes the modern version of these topics while the other member draws and/or writes the pioneer version.

Ask the students to either agree or disagree with the following statements, which will help them to make connections and de-

velop an interest in the topic:

- Children of pioneer families usually had their own bedrooms.
- Cabins were built of logs because they needed to use the resources available in the environment.
- Pioneers used electricity to heat their homes during winter months
- Pioneers developed the technology of indoor plumbing
- Pioneers would get water for cooking, taking a bath, or cleaning from a well, spring, or other natural water source.
- Pioneers used outhouses instead of indoor bathrooms
- Log cabins are out of style and never built for dwellings today

Vocabulary

Pioneer – One of the first to settle in a territory

Outhouse – an outbuilding (for using the restroom)

Math Story Problems:

The Lincoln Family has 15 chickens. If they eat one a week for 5 weeks in a row, how many will they have on the sixth week?

The Lincoln family has 10 chickens. Of the 10 chickens, 5 are hens (females that lay eggs). If each of the 5 hens lay 2 eggs a day for seven days, how many eggs will the Lincoln family have? _____

Mr. Lincoln can plow 1 acre of field in one hour with the horse named Jack. He can plow 2 acres of the field in one hour with the horse named Sophie. How many acres can Mr. Lincoln plow with the horse named Sophie if he has 3 hours to plow? _____

Mr. and Mrs. Lincoln have 5 children. Two are boys. How many of the children are girls? _____

Additional Activities

- Create an art project by gluing pretzel sticks inside of a log cabin outline.
- Play games that pioneer children probably did, i.e. jump rope, hide-and-seek.

**Indiana
Curriculum
Standards**
*K.2.1, K.3.3, 1.3.4,
2.2.2, 2.4.2, 3.1.6,
4.2.6, 5.2.8*

Grade Level: K-5

**Supplies: Paper,
Arrowhead
symbol**

Arrowhead Challenge

Objectives:

- Students will be able to identify the five resource types represented on the NPS symbol.
- Students will realize Lincoln Boyhood National Memorial is part of the NPS memorializing the site where Lincoln grew to manhood.

Background:

The arrowhead is the official symbol of the National Park Service. You will find it on buildings, signs, vehicles, and rangers' uniforms. Each part of the arrowhead represents the important resources that our national parks preserve and protect – including the arrowhead shape itself!

These are specific symbols selected for the NPS arrowhead.

Plants and forests

Wild animals

Scenery

Water resources

Human history

What does each symbol represent?

Sequoia Tree represents vegetation

(Remember not all parks have trees, some have cactus or prairie grasses.)

Bison represents wildlife,

including bison, deer, rabbits, sheep, bears and much more.

Mountains and water represent scenic values

(i.e. landforms, vistas, canyons, etc.) and recreational values for visitor enjoyment

The arrowhead represents historical and archeological values (people and our growth as a nation).

Why was the sequoia tree selected instead of an oak? Why was the bison selected instead of a white-tail deer? National in National Park Service. These are symbols that were impressive or significant to the nation. Bison once roamed most of North America. It was a large animal that symbolized the wildness of the American West, thus it was selected to represent wilderness associated with National Parks. The sequoia was believed to be the oldest living thing until the mid-1950's. One tree, named the General Sherman Tree is over 270 feet high, 115 feet around and over 3,000 years old. Because of their size and age these trees symbolize something that is unique and worth protecting.

Instructions:

Pass out paper and encourage the kids to draw a symbol that represents them and the things that are important in their lives. Do NOT put your name on the front of your emblem.

What is the symbol or mascot selected for your school? Why was it selected and how does it represent your school?

Emblems are important to us because they represent things that we support or believe in. They are symbols that were specifically selected to represent us.



**Indiana
Curriculum
Standards**

**1.1.1, 2.1.1, 3.1.2,
4.1.6, 4.3.8**

Grade Level: 1-4

**Supplies: pieces of
yarn, whistle, post-
er board or dry
erase board**

**“There I Grew Up...” A. Lincoln
Little Pigeon Creek Community**

Objectives:

- Students will have an understanding of the nearby community of which the Lincolns were a part.

Background:

One of the Great Pigeon roosts! Southern Indiana was a feeding and breeding ground for the passenger pigeons. Passenger Pigeons have been said in its day to have numbered into the millions and to have been the most abundant of any bird in America. The Passenger Pigeons “literally formed clouds, and floated through the air in a frequent succession of these as far as the eye could reach, sometimes causing a sensible gust of wind, and a considerable motion of the trees over which they flew.” Audubon observed, “Multitudes are seen, sometimes, in groups, at the estimate of a hundred and sixty-three flocks in 21 minutes. The noonday light is then darkened as by an eclipse, and the air filled with the dreamy buzzing of their wings.”

Where did it get its name?

When the Lincolns settled in this area, it wasn't called Lincoln City. Instead, the settlement was named the Little Pigeon Creek Community, which got its name for the many passenger pigeons that lived in the Southern Indiana woods. Those pigeons are now extinct, which means they no longer exist. Today, there are laws against killing birds or animals in most National Parks. These laws protect endangered species, which might be living within park boundaries, and hopefully, help to

keep other species from becoming extinct like the passenger pigeons.

Instructions:

Survival Game

1. Before the students arrive, scatter the pieces of yarn around the playing field.
2. Explain to the class that they will have to hunt for worms to survive. Divide the group into 2-4 equal teams. Describe what the worms will look like.
3. Arrange the groups at the starting line. Tell them that when you say “go” (or use a whistle for starting and stopping), they must run out onto the playing field and find a worm. When they do, they must run back and sit with their group. Each group gets a point for each worm they find. The first group to have each bird find a worm and return, wins an extra 5 points.
4. After you have played one round, record onto the poster board the score.
5. For each round after, place a hunter onto the playing field. The hunter will “tag” as many birds as he can. Each bird that gets tagged must sit down. Play until all birds are tagged.
6. Explain that the passenger pigeons were hunted until they became extinct, (which means they no longer exist).

*Indiana
Curriculum
Standards*

Grade Level:

Supplies:

Indiana Curriculum Standards

1.1.1, 2.1.1, 2.1.2,
3.1.2, 3.1.6, 4.1.6,
4.1.15, 4.3.2, 4.3.8,
4.3.9

Grade Level: 1-4

Supplies: copies
poster answers

Migration of the Lincoln's

Objectives:

- Students will have an understanding of events in the life and lifestyle of Abraham Lincoln.
- Students will have a better understanding of the world in which Lincoln grew up and what part that world played in shaping his character.

Background:

Each generation of the Lincoln family moved steadily west. Why? New opportunities, land, lure of the frontier, hope to improve economic conditions, insecurity of land titles, slavery – free state vs. slave state.

Reasons for leaving Kentucky

During his 8 years in KY Thomas held 816 ½ acres but all he salvaged after land title issues was 200 acres. He sold these and took a loss under original purchase price because of faulty survey.

Slavery controversy in KY over rights and wrongs of slavery. They were members of an antislavery sentiment church.

What did the Lincoln family bring with them when they moved to Indiana?

Thomas and Nancy had been married for 10 years. They had accumulated the usual amount of plunder found in the one-room log cabins of that period. No attempts would have been made to move furniture:

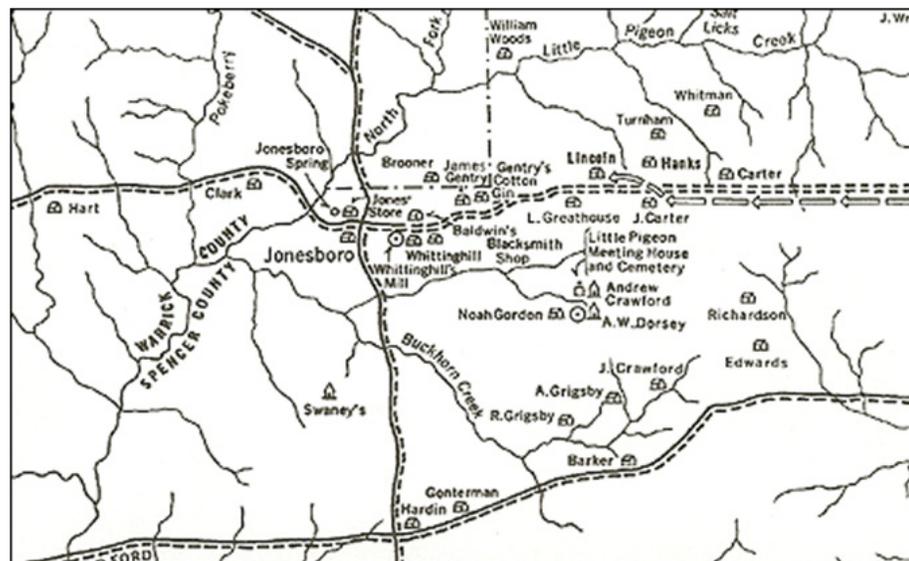
tables, chairs, cupboards or even bedsteads. Thomas was a carpenter who could make these things after arrival. Cured meats – prepared during the recent hog-killing season. Corn – shelled and ground, seed corn for planting. A cow. Featherbed and bed coverings, spinning wheel, utensils for cooking, ax and wood clearing implements, steel point for plow, carpentry tools, knives, forks, pewter dishes, wooden bowls, small pans, large kettle, dutch oven, skillet, spider.

After crossing the Ohio they had 16 miles to go. This was the most difficult part of their journey. One of Lincoln's neighbors related that Thomas "came in a horse wagon, cut his way to his farm with an ax felling trees as he went." This journey had made a deep impression on the little 7 yr. old Abraham who in early years "never passed through a harder experience than he did in going from Thompson's Ferry to their homesite."

Instructions:

Show on a map the areas where the Lincoln family once lived. (Kentucky and Indiana) Look at the map below of the Little Pigeon Creek Community and answer the following:

- How many families lived within a the area shown on the map
- List their names
- Mode of transportation in the 1800's
- How did transportation and distance impact social life for settlers?
- Business and community buildings? • What was the name of the closest store? Church? School?



Scale: 2 inches = 3 miles

Additional activities:

Make an inference as to why settlers would leave the homes they built to move west? (They wanted to start new lives; opportunities for inexpensive land or clear title; the land provided rich and fertile soil for their crops)

Show on a map of the US where the Lincoln's lived.

How many children lived in the neighborhood? (Need list from Lincoln's Youth)

Poster questions:

Pass out one of the answers to the following questions to each small group of kids in the classroom. Have the groups come up one at a time to put their answer on the poster.

Where did the Lincoln family travel to from Kentucky?
(ans. Indiana)

Why did they leave Kentucky?
(ans. Land Issues)

What year did they settle here?
(ans. 1816)

When did Indiana become a state?
(ans. 1816)

What year did the Lincoln family leave Indiana?
(ans. 1830)

How long did the Lincoln family live in Indiana?
(14 years)

Where did they move when the Lincoln family left Indiana?
(Illinois)

**Indiana
Curriculum
Standards**
K.2.1, 1.2.5, 2.2.2,
2.3.2, 3.1.6, 4.2.6,
4.3.9, 5.2.8

Grade Level: K-5

Supplies: copies of
booklet (copy front
and back)

Travel Journal

Objectives:

- Create a booklet to send to National Parks so we can learn about these special places.
- Send Flat Lincoln on adventures in other National Parks.

Instructions:

Using the following information create a booklet to send to National Park units of your choice.

To make the booklet: copy the next two pages front and back, fold down the middle and side to side, cut along the top fold, and staple in the middle.

As a boy Abraham Lincoln moved from Kentucky to Indiana where he lived for 14 years from the ages of 7 to 21. In 1830 he left Indiana and moved to Illinois. Abraham Lincoln would later become the 16th President of the United States. He is one of the most famous Presidents in American History.

As part of our classroom studies we are learning about Lincoln Boyhood National Memorial and the Park Service. Thank you for taking the time to help us learn more about your Park so we may become better stewards of America's special places

Students Name _____

Date _____

Grade _____

Teachers Name _____

School Name and Address

Important Instructions for Park Rangers

1 On the next blank page please fill in the questions and describe Flat Lincoln's activities such as what he saw and who he met, what he enjoyed the most, etc. Flat Lincoln also may collect things from his travels such as stickers. Please feel free to add things to Flat Lincoln. You may also include a park stamp, picture or postcard from your park. Be creative!

2 When complete, please mail this packet to another National Park Unit of your choice. Except when it has been 30 days since the date written by the student on the previous page. If this is the case please mail to the school immediately so that it may be returned to the classroom within the designated time of this lesson plan.

Park:

Park Address

Date Flat Lincoln arrived:

Please describe Flat Lincoln's activities while he visited your park

Ranger Signature:

Ranger Signature: _____

1. On the next page p(s) please fill in the questions and describe Flat Lincoln's activities such as what he saw and who he met, what he enjoyed the most, etc. Flat Lincoln also may collect things from his travels such as stickers. Please feel free to add things to Flat Lincoln. You may also include a park stamp, picture or postcard from your park. Be creative!

2. When complete, please mail this packet to another National Park Unit of your choice. Except when it has been 30 days since the date written by the student on the previous page. If this is the case please mail to the school immediately so that it may be returned to the student within the designated time of this lesson plan.

Important Instructions for Park Rangers

As a boy Abraham Lincoln moved from Kentucky to Indiana where he lived for 14 years from the ages of 7 to 21. In 1830 he left Indiana and moved to Illinois. Abraham Lincoln would later become the 16th President of the United States. He is one of the most famous Presidents in American History.

As part of our classroom studies we are learning about Lincoln Boyhood National Memorial and the Park Service. Thank you for taking the time to help us learn more about your Park so we may become better stewards of America's special places.

Date _____

Grade _____

Teachers Name _____

School Name and Address

Park:

Park Address:

Date Flat Lincoln arrived:

Please describe Flat Lincoln's activities while he visited your park

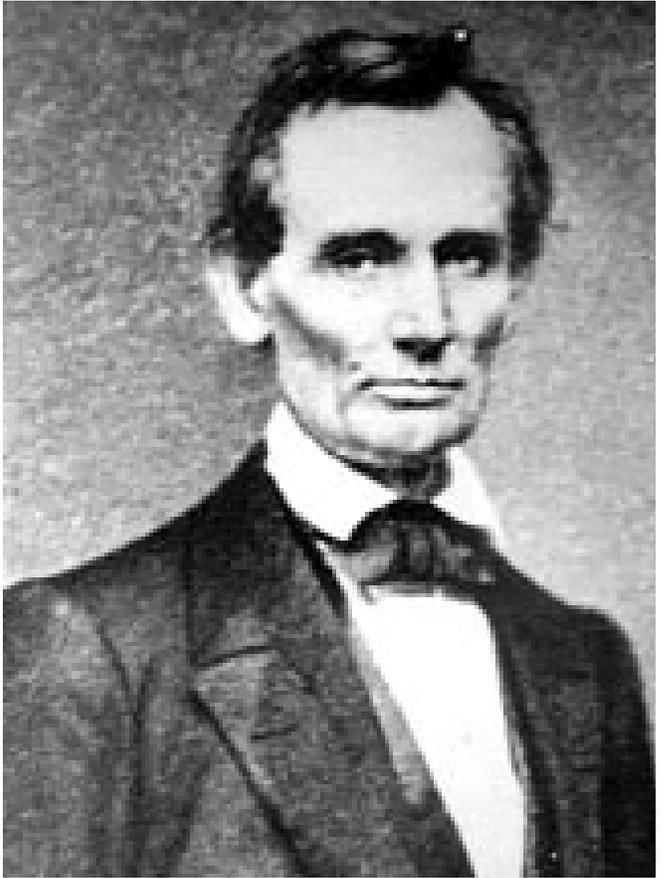
Park:

Park Address:

Date Flat Lincoln arrived:

Please describe Flat Lincoln's activities while he visited your park

Ranger Signature: _____



Park:

Park Address:

Date Flat Lincoln arrived:

Please describe Flat Lincoln's activities while he visited your park

Ranger Signature:

Park:

Park Address:

Date Flat Lincoln arrived:

Please describe Flat Lincoln's activities while he visited your park

Ranger Signature:

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**Indiana
Curriculum
Standards**

**K.1.1, 1.1.1, 2.1.1,
3.1.2, 3.1.4, 4.1.6,
4.3.8**

Grade Level: K-4

**Supplies: 36 cards
total**

**6 Animals,
6 Home (log cabin)
6 Water (ex. spring,
well, stream)
6 Land,
6 Food,
5 Trees
1 Sickness**

**Pioneer Survival: What did
the Lincoln family need to
survive?**

Objective

• Students will be able to: 1. work productively in small groups to collect all the cards needed to make a home; 2. make appropriate decisions to collect the needed cards.

Instructions

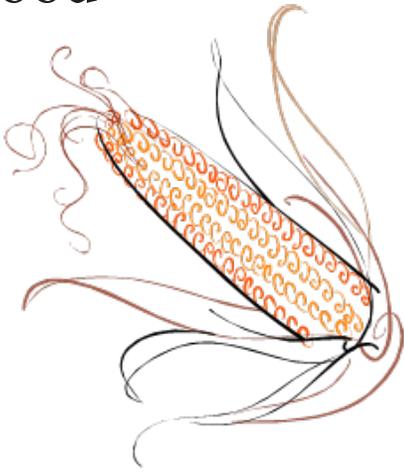
1. Tell the students we are going to play a game like Old Maid. This game is called Oh No! Sickness! For this game the students will need to collect those things the Lincoln family needed to live. Ask the students to name these things. The students should respond with animals, home, water, land, food, and trees.
2. Write the topics on the board and then ask the students to name things that would go under each one of them.
3. Explain that the students are going to play a game and place them into six small groups in different areas of the room. After the cards have been shuffled, each group will be given 6 cards. To win the game they will need to have a complete set of cards – 1 animal, 1 home, 1 water, 1 land, 1 food, 1 tree. But there is a catch, one tree is missing and has been replaced with something bad – sickness, If a group gets the sickness card they will want to get rid of it. Just like you want to get rid of the Old Maid, you will want to get rid of sickness. (Place a set of the cards in view of the students for reference).
4. The students look at their cards and as a group choose the best move.
5. The students decide how many cards they will need to trade. After they have decided, they pick one member of their group to go to the center of the room to trade their cards with another group. The student that is selected to trade cards repeats the number of cards they are trading until they exchange cards with another group. They can only trade with a group that wants to trade the same number of cards.
6. The groups continue to trade cards until

one group has a set of all six cards. When a group has a complete set they should shout the word “pioneer”. The game stops. Any student in the middle goes back to their group with the cards they have in their hand.

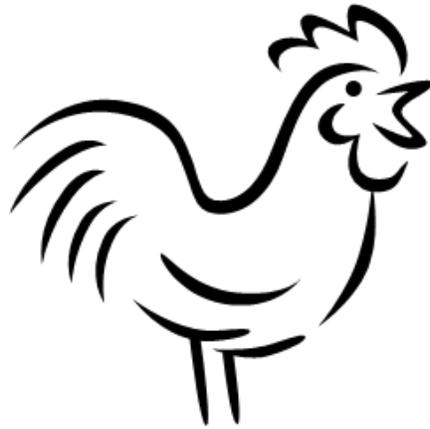
7. The group that shouted “pioneer” reads their cards to make sure they have 1 animal, 1 home, 1 water, 1 land, 1 food, 1 tree. If they have all six they get 6 points. The other groups check their cards to make sure they do not have a complete set. If another group has a complete set of six cards they also get six points. Keep score on the board.
8. The other groups check their hands to see which one is holding the sickness card. This group receives 0 points for this round.
9. The remaining groups get a point for each part of a set they have, no points are given for the duplicates.
10. Collect the cards, shuffle and deal again. The class can play as many rounds as desired.

Closure: Today we played Oh No! Sickness! And collected the things the Lincoln family needed to survive. We also learned that sickness is a bad thing. Pioneers who got sick didn’t have the medicines we have today to help them get better.

Food



Animals



Home (Log Cabin)



Water



Land



Trees



Oh No!
Sickness!

**Indiana
Curriculum
Standards**
*K.1.3, K.2.4, 1.1.4,
1.1.9, 2.2.5, 2.2.7,
3.2.5, 4.2.6, 5.2.8*

Grade Level: 2-5

Supplies: copies of worksheets provided, posterboard, books on Lincoln's life,

What would you do?

Objectives

Students will recognize opportunities to practice responsibility in their own lives. Students will relate to Abraham Lincoln's childhood dilemmas.

Background

As a young boy growing up in Indiana, Abraham Lincoln learned and practiced the act of taking personal responsibility. Abraham borrowed a biography of George Washington from his neighbor, Josiah Crawford. By some accident the book was exposed to ruined by a rainstorm. Young Abraham acknowledged to Mr. Crawford his accountability. Abraham agreed to work off this debt to Mr. Crawford by pulling fodder (cut the tops from corn) for two days.

Instructions

Teacher: Share a personal experience from your childhood in which you were faced with a dilemma (i.e. borrowing something and losing it, stealing, breaking something that didn't belong to you). Leave out the ending of the story, allow the students to pair and share about possible ways to resolve the situation. Encourage the students to brainstorm as many resolutions as possible. Have them write their endings on sticky notes.

Write the words "Responsible" and "Irresponsible" as headings on the board. Discuss and categorize the brainstormed outcomes as a class and place the sticky notes on the board under the appropriate headings as determined by the class.

Journal: Have the students write about a time they were faced with a difficult situation and had the opportunity to practice responsibility and what the outcomes of their choices were.

Worksheet: Refocus on the story about Abraham working off a debt because a borrowed book was ruined. Discuss how he took responsibility and worked to repay the cost of the book. Have the students pick out other dilemmas in Lincoln's life and identify how he demonstrated respon-

sibility in each situation. Use a timeline of Lincoln's life or books that share events that took place in his childhood to provide more situations for the students to consider if necessary. (worksheet: Young Abraham Lincoln - Responsibility)

Everyday Dilemmas: In groups, brainstorm dilemmas that students may run into during the school year and how a responsible person would respond. (create slogans, i.e. "if you borrow it, bring it back")

Have students create posters depicting a young Abraham Lincoln responding responsibly (using the slogans in school settings). Allow each group to present their poster to the rest of the class and explain how they think a young Abraham Lincoln would have responded.



Everyday Dilemmas

We are faced with dilemmas every day where we have a choice to make. Think of 3-4 situations here at school that students are faced with and the responsible choice they can make to solve their dilemma.

Dilemma

Responsible Choice

Pick one of the situations above to write a slogan or phrase that will encourage students to make the responsible choice.

“ _____

_____ ”

On the back of this paper sketch out your idea for a poster where you have young Abe Lincoln sharing this advice with students in your school.



Young Abraham Lincoln – Responsibility

We have been discussing the time Lincoln took responsibility for a book he had borrowed that was ruined by the rain and then he worked to pay off the expense. There are several other events in his childhood where he showed responsibility. Go through a time line or books and pick one event to write about.

Abe's Dilemma: _____

His Age: _____

Choice he made: _____

Do you think this was a responsible decision? Why or why not?

What other choices could he have made? _____

Do dilemmas like this still take place? _____

What advice would you give to a friend who is facing a similar situation?
