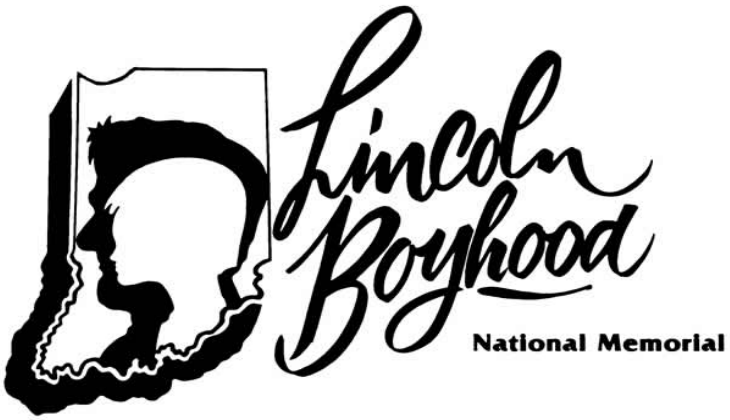

Teacher Packet

Sponsored by the National Park Service at Lincoln Boyhood National Memorial and the National Park Foundation

Welcome

Welcome to the educational program at Lincoln Boyhood National Memorial.

The National Park Service is pleased you will be participating in our program. We hope the enclosed pre-visit material will assist you in preparing your students for their visit to Lincoln Boyhood National Memorial.

The National Park Service is charged by the Congress of the United States with preserving the areas under its care, and with providing for the enjoyment of the public. That mission governs Park Service policy and actions in the large "natural area" National Parks like Yellowstone and Grand Canyon, as well as in the more numerous and smaller historical areas such as Lincoln Boyhood National Memorial.

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

We hope that you will find these 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 preserving our heritage for this and future generations.

Arrangements for guided tours can be arranged by calling 812-937-4541.

Introduction

We are delighted that you have requested our Lincoln Boyhood National Memorial Teacher Packet.

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 as a unit of the National Park system. The second section 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 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. Please take a few moments to complete and 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 the National Park Service at Lincoln Boyhood National Memorial!

TABLE OF CONTENTS

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 to Indiana in 1816 and stayed until 1830 when they moved to Illinois. During this period, Lincoln grew physically and intellectually into a man. The people he knew here and the things he experienced 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. Lincoln Boyhood preserves the place where he learned to laugh with his father, cried over the death of his 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 nation's respect and reverence for Abraham Lincoln. Although the effort was spearheaded by the state of Indiana and not the federal government, 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 a place where Abraham Lincoln's early life could be properly contemplated and appreciated. Surrounding it was 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, an 1820s era farm was re-created 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 at 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 what frontier life was like for him. In the Memorial Visitor Center there are two memorial halls, the Abraham Lincoln Hall and the Nancy Hanks Lincoln Hall; a museum with exhibits about the Lincolns and pioneer life; and an orientation film. Park rangers can provide tours of the building and talk about Lincoln's youth and his family.

The *Nancy Hanks Lincoln gravesite* is located just to the 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 stone 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 re-creation of a pioneer farm. Fully furnished structures, including the 22' x 16' cabin, the smokehouse, the corn crib, the carpenter shop, and the barn provide an 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 soap 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 the 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.

North of the farm another trail, the *Lincoln Boyhood Nature Trail*, makes a one mile circular loop through a forested area.

Tour Options

1. Memorial Visitor Center Only
   Ranger led tour of the Memorial Visitor Center that includes the museum, the two Memorial Halls, and the park film. Restrooms and sales items are available. May also include a self-guided walk to the Nancy Hanks Lincoln gravesite. Length: minimum of 1 hour.

2. Lincoln Living Historical Farm Only
   Includes two demonstrations of pioneer skills by rangers in period clothing, one in the cabin and one at the carpenter shop. Vault toilets are available at the parking area. Sales items available at the Memorial Visitor Center. May also include a walk to the Cabin Site Memorial. Length: minimum of 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, if by bus; 20 minutes if walking the trail. Length: minimum of 2 1/2 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.

- 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 you have in your group (both children and adults) and how much time you have to spend at the park.

- 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 5% sales tax is added.

- There are limited picnic facilities available at Lincoln Boyhood National Memorial; which may not sufficiently accommodate large groups. Picnicking and other recreational facilities are available at nearby Lincoln State Park.

Arrangements with Lincoln State Park for picnicking and advanced fee waiver requests can be made by calling 812-937-4710. These arrangements must be made directly with the state park.

- Please remind your students that all natural and historic features in the park are protected and are not to be disturbed or damaged.

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

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

SYNOPSIS OF THE LINCOLNS IN INDIANA 1816-1830

In the fall of 1816 a dark-haired frontiersman 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) of Government-surveyed land for a home site, he marked the corners with brush 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 Lincoln, 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.

Thomas Lincoln had worked hard at homesteading since he married young Nancy Hanks in a small Kentucky crossroads 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 2 years. It was 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.

Within two or three years, Nancy gave birth to her third and last child, Thomas. Abraham recalled that, "A brother, younger, died in infancy." Some impressions of his

life here remained vivid. He remembered an old stone fort and a great poplar that stood along the family route to the gristmill. He remembered his boyhood companions; carrying water to the cabin and a vast rain that washed away pumpkin seeds he had so carefully planted the day before. Once he caught a fish and gave it to a passing soldier; another time he fell into the creek and was barely pulled out in time. He never forgot the names of his first teachers - Zachariah Riney, and Caleb Hazel, whose A.B.C. schools he attended for a few months.

For five years Thomas Lincoln farmed his land on Knob Creek, paying his bills, performing his public duties, and supporting his family. The increase of slavery bothered him. Yet it was not slavery that drove him from Kentucky, but land titles. In 1816 the heirs of an earlier landowner brought an ejectment suit against him and nine of his neighbors, claiming prior rights to the land. That fall, while the suit was still pending in court, he made up his mind to move to Indiana where he could hold his land without fear. When Thomas returned from his scouting trip, he gathered their possessions and the family started for the river crossing. It was December 1816 and Abraham was seven. Abraham later remembered the trip to the farm site as one of the hardest experiences of his life. After crossing the Ohio River at Thompson's ferry and following an old wagon road for 12 miles, they had to hack out the last distance through the dense underbrush. It was early winter. With the help of neighbors Thomas cleared a spot on high ground and put up a log cabin, finishing it within a few days. Then came an incident that left a deep impression on the young boy. A few days before Abraham's eighth birthday, a flock of wild turkeys approached the cabin. Standing inside, he fired his father's rifle through a crack and shot one. "I have never since," he wrote many years later, "pulled a trigger on any larger game."

The family lived on wild game and bartered corn and pork that first winter, until Thomas could clear enough ground for his first crop. Abraham was large for his age, and his father put an ax into his hands at once. Year by year they hacked away at the forest, eventually bringing under cultivation some 40 acres of corn, wheat, and oats. They also kept sheep, hogs, and a few cattle. In October 1817 with one crop in, he rode 60 miles to the land office in Vincennes and deposited $16 on two tracts of 80 acres each. Two months later he paid $64 more, one-forth of the $320 total price of. (Not until 1827 would he completely pay for his land. He did it then by relinquishing the east 80 acres as payment for the west 80, a common practice of the day. He also owned 20 acres that adjoined the west 80.)

In the fall of 1817 Nancy's kinfolk joined the Lincolns. Driven out of Kentucky by a similar ejectment 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 Abe a companion and Thomas another work hand.

Within a year both Sparrows died, 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 remedies in any case. 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 days 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...."

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, 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, as 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 buck skin 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."

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 classics 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 of 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 would often entertain friends with jests and imitations of politicians 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 meetinghouse for 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 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, 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 plunder stole on board and attacked the sleeping boatman. In a wild fight the two youths drove them off, cut cable, and drifted on downriver. At New Orleans they sold their cargo and the flatboat and road a steamer back home. Lincoln caught his first real glimpse of slavery while in New Orleans. For his 3 month's work Abraham earned $24.

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, Sarah died due to complications of childbirth. This was another devastating incident in the young life of Abraham Lincoln.

In late 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, helped persuade Thomas to move.

Preparations 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 Dismission," recalled it upon receiving a complaint from another member, 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 to David Turnham all his stock and grain, "about 100 hogs and 4 or 5 hundred bushels 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 last to John Hank's 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.

Questions About Abraham Lincoln

Here are some questions about Abraham Lincoln. Take a few minutes and try your skill at answering them:

1. Give the day, date, and year of Abraham Lincoln's birth.

2. In what state was Lincoln born?

3. Who were the parents of Abraham Lincoln?

4. How many years did Abraham live in Kentucky?

5. Can you name Abraham Lincoln's sister?

6. In what month did Abraham and his family come to Indiana?

7. Abraham's mother Nancy died October 5, 1818; what caused her death?

8. What did Thomas Lincoln do for a living?

9. What was the name of Abraham's step-mother?

10. What large city and state did Abraham Lincoln and his friend Allen Gentry visit on their first flatboat trading trip?

11. Name Abraham's step-sisters and step-brother.

12. How many years did Abraham live in Indiana?

13. How many years of schooling did Abraham receive?

14. How tall was Abraham Lincoln?

15. What caused the death of Sarah Lincoln Grigsby?

(Check your answers on the next page)

Answers to the Lincoln Questions

1. Sunday, February 12, 1809.

2. He was born in Kentucky.

3. Thomas and Nancy Hanks Lincoln.

4. He lived there for seven years.

5. He had an older sister named Sarah.

6. In December of 1816, they reached their new home in Indiana about the time the State came into the Union.

7. White snakeroot poisoning, called "milk sickness."

8. Abraham's father Thomas was a farmer and skilled carpenter.

9. Sarah Bush Johnston.

10. To New Orleans, Louisiana.

11. Their names were Elizabeth, Matilda, and John Johnston.

12. Fourteen years; from December 1816 to March 1830.

13. One year.

14. 6'4".

15. Childbirth.

Word Search

Find as many of these words as you can in the word search below. Words in the search may be found going across, diagonally, or down.

Words to Find:

DEER	NANCY
FRONTIER	RAIL
INDIANA	LOG CABIN
ABRAHAM	KENTUCKY
OHIO RIVER	FARM
BEAR	CORN
PIGEONS	WOOL

F P D E S O R E N T L T Y M I

A L E Z T A X L A W Y E R X N

R I E U E L K E N T U C K Y D

M C R B O H I O R I V E R W I

R O O O M P Z P I G E O N S A

A L W R A B R A H A M H P A N

I N X B N F R O N T I E R I A

L O G C A B I N A N C Y A D Z

Answers to the Word Search

Words in the search may be found going across, diagonally, or down.

Words to Find:

DEER	NANCY
FRONTIER	RAIL
INDIANA	LOG CABIN
ABRAHAM	KENTUCKY
OHIO RIVER	FARM
BEAR	CORN
PIGEONS	WOOL

F P **D** E S O **R** E N T L T Y M **I**

A L **E** Z T **A** X L A W Y E R X **N**

R I **E** U **E** **L** **K** **E** **N** **T** **U** **C** **K** **Y** **D**

M **C** **R** **B** **O** **H** **I** **O** **R** **I** **V** **E** **R** W **I**

R O **O** **O** M P Z **P** **I** **G** **E** **O** **N** **S** **A**

A L **W** **R** **A** **B** **R** **A** **H** **A** **M** H P A **N**

I N X B **N** **F** **R** **O** **N** **T** **I** **E** **R** I **A**

L **O** **G** **C** **A** **B** **I** **N** **A** **N** **C** **Y** A D Z

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 area, who had sided with the British, vast new acreages were opened to settlement. Large numbers of people from other parts of the country, especially the South, began to move in and set about clearing the forests and cultivating the land. 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 by 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 an 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 pioneer would begin constructing a permanent home. Given the extensive forests that covered much of the land, the log cabin was a natural choice for their dwellings. Logs, often of tulip poplar 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 materials 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 of 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. But 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 ax was a tool every bit as important as the rifle on the frontier. Trees were

either 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, buildings, 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, 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 deerskin, 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 hard-wearing, 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 milksickness, 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 did much 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.

At the Lincoln Living Historical Farm, a re-created pioneer homestead helps visitors to 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, it is hoped that the students will learn something of the boy who went on to become President of the United States.

In this section 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.

Drawing a Log Cabin

In the "Indiana Frontier" you read a description of a log cabin. Use the information to draw the interior or the exterior of a pioneer cabin.

Frontier Math Problems

1. An average man could split 200 rails in one day. How many rails could he split in one week?

2. It takes 20 minutes to properly card one piece of wool for spinning. How long would it take to card 4 pieces of wool?

3. Some of the trees the pioneers cut down were 20 feet long. If you placed 10 of those 20 foot trees end to end, how long would your line of trees be?

4. If you own 36 hens and 24 roosters but one half of your roosters are sold to a neighboring farmer, how many total chickens would you have left?

5. If it takes 59 pegs to build a wooden gate, and you already have 27 pegs made, how many more pegs must be whittled to complete the gate?

Answers to the Frontier Math Problems

1. An average man could split 200 rails in one day. How many rails could he split in one week?

There are 7 days in one week, therefore

200 X 7 = 1400

He could split 1400 rails in one week.

2. It takes 20 minutes to properly card one piece of wool for spinning. How long would it take to card 4 pieces of wool?

20 X 4 = 80

It would take 80 minutes or one hour and 20 minutes to properly card 4 pieces of wool

3. Some of the trees the pioneers cut down were 20 feet long. If you placed 10 of those 20 foot trees end to end, how long would your line of trees be?

20 X 10 = 200 feet

Your line of trees would be 200 feet long.

4. If you own 36 hens and 24 roosters but one half of your roosters are sold to a neighboring farmer, how many total chickens would you have left?

24 X 1/2 = 12
12 + 36 = 48

After selling one half of your roosters, you would have 48 total chickens (hens and roosters).

5. If it takes 59 pegs to build a wooden gate, and you already have 27 pegs made, how many more pegs must be whittled to complete the gate?

59 - 27 = 32

You need to whittle 32 more pegs to finish your wooden gate.

Pioneer Tools

For the early 19th century Indiana 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.

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 sides. 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 beetles 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 hammers, 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.

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 that 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.

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 thin by hand. Once cultivated, the flax plant was a good source of raw material for clothing. Wool also was very important in the pioneers' efforts to provide themselves with adequate apparel. The preparation of these materials and the production of home-made 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 summer or early autumn, the ripened plant was pulled and left on the ground for a month or more to rot out the woody 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 hackel or hatchel, and the shorter fibers, or tow, were removed. Many combings, 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 spinnings 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, hand picked 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, wool-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 wheels was wound into knots and skeins (forty threads to the 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 the 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 much used for women's apparel. Woven with cotton, it produced "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.

Drawing of Pioneer Tools

Draw a picture of a tool being used by a pioneer on the Indiana frontier.

Matching Game

Use your knowledge to match the tool with its use.

Draw a line from one column to the other.

A. Shaving horse	1. Used to chop down trees.
B. Froe	2. Used to crimp the stalks of this plant.
C. Felling axe	3. Used to "hew" a log.
D. Adze	4. Used to prepare wool for spinning.
E. Maul	5. Sharp tool used to hollow out wooden bowls.
F. Broad axe	6. A pioneer used it to make shingles.
G. Flax break	7. Used to hold a piece of wood in place while it's being worked on.
H. Hand cards	8. Heavy hammer made of wood.

(Check your answers on the next page)

Matching Game

Use your knowledge to match the tool with its use.

Draw a line from one column to the other.

A. Shaving horse	(7)	1. Used to chop down trees.
B. Froe	(6)	2. Used to crimp the stalks of this plant.
C. Felling axe	(1)	3. Used to "hew" a log.
D. Adze	(5)	4. Used to prepare wool for spinning.
E. Maul	(8)	5. Sharp tool used to hollow out wooden bowls.
F. Broad axe	(3)	6. A pioneer used it to make shingles.
G. Flax break	(2)	7. Used to hold a piece of wood in place while it's being worked on.
H. Hand cards	(4)	8. Heavy hammer made of wood.

Discussion or Essay Questions

1. What were some of the basic problems of pioneer survival?

2. Did the pioneers have a regular work schedule like we have today?

3. Which member of a pioneer family do you think worked the hardest and why?

4. What did a pioneer family do for entertainment?

5. How would you describe the importance of domestic animals to the pioneers?

6. How did the weather affect the pioneers in the 1820s?

7. What kind of clothing did the pioneers wear?

8. Compare the methods of preserving foods in the 1820s and present day methods of food preservation.

9. Describe pioneer doctors and medicines.

10. Describe transportation of the pioneers.

11. How were trees important to the pioneers?

12. How did pioneers get fresh meat for supper?

13. Did pioneer farming have any advantages over farming today?

14. Compare yourself with pioneer children.

15. Compare cooking in the 1820s to cooking today.

Sources of additional information:

About Abraham Lincoln's boyhood:

Lincoln's Youth, Indiana Years 1816-1830. Louis A. Warren. Indianapolis: Indiana Historical Society, 1991.

- The best single source of information about Lincoln's Indiana boyhood years.

Lincoln's Parentage and Childhood. Louis A. Warren. 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.

About Frontier Indiana

The Indiana Way: A State History. James H. Madison. 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.

The Old Northwest: Pioneer Period, 1815-1840. R. Carlyle Buley. Bloomington: Indiana University Press, 1951.

- Volume 1, Chapter 4 covers the material side of pioneer life; Chapter 5 is about pioneers' health; and Chapter 6 discusses the social and cultural life of the pioneers.

The Hoosier State: Readings in Indiana History. Ralph Gray, ed. Grand Rapids, MI: William B. Eerdmans Publishing Company, 1980.

- Chapter 4 is entitled "Life on the Indiana Frontier" and Chapter 5 is "Pioneer Culture and Agriculture."

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

About Pioneer Tools

A Museum of Early American Tools. Eric Sloane. New York: Funk and Wagnalls, 1964.

- Contains many excellent illustrations of tools and how they were used.

A Reverence for Wood. Eric Sloane. New York: Ballatine Books, 1973.

- More illustrations of tools and how they were used.

Log Buildings of Southern Indiana. Warren E. Roberts. Bloomington, IN: Trickster Press, 1984.

- Pages 149-173 discusses various tools used by the pioneers.

Lincoln Boyhood National Memorial Film Library

Lincoln Boyhood National Memorial has VHS video cassettes available for loan to schools, organizations, and other non-profit groups. The videos may be borrowed at any time during the year. There are also some additional 16mm films available for anyone interested. All films and videos are sent by certified mail and we ask that you return them by certified mail, or in person.

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

Chief of Interpretation
Lincoln Boyhood National Memorial
P.O. Box 1816
Lincoln City, Indiana 47552 (812) 937-4541

Film and VHS

Assassination of Abraham Lincoln 27 minutes

The Face of Lincoln, 27 minutes (black and white)

Here I Grew Up 24 minutes

Lincoln, The Kentucky Years 18 minutes

Pioneer Days in Indiana 23 minutes

VHS only:

Abe Lincoln in Illinois 110 minutes

Abraham Lincoln 35 minutes

Abraham Lincoln, Collector's Edition Two tapes - 37 minutes and 47 minutes

Black Easter - The Assassination of Abraham Lincoln 50 minutes

Blessings of Liberty 18 minutes

Come Join Us 8 minutes, Closed Captioned

Conviction of the Heart 8 minutes

Four Little Pages 25 minutes

Forging Greatness - Lincoln in Indiana 15 minutes

The Lincoln Conspiracy 87 minutes

Out of the Wilderness 30 minutes

Silent Witness

Welcome to the National Park Service 12 minutes, Closed Captioned

Young Abe Lincoln 5 minutes

Evaluation

School: _____

Grade: _____

Town: _____

Did your class visit Lincoln Boyhood National Memorial? (Circle one)

Yes No

If yes, please complete page 2 of this evaluation. If no, only complete page 1.

1. Were the instructions and background information clear and easy to understand?

Yes No

2. Which activities did you use? Which activities were most useful? _____

_____

_____

_____

3. Were the activities appropriate to the grade level?

Yes No

4. What parts of the packet did you find most useful? Least useful? _____

_____

_____

_____

5. What suggestions would you recommend to improve this packet? _____

_____

_____

_____

Additional Comments:

If you visited Lincoln Boyhood National Memorial and participated in a program, please take a few moments to answer the following questions.

Date of visit: _____

Programs Attended: (Check all that apply)

Tour of Memorial Visitor Center _____

Movie, *Forging Greatness - Lincoln In Indiana* _____

Lincoln Living Historical Farm _____

Ranger's name (if known): _____

How would you rate the following?

	Excellent	Good	Average	Poor
Friendliness of Ranger				
Quality of Program				
Length of Program				
Level of Presentation				
Relevance				

Please return to:

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