



## MATERIAL FOR EDUCATORS

LINCOLN LOG CABIN STATE HISTORIC SITE

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# Introduction

## **To the Educators:**

Lincoln Log Cabin’s educational material was produced by the staff of the Lincoln Log Cabin State Historic Site for the purpose of providing supporting materials which will enhance the students knowledge prior to and after visiting Lincoln Log Cabin.

The packet contains two main divisions: Pre-visit and Post-visit activities. Within these divisions, there are sections including an overview, objectives, vocabulary, and any attached worksheets that may go along with the lesson.

**Overview:** Describes the topic of the section

**Objectives:** Outlines the goal(s) of the section

**Vocabulary:** Defines words or phrases from the section that may be unfamiliar to the student

**Worksheets:** Provides exercises that help the students to retain the knowledge that they learned in that given lesson

Through the utilization of pre-visit lesson plans and activities, the site-based experience, and post-visit analysis, students should be able to demonstrate competence of the five applications of learning laid out in the most recent Illinois Educational Standards for Social Science Education: 1) problem solving; 2) communication; 3) technology use; 4) teamwork; and 5) making connections.

## **Illinois State Curriculum Standards**

The most recent educational curriculum guidelines for the State of Illinois were consulted during the planning of this packet. The Lincoln Log Cabin educational packet can help you address the following standards:

**Social Science State Goal 14:** Understand political systems, with an emphasis on the United States.

- 14.D.2 Explain ways that individuals and groups influence and shape public policy. (Lesson 1)
- 14.E.2 Determine and explain the leadership role of the United States in international settings. (Lesson 1)
- 14.F.2 Identify consistencies and inconsistencies between expressed United States political traditions and ideas and actual practices (e.g., freedom of speech, right to bear arms, slavery, voting rights). (Lesson 1)

**Social Science State Goal 15:** Understand economic systems, with an emphasis on the United States.

- 15.A.2b Describe how incomes reflect choices made about education and careers. (Lesson 3)
- 15.B.2a Identify factors that affect how consumers make their choices. (Lesson 3)
- 15.B.2b Explain the relationship between the quantity of goods/services purchased and their price. (Lesson 2)

**Social Science State Goal 16:** Understand events, trends, individuals and movements shaping the history of Illinois, the United States, and other nations.

- 16.A.2a Read historical stories and determine events which influenced their writing. (Lesson 3)
- 16.A.2c Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources. (all lessons)
- 16.B.2a Describe how the European colonies in North America developed politically. (Lesson 1)
- 16.B.2d Identify major political events and leaders within the United States historical eras since the adoption of the Constitution, including the westward expansion, Louisiana Purchase, Civil War, and twentieth century wars as well as the roles of Thomas Jefferson, Abraham Lincoln, Woodrow Wilson, and Franklin D. Roosevelt. (Lesson 1)
- 16.D.2a Describe the various individual motives for settling in colonial America. (Lesson 1)
- 16.D.2b Describe the ways in which participation in the westward movement affected families and communities. (Lessons 1 and 2)
- 16.D.2(W) Describe the various roles of men, women, and children in the family, at work, and in the community in various time periods and places. (Lesson 4)
- 16.E.2a Identify environmental factors that drew settlers to the state and region. (Lesson 3)

**Social Science State Goal 17:** Understand world geography and the effects of geography on society, with an emphasis on the United States.

- 17.A.2b Use maps and other geographic representations and instruments to gather information about people, places, and environments. (Lesson 1)
- 17.B.2a Describe how physical and human processes shape spatial patterns including erosion, agriculture, and settlement. (Lesson 3)

**Social Science State Goal 18:** Understand social systems, with an emphasis on the United States.

- 18.A.2 Explain ways in which language, stories, folk tales, music, media, and artistic creations serve as expressions of culture. (Lessons 3 and 4)

## **Pre-visit Activities**

The activities in the following section (vocabulary exercises and worksheets) are designed to provide both educators and the students with background information to supplement the information presented at Lincoln Log Cabin State Historic Site. Utilizing this information, or incorporating it into other classroom curriculum, will enhance the student's experience when visiting Lincoln Log Cabin.

In the following section, brief essays provide information pertaining to different aspects of our understanding of the mid-nineteenth century: politics, westward expansion, lifestyles, and the importance to students of primary sources. Before each section those terms or phrases which might be unfamiliar to students are defined in the vocabulary list on the teacher's page. Please review these words before you begin each section. Answers to the exercises can also be found in the teacher's page.

## Glossary of Terms

You might use some of these words during your visit to Lincoln Log Cabin.

**adze** - *A long handled tool with a specially designed head used for smoothing the side of a log after hewing.*

**andirons** - *The iron frames in the fireplace that hold the burning wood.*

**brogans** - *A type of square-toed shoes worn during the mid-nineteenth century.*

**chemise** - *A long white undershirt that women wore underneath their dresses. Sometimes they were decorated with fancy needlework.*

**chink** - *To fill in the spaces between the logs of a log cabin with small pieces of wood. It was usually covered over with daub.*

**churn** - *A container used to make butter; also the process for making butter.*

**daub** - *To cover over the chinking placed in the spaces between the logs in a log cabin. It is made of lime mixed with sand and horse hair or straw to give it strength and durability.*

**Dutch oven** - *A cast iron pot with three legs used for cooking on a hearth. It has a special lid for holding hot coals and was mainly used when baking food items like bread.*

**harness** - *The leather straps and gear worn by horses while doing work. It also means to put gear on a horse.*

**hearth** - *The place in front of the fireplace where food is cooked over open coals.*

**herbs** - *Plants grown and dried to use for food seasonings or for medicines.*

**hew** - *To make a log square with a broad axe. This was done on logs used in the building of log cabins.*

**lye soap** - *A homemade soap made from lard and lye (water strained through ashes).*

**narrow-falls** - *A type of trousers, or pants, that men wore, which had a buttoned flap on the front which acted as a fly.*

**oxen** - *A team of two male cattle which have been trained to work in a yoke. Settlers used oxen for heavy pulling jobs like dragging logs plowing new ground.*

**pen** - *A four-sided log room. Each side of the Lincoln saddlebag cabin is a pen.*

**quilt** - *A bed covering that is made of three layers sewn together. The top layer is usually made of several small pieces sewn together into a pattern. This also means the process of making one of these bed coverings.*

**root cellar** - *A hole dug in the ground which is used as a place to keep fruits and vegetables cool.*

**“saddlebag”** - *A cabin with two rooms and a center chimney which resembles a horse’s saddlebag.*

**scythe** - *A sharp tool used for cutting hay and other grains.*

**sew** - *The process of attaching two pieces of fabric together with a needle and thread.*

**smokehouse** - *The building used for storing and smoking meat to preserve it.*

**spider** - *An iron frying pan that has three legs under it for cooking over hot coals on a hearth.*

**spin** - *The process of twisting fibers of cotton, flax, or wool into yarn using a spinning wheel.*

**tallow** – *Beef fat which is saved and used to make candles.*

**threshing** - *The process of beating wheat or oats with a flail in order to separate the grain from the stalk.*

**tick** - *A pillow-like mattress, which is stuffed with feathers, straw, or corn husks, and placed on the rope beds for sleeping.*

**yoke** - *A wooden device placed on the necks of a team of oxen to join them to work together. People can also use yokes to haul heavy buckets on their shoulders.*

## Use the words from the glossary to fill in the blanks

1. Pioneers made candles out of \_\_\_\_\_.
2. Young girls learned how to \_\_\_\_\_ with a needle and thread.
3. After Sarah teased and carded the wool, she was ready to \_\_\_\_\_ it.
4. To preserve their meat, the settlers kept it in a \_\_\_\_\_.
5. \_\_\_\_\_ was used to wash everything from people to dishes.
6. Before leaving the cabin, John buttoned his \_\_\_\_\_ and tied his \_\_\_\_\_.
7. Thomas put the \_\_\_\_\_ on the team of \_\_\_\_\_ so that he could move a heavy load of firewood.
8. Matilda snuggled into bed on the soft feather \_\_\_\_\_ and under her favorite \_\_\_\_\_.
9. Before building a log cabin, men would \_\_\_\_\_ logs square with an axe.
10. Mary will use a \_\_\_\_\_ to make the butter.
11. People \_\_\_\_\_ wheat to separate the grain from the stalk.
12. Squire went to cut hay with a \_\_\_\_\_.
13. Put the vegetables in the \_\_\_\_\_ to keep them cool.

# Lesson 1: Politics and Westward Expansion in the 1840s

## Overview:

- In this section, students will learn about the political parties that existed during the mid-nineteenth century. Students will also learn about why settlers were moving into the territory of Texas and the way in which the United States then acquired Texas.

## Objectives:

To help students understand:

- the political parties of the 1840s
- why and how the parties differed
- who could and could not vote
- why settlers wanted to move westward
- how the United States grew
- identify the 28 states that make up the United States in 1845

## Vocabulary:

- **Whigs** – *a major political party in the 1830s and 1840s which supported a strong federal government*
- **Democrats** – *a major political party in the 1830s and 1840s which supported strong state governments*
- **internal improvements** – *a program of building roads, canals, and railroads with federal government money to make transporting goods and people easier*
- **states' rights** - *the belief that all rights not delegated to the federal government in the Constitution were reserved for the states*
- **Manifest Destiny** – *the belief that all of the North American continent should belong to the United States*
- **convert** – *to change or exchange one thing for another*
- **polygamy** – *practice that supports having several wives at the same time*

## Answers:

Page 10: 1) Whigs & Democrats; 2) National Bank; 3) credit; 4) Democrats; 5) internal improvements; 6) land became available to settlers; 7) Andrew Jackson

Page 13: 1) D; 2) B; 3) C; 4) A; 5) D; 6) the answers can vary, as long as they illustrate an understanding that Americans felt it was their God-given right to possess all of North America

Page 14: 1) 28; 2) 50; 3) the answers can vary, but make sure the students explain why they made these choices

## Nineteenth Century Politics

Two prominent political parties during the 1830s and 1840s, the Whigs and the Democrats, argued over issues that affected Illinois pioneers. *Whigs* wanted orderly development of the nation and its economy. They campaigned for *internal improvements*, such as roads, railroads, and canals, to make transporting people and goods easier. They also supported a strong national bank that would loan money to state banks, like the one in Shawneetown, Illinois. Whigs believed that a strong national bank could promote economic growth by making loans for businesses and controlling the value of paper money. *Democrats* were suspicious of powerful institutions that they feared might oppress them. They wanted to abolish the National Bank, which they believed denied them opportunity by ending easy credit while at the same time enriching others. Democrats also favored local control and *states' rights* over a strong, active federal government.

In the 1820s and 1830s some states were ignoring the treaties made between the federal government and Indian tribes. The states wanted to allow pioneer families to live on land the federal government had reserved for native peoples. In 1830 Congress passed the Indian Removal Act, which allowed the president to trade land west of the Mississippi River for Indian land east of the river. Some Indians resisted moving and went to court to keep their land. When the courts ruled in favor of the Indians, President Andrew Jackson refused to uphold the court decisions. Under Jackson, the Indian Removal Act forced virtually all Indians out of the eastern United States and across the Mississippi River.

When the U. S. Constitution was written in 1787 most states allowed only white, property-owning, adult men to vote. A few allowed free, adult black men to vote. By 1845 most states had changed their laws, giving the vote to free white men over age of 21, but taking it away from black men. It was not for another twenty years before all adult men would be able to vote.

1. The \_\_\_\_\_ and the \_\_\_\_\_ were the two main political parties in the 1830 and 1840s.
2. The Democrats wanted to abolish the \_\_\_\_\_.
3. Land speculators and farmers wanted to purchase land on \_\_\_\_\_.
4. The \_\_\_\_\_ supported states' rights over federal laws regarding Indian lands.
5. The Whig party supported \_\_\_\_\_.
6. People in Illinois, like those who settled in the southern and western states, were affected by the Indian Removal Act of 1830. What did this Act mean for settlers?  
  
\_\_\_\_\_  
  
\_\_\_\_\_
7. In the mid 1840s, the Americans that were given the right to vote were \_\_\_\_\_.
8. President \_\_\_\_\_ did not uphold the U. S. Supreme Court's decision on Indian land rights.

# Westward Expansion

An increasing number of settlers moving into the west in the 1830s and 1840s had a far-reaching impact on both the settlers and the United States. Many Americans believed it was *Manifest Destiny* that the United States would stretch across the whole of the American continent. Some even dreamed of the United States taking control of British Canada, Mexico, and Central America. In the south, the people of Texas wished to join the United States; in the Pacific Northwest Americans and the British claimed the same land; in Illinois, the Mormons, followers of Joseph Smith, were trying to find a place to practice their religion and live the way they wished. The impact of these movements affected many people.

In 1821, Moses Austin received permission from the new nation of Mexico to settle 300 families in the province of Texas. The government allowed Americans to live in Texas if they agreed to become citizens of Mexico, converted to Catholicism, and agreed not to bring slaves into Texas. Within fifteen years over 20,000 Americans immigrated to Texas. Many of the new settlers violated Mexican law when they brought slaves with them and refused to convert to Catholicism. When the Mexican government tried to uphold the law the people of Texas revolted, and in 1836 founded the Republic of Texas.

In 1845, Texas joined the Union as the 28<sup>th</sup> state. Many in the United States opposed Texas becoming a state because it would expand slavery. Mexico, which still claimed Texas as a part of their country, also opposed annexation. From 1846 to 1847 Mexico and the United States fought a war to settle their differences. The United States won the war and an 1848 treaty set Texas's southern border and gave to the U.S. territory including today's California and other southwestern states.

The United States disputed her northern border with Great Britain even while arguing with Mexico over Texas. The U.S. and Britain had fought each other in two wars, the Revolutionary War and the War of 1812. Although Americans won both wars, Canada, to our north, remained a part of the British Empire. The United States and Britain had not agreed on the border between them.

Many eastern farms had poor soil, and farmers moved westward to better lands in great numbers in the early nineteenth century. One man championing Oregon said that the lands were so fertile that “the pigs...[there were so] round and fat, and already cooked, with knives and forks sticking in them so you can cut off a slice whenever you are hungry.” Many people believed that lands there were much better and set off for Oregon. To avoid another war with England over the border, and to avoid possibly fighting both Mexico and England at the same time, the United States and Great Britain agreed to set the boundary between them at the 49<sup>th</sup> parallel. This ensured that Oregon would remain a part of the United States and encouraged more settlers to move westward.

The Mormons were members of a church founded by a man named Joseph Smith. In 1839 they moved to Illinois and built a town called Nauvoo. They had already been forced out of Missouri, and before that Ohio, for their religious beliefs. Many of their Illinois neighbors disagreed with them when they began practicing *polygamy* and disliked the Mormons’ growing power. The Mormons also had a private army, the Nauvoo Legion, which was second only to the United States Army in size, and this alarmed many Illinoisans. By the 1840s Joseph Smith and the members of his church found themselves often at odds with their neighbors. After Mr. Smith was killed by a mob in 1844, the Mormons decided it was time to leave Illinois.

In 1845 the Mormons, led by Brigham Young set off for the Great Salt Lake Valley, which was then in Mexican territory. The Mormons hoped that if they settled in lands that no one else wanted they would be allowed to live in peace and as they wished. When the United States won the war with Mexico, the Mormons again found themselves under the laws of the United States. What might that mean for the Mormons?

# Westward Expansion

1. How did the United States gain land which would become the state of California?
  - A. by buying it from Mexico
  - B. by buying it from Russia
  - C. by defeating the English in the War of 1812
  - D. by defeating the Mexicans in a war from 1846-47
  
2. Why did Mexico stop selling land in Texas to American settlers?
  - A. they wanted to sell it to Great Britain
  - B. settlers refused to follow Mexican laws and brought slaves to Texas
  - C. there were not enough settlers moving to Texas
  - D. there was no more land to sell to the American settlers
  
3. Why did many families migrate westward?
  - A. the pigs were better there
  - B. that is where the British were
  - C. lands was better in the west
  - D. they wanted to escape tyranny in the East
  
4. In 1845 Texas became the 28<sup>th</sup> state in the Union.
  - A. True
  - B. False
  
5. Why did the Mormons move west?
  - A. the Mexican Government sold them land there
  - B. there was better land in the west
  - C. the United States and Great Britain were going to war again
  - D. so they could practice their religion and live as they wished in peace
  
6. Many Americans in the 1840s believed in “Manifest Destiny.” What did this mean to many Americans?

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# Maps

Maps are a source that can help us learn about the past. Look at the map of the United States in 1845. Notice that the land west of Missouri was unorganized territory or part of Mexico. Illinois and Missouri were referred to as “the West” in 1845, so think about why that would be.

1. How many states were there in the Union in 1845? \_\_\_\_\_
2. How many are there now? \_\_\_\_\_
3. What states do you think of when you think about “the West” and why?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Look at the list below and see what year Illinois became a state.

STATES OF THE UNION- 1845			
1. Delaware	Dec. 7, 1787	15. Kentucky	June 1, 1792
2. Pennsylvania	Dec. 12, 1787	16. Tennessee	June 1, 1796
3. New Jersey	Dec. 18, 1787	17. Ohio	March 1, 1803
4. Georgia	Jan. 2, 1788	18. Louisiana	April 30, 1812
5. Connecticut	Jan. 9, 1788	19. Indiana	Dec. 11, 1816
6. Massachusetts	Feb. 6, 1788	20. Mississippi	Dec. 10, 1817
7. Maryland	April 28, 1788	21. Illinois	Dec. 3, 1818
8. South Carolina	May 23, 1788	22. Alabama	Dec. 14, 1819
9. New Hampshire	June 21, 1788	23. Maine	March 15, 1820
10. Virginia	June 25, 1788	24. Missouri	Aug. 10, 1821
11. New York	July 26, 1788	25. Arkansas	June 15, 1836
12. North Carolina	Nov. 21, 1789	26. Michigan	Jan. 26, 1837
13. Rhode Island	May 29, 1790	27. Florida	March 3, 1845
14. Vermont	March 4, 1791	28. Texas	Dec. 29, 1845



## Lesson 2: Settlers' Homes and Materials Needed to Build Them

### Overview:

- In this activity students will learn about what the settlers needed to build a house in the 1840s, and how they traveled to the west.

### Objectives:

To help students understand:

- the cost of and the building supplies needed to construct a house in the 1840s
- what kinds of houses were built
- how the lifestyle of certain settlers helped to determine what kind of house they built
- how the houses of the Lincolns and Sargents differed

### Vocabulary:

- **clapboard** - *a long narrow board with one edge thicker than the other, overlapped horizontally to cover the outer walls of frame structures*
- **kiln** - *a large oven for firing or burning or drying such things as porcelain or bricks*
- **adze** - *a long handled tool with a specially designed head used for smoothing the side of a log after hewing*

The list below shows what many settlers brought with them when they traveled to Illinois. The list also shows the estimated cost of land and farming for the first year, and the amount of profit you might get from your first harvest. Imagine that you have just arrived in Illinois with your family to settle and think about what you would need to start farming. Look through the list and then answer the questions on the next page.

**Articles needed by a new settler**

1. span of horses	\$100.00
2. 1 yoke of oxen	\$ 50.00
3. 1 double wagon	\$ 50.00
4. 1 superior plow	\$ 10.00
5. 1 spade shovel and hoe	\$ 2.50
6. 2 log chains	\$ 8.00
7. 1 cradle and scythe	\$ 5.00
8. 1 axe	\$ 1.00
9. 2 chisels	\$ 1.00
10. rake and pitchfork	\$ 1.00
11. 1 cow	<u>\$ 15.00</u>
	<b>\$243.50</b>

**Cost of buying, fencing, and improving 80 acres  
of land in Illinois in 1843**

1. Purchasing 80 acres at \$1.25/acre	\$100.00
2. Making 10,000 rails	\$100.00
3. Hauling 3 miles	\$ 80.00
4. Building rail fences	\$ 12.00
5. Planting sod corn (1 bushel= 1 acre)	\$ 6.00
6. Sowing winter wheat	\$ 64.00
7. Cutting, Hauling, and setting corn	\$120.00
8. Harvesting wheat	\$100.00
9. Hauling and stacking	\$ 45.60
10. Thrashing	\$110.00
11. Hauling to Market	<u>\$220.00</u>
	<b>\$957.60</b>

**Cost of 18'X 20' house and other buildings**

1. 6 days cutting and logging of trees	\$ 6.00	17. building chimney	\$ 7.00
2. 6 days hauling logs	\$ 9.00	18. 16 bushels of lime for log spaces	\$ 2.00
3. 14 days hewing logs	\$ 21.00	19. 2 days hauling lime and sand	\$ 4.00
4. Cutting and hauling rafters	\$ 2.50	20. chinking spaces between walls	\$ 1.00
5. 1,000 boards for roofing	\$ 10.00	21. Daubing (4 days)	\$ 4.00
6. Roofing nails	\$ 1.50	22. Building 2 horse stables	\$ 15.00
7. Putting on roof	\$ 5.00	23. Building corncrib	\$ 20.00
8. 200 boards for weather boarding	\$ 2.00	24. Building smokehouse	\$ 15.00
9. Sawing 2 doors, 1 Window and Fireplace	\$ 1.00	25. Cowpen	\$ 7.00
10. 720 ft. of plank for floor and loft	\$ 14.40	26. Dig a 30 ft. well	\$ 7.50
12. Laying down floors (8 days)	\$ 12.00	27. Building sides of well	\$ 7.50
13. Making and fitting doors	\$ 10.00	28. Finish well with roller, rope, bucket	\$ 5.00
14. Making and fitting in windows	\$ 2.75	29. Horse, cow, hogs, poultry	\$120.00
15. 2,000 bricks for chimney	\$ 10.00	30. Furniture	\$ 20.00
16. 5 bushels of lime	<u>\$ .62</u>	31. Family of 4 household expenditures	<u>\$ 50.00</u>
	<b>\$106.77</b>		<b>\$285.00</b>

**Value of produce raised on 80 acres of land during two seasons with one plowing and harrowing**

1. 80 acres of sod corn (30 bushels/acre)	720.00
2. 80 acres of wheat (22 bushels/acre)	1408.00
3. Deduct house and building costs	-\$391.77
4. Deduct cost of land	<u>-\$957.60</u>
<b>Profit</b>	<b>\$778.63</b>

# What can historic documents tell us?

1. What items would be essential in order for you to move to a new area of the United States today?

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2. How are these things different from what is on the list from 1845? Are they similar? \_\_\_\_\_

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3. What do you think are the most essential items a settler would need and why?

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4. How much did it cost for a settler to build a cabin? \_\_\_\_\_

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5. How much did land cost per acre? \_\_\_\_\_

6. What would a settler have to do before being able to make a profit from his farm?

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6. How much profit did the settlers accumulate after two years of work? \_\_\_\_\_

7. How do you think settlers would have bought things they needed if they did not have enough money?

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Look in your local newspaper and compare the cost of a house today to the cost of building a house in 1845. Think about how even though goods did not cost as much as they do today they were still expensive because people made less money in the 1800s than they do today.

## Settlers' Homes

Once people reached the open land of Illinois, they first needed to purchase or build themselves a house. Often settlers would build houses similar to the ones they knew from where they previously lived.

Many families that came from Kentucky, Tennessee, southern Indiana, and North Carolina built their homes out of logs. Cabins built out of horizontally stacked logs could be seen all over the prairies of Illinois. Since the settlers used the logs they cut down clearing their land to build their house, a log cabin was not expensive to build. This process took a long time, though. After the logs were cut, men would use a broad axe to square the log's side, and then smooth them with a tool called an **adze**. Each log needed to be notched on both ends so they would fit together once stacked.

The spaces in between the logs were first chinked with small pieces of wood, and then daubed over with a mixture of sand, lime, and horse hair or straw to give it strength. Children often helped with the chinking and the daubing. Many log cabins had only one or two rooms where the family cooked, ate, worked, and slept. Their only heat came from the fires they built in the fireplaces.

Settlers from Ohio, Pennsylvania, New York, or the New England states might build wood-frame or brick houses. A wood-frame house was made out of boards sawn at a water- or steam-powered sawmill. People typically covered the frame of the house with wooden **clapboard** siding to keep out the weather. These frame houses could be built much faster and were usually bigger than a log cabin.

Brick houses took longer to build and were often more expensive. Many wealthy people built these types of home in the early towns. Settlers could make the bricks themselves if they had access to clay, but often they bought the bricks from a brick maker. The bricks were made with a mixture of sand and clay, which then had to be shaped and fired in a hot **kiln** before they were strong enough to build a house.

You can see that the early settlers built and lived in homes as different from one another as the houses we live in today. On the next page there are pictures of each of the houses described here and a space for you to draw your own house. Answer the questions below each picture and try to think of how your house is the same or different.

## Different Settlers' Homes



**A log cabin:** This is the home of Thomas and Sarah Lincoln. It is called a “saddlebag” cabin because it is made of two cabins joined by a central chimney. Does it cost the settler much money to build a home like this? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**A frame house:** This is a frame house. It is built using sawn lumber and sided with clapboards. Why might a northern settler like Stephen Sargent prefer this type of home?

\_\_\_\_\_

\_\_\_\_\_

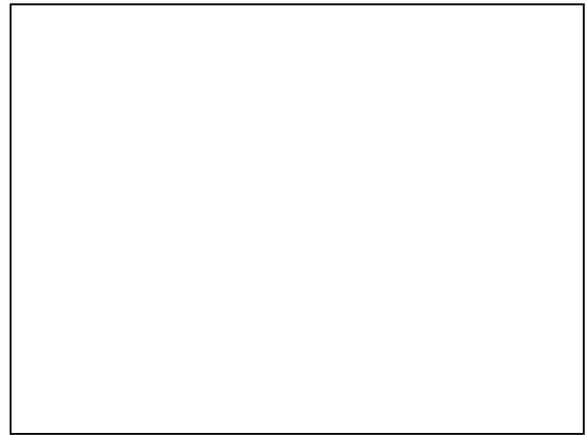
\_\_\_\_\_



**A brick house:** This is the house of Charles Morton, one of the men who founded the town of Charleston. Why might Mr. Morton build his house in Charleston from bricks?

\_\_\_\_\_

\_\_\_\_\_



**Your house:** Draw your house here. How is your house similar to or different from the other homes here? Does your house tell people about your background?

\_\_\_\_\_

\_\_\_\_\_

## Lesson 3: The Lifestyles of the Lincolns and Sargents

### Overview:

- In this section students will learn about how the Lincoln and Sargent lifestyles were different. They will also learn about the importance of primary sources to historical research and our understanding of the past.

### Objectives:

To help the students understand:

- how the lifestyle of the Lincoln family differed from the Sargent family's
- how and why the Lincoln and Sargent families settled in Illinois
- why primary sources are important
- some differences in schooling in the 1840s as opposed to that of today
- the differences in prices and costs of items today as compared to the 1840s

### Vocabulary:

- **marooned** - *little hope of ready rescue or escape*
- **subsistence farming** - *farming for the purpose of growing food to meet the needs of the family and/or community, not to sell to others*
- **progressive farming** – *using the latest technology to farm land for a profit by selling surplus to others*
- **appease** - *to satisfy or relieve*
- **boarding** - *pupils who went away from home for school had to pay for both meals and lodging*
- **impolicy** - *unsuitableness to the end proposed*
- **Henry Clay** - *unsuccessfully ran for the presidency in 1824, 1832, and 1844. He was known as the Great Pacificator because of his ability to resolve bitter political conflicts which threatened to tear the young nation apart*
- **publick house** – *a place where travelers could stay overnight, much like a hotel today, however, many travelers found the living conditions quite dreadful*
- **idleness** - *lack of action or activity*
- **irksome** - *the deadening effect of some routine tasks*
- **solicitous** - *full of anxiety and concern*
- **cholera** - *an acute intestinal infection caused by ingestion of contaminated water or food*

## The Lincolns

Thomas Lincoln, born in Virginia in 1778, migrated with his family to Kentucky when he was four years old. In 1806, he married Nancy Hanks and three years later their son Abraham was born on the Sinking Springs Farm, near Hodgenville, Kentucky. In 1816, the Lincolns moved to southern Indiana. Two years later Nancy Lincoln died from the “milk sickness,” which is caused by drinking the milk of a cow that has eaten the white snakeroot plant. The following year Thomas returned to Kentucky and married a widow, Sarah Bush Johnston, who brought her three children to Lincolns’ Indiana home. In 1830 letters from John Hanks, a cousin of Abraham’s mother, Nancy Hanks Lincoln, describing rich land in central Illinois prompted Thomas to sell the farm and move his family to Illinois.

The family’s first home, located southwest of Decatur, Illinois, had been picked out for them by Hanks, who had come to Illinois in 1828. After being **marooned** in the new house by heavy snows and ice during the “Winter of the Deep Snow” (1830-31), Thomas Lincoln moved his family to Coles County, Illinois near where Sarah’s sister and family lived. He later purchased land on the Goosenest Prairie, where Lincoln Log Cabin State Historic Site is now located.

The house the Lincolns built was typical of a **subsistence farmer** who grew enough to support his family but did not raise big surpluses to sell to others. Thomas and Sarah lived in a saddlebag cabin, which is a cabin made of two rooms, or “pens,” joined together with a central chimney and hearths. Living with them were Sarah’s son, John D. Johnston, with his wife Mary and their six children. Abraham, who had been living on his own since 1831, was a lawyer and politician living in Springfield, Illinois.

Thomas Lincoln died at the Goosenest Prairie in 1851 and was buried west of the farm in the Gordon Burying Ground, today a part of the Shiloh Cemetery. John D. Johnston, who bought most of the farm from Abraham Lincoln after Thomas died, sold it to a nephew and then moved with his family to Arkansas. John J. Hall, Sarah’s grandson, continued to live with her in the cabin and worked on the farm. Until her death in 1869, Sarah had for her own use the forty acres of the farm that was still owned by her stepson Abraham (and later included in his estate after his assassination), who held them to ensure she would have some support in her old age.

## The Sargents

Stephen Sargent, born in New Hampshire in 1797, had moved west by 1836. He and another man started a store in the town of New Richmond, Illinois, today called Westfield. In 1840, Stephen Sargent sold his dry goods store and purchased 200 partially improved acres about ten miles east of the Lincolns' farm. That same year Thomas Lincoln bought his farm at Goosenest Prairie.

In 1842 Stephen married Nancy Harlan, the widow of Jacob Harlan from Clark County, Illinois. Nancy had three sons and one daughter from her previous marriage. The Sargents first lived in a 16' by 20' cabin that was on the land, but in 1843 began to build a spacious frame house. Stephen used black walnut boards sawn at a local water-powered sawmill, instead of hewn logs like those in the Lincoln cabin. The good size house had two floors and was divided into several rooms. Once the Sargents moved into their new house, they converted the older cabin into a summer kitchen. This was a considerable luxury that kept the heat and clutter of cooking in a separate building. By 1846, Nancy had given birth to two children, John and Margaret. A very successful farmer, in 1850 Stephen owned over 400 acres of land and 600 head of livestock.

Unlike Thomas Lincoln, Stephen Sargent was a **progressive farmer** and kept up with the latest agricultural innovations of the time and tried to grow surplus crops to sell to others for money. Stephen and Nancy Sargent probably never knew Thomas and Sarah Lincoln personally. However, lawyer and Whig politician Abraham Lincoln knew Nancy's brother-in-law and fellow-Whig Judge Justin Harlan, and may have met Nancy when she lived in Clark County. The Sargent family farm was also located on the main road between Charleston and Marshall, two towns Lincoln frequently visited.



**The Sargent Farm at Lincoln Log Cabin State Historic Site**

## What Do You Know?

Now we'll see how much you know about after reading the sections on the Lincolns, and the Sargents. Answer the following questions about the Lincoln and Sargent families and how they lived.

1. How were Thomas and Sarah Lincoln related to Abraham Lincoln?

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2. Did Abraham Lincoln ever live at the farm on the Goosenest Prairie? \_\_\_\_\_

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3. What happened to the farm after Thomas Lincoln died? \_\_\_\_\_

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4. What is the difference between the way Thomas Lincoln farmed and the way Stephen Sargent farmed? \_\_\_\_\_

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5. How was Stephen Sargent's house different from Thomas Lincoln's house?

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6. What is a saddlebag log cabin? \_\_\_\_\_

7. Why was a summer kitchen considered a luxury? \_\_\_\_\_

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8. What causes milk sickness? \_\_\_\_\_

9. What did Abraham Lincoln do for a living in 1845? \_\_\_\_\_

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## Primary Sources

Much of the information we have about the Lincolns and the Sargents come from what are called *primary sources*. Primary sources can include letters, diaries, newspapers, interviews, memoirs, photographs, and other documents created during the time period being studied, or those created later by a participant in the events being studied. They are a way in which we can step back in time and look into the minds of people from the past to get a better understanding of how they felt and thought about their world!

Below are parts of a letter Martin Chenoweth wrote to his uncle, Jacob Harlan, of Darwin, Illinois. Jacob, who died in 1836, was Nancy Sargent's first husband. Both Jacob and Nancy Harlan considered education to be very important, and sent all of their children to school. The letter is dated October 21, 1832, when Martin was attending college in Bloomington, Indiana. As you read this letter note Martin's the writing style and how formal his writing is. Do you think his upbringing and education could be linked to his style of formal writing? As you read this letter try to think about how you would describe your daily lives to people in the future.

To Jacob Harlan,

Sir: I arrived at Bloomington on Tuesday the 16<sup>th</sup> instant, and since that time have done little of nothing, I may say. But I flatter myself with the consideration that I have now pleased myself in alliteration, in which, I shall be able to give some attention to study if I can do nothing now. I would here **appease** you that the college is vacant, the session will commence, on the first Monday in next month. . . . **Boarding** is dearer than I had expected, I pay for my board, one dollar and twenty five cents, and furnished with wood for which I am to pay whatever quantity I burn which probably will amount to \$2 and ½ or \$3 during the session, which will be six months. I also must furnish my own candles which probably will cost \$1 and ½ or \$2. I am of opinion, from what I have already learned, that my expenditures here for the coming session, including every thing that I must necessarily purchase, provided I buy no clothing, which I am rather of opinion I will not, may be covered with from fifty to fifty five dollars. . . . I am not convinced of the [correctness] or [incorrectness] of the removal of the Charter of bank. I'm satisfied of the **impolicy**, of some of the actions of the executive, but not that **Henry Clay** would do any better. I very much fear he would not do as well in the administration of the government, however, I intend not to concern myself about it. I have been in a situation until now that I could not do nothing, being at a **publick house**, where there was so much confusion, bustle and argument, that I could not even make any of consequence, and I must here say that I never found **idleness** so **irksome** as at the present time. I believe, when I get to study, I will be able to content myself how I feel, however, I feel an anxiety to how of the health of all my friends, and of the people in general. I am **solicitous** to hear of fathers return home, and of his success in purchasing sheep. We have daily and very disastrous accounts of the **Cholera** in Louisville and New Albany and an evident case they say, in Peoli which is only forty five miles distant, your apprehension of my thinking too much about you know who and what, were unnecessary, entirely so, and I can say for money that a dandy is perfectly, and to the extreme, disgusting in my light. I intended to have given you the plan of the college, and Court House, and sundry other matters but time will not admit. I wish you to write shortly and when you write, write all about everything. I could write a month if I had paper, but as you may see my paper forces me to a close. So

I remain  
Martin L. Chenoweth

## Primary Sources

*What can letters tell us?*

1. What is Martin Chenoweth getting ready to start? \_\_\_\_\_  
\_\_\_\_\_
2. How many months did his schooling last? \_\_\_\_\_  
\_\_\_\_\_
3. How is this different from today? \_\_\_\_\_  
\_\_\_\_\_
4. How much money does Martin think he will use during his session at school?  
\_\_\_\_\_
5. Is this more or less than what you think you spend while in school? \_\_\_\_\_
6. Compare the cost of items that Martin bought to the cost of items that you would buy today. How are they different? \_\_\_\_\_  
\_\_\_\_\_
7. How does the way Martin writes differ from the way you would write a letter to a friend today? \_\_\_\_\_  
\_\_\_\_\_
8. Why do you think that primary sources, like Martin's letter, are so important to historians?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Writing Assignment

Start keeping a journal of your daily activities and things that happen to you. Imagine that historians in the future will rely on you to help inform them about the 21<sup>st</sup> century. What would you want them to know about your life? What would you write down to tell them how you think and feel about things that go on in your life?

## **Lesson 4: The Life of a Child in the 1840s**

### **Overview:**

- In this activity, students will learn about the clothing that children wore, chores that they did, and games that children played. Also, the students will learn about cooking in the 1840s.

### **Objectives:**

To help students understand:

- differences clothing styles as compared to today
- what chores the children were expected to complete
- things that children did for fun
- cooking from the 1840s
- what kinds of food they prepared

## Children's clothing

Do you think these children are boys or girls?



The child on the right is a girl, but the one on the left is a boy!! He is not holding a purse, as you may think, but a basket. In the 1840s people dressed their little boys and girls just the same. Each wore pantalets over their nappies, or diapers, and short dresses.

Why do you think mothers in the 1840s would dress their children like this? Some believe that it may have been more convenient. Children at that young age are not well toilet trained, so it might have been easier to take care of them when they were in dresses. At the age of four or five little boys were “breeched,” meaning they could start wearing trousers like the men. Girls continued to wear dresses, but as they grew older, their dresses lengthened.

Sometimes one way to tell a little girl from a little boy was to look at the way their hair was parted. Boys generally parted their hair on the side, whereas girls parted their hair down the middle. Can you see this difference in the pictures?

Take a look in a mirror sometime and think about the clothing you are wearing today in the twenty first century. What is different from the clothing of the past? What is the same? What can clothing tell us about how people thought, acted, worked, ect.?

## A Child's Chores

Most nineteenth century farm families worked hard each day in order to live on the prairie. Everyone had to help perform the day-to-day chores to keep the farm running, even the children. Instead of going to school every day and playing with friends, farm children worked much like the adults. If a child's parents did send him or her to some kind of school (Illinois had no statewide public school system until the mid-1850s) they usually attended from December through February, when the crops had been harvested and the ground was too frozen to work.



Boys mucking the Lincoln's chicken coop

Usually boys helped the men do the farm work. Taking care of animals was a job that even the youngest boys could perform. They could feed the livestock, groom horses, and even train young calves to be oxen. Sometimes they would get to do the stinky job of mucking out the animal stalls (see picture at left). In the fields, boys helped plant crops in the springtime and then harvest the grains in the summer and fall. There was always wood that needed to be cut, either for firewood or fences.

Girls usually stayed near the house and helped their mothers do the household, or "domestic," chores. At a young age girls learned how to sew to make clothing for the family and mend torn clothes. Young girls also teased and carded wool in preparation for spinning. They also helped in the kitchen by cooking dinner, preserving fruits and vegetables for the winter, churning butter, and washing dishes. The oldest girl in the family may have several younger brothers and sisters to care for and keep busy.



Doing Laundry on the Sargent Farm

Some chores were performed by both girls and boys, such as keeping the wood box in the kitchen filled with firewood and fetching water from the well. Everyone worked in the garden to grow enough food for the whole year, and the children pulled weeds and picked the vegetables. Dipping candles was a long process that both boys and girls did in cold weather.

## Fun on the Prairie

Here are some games that boys and girls in the 1840s played. Try them out in class or get some friends together at home and see how much fun you have.

### Anti-over

Children are divided into two groups and each group is placed on opposite sides of a house. A ball is thrown over the house and the throwing group yells “Anti.” The other group answers with “Over” after the ball is thrown. If the ball is caught, the catching group sneaks around the house and whoever caught the ball tries to throw it between the group and the players. If he succeeds, that team wins. If he fails the players cut off from their team goes to the other side. The game is over when all the players are on one side.

### Leap frog

Children stand in a row about 18 inches apart with their sides to the leaper, hands on their knees, body doubled, and head bent down. The leaper runs and places his hands on the first child’s bent back and jumps over. He does this down the line and at the end stops and poses like the others. The first child jumped over then becomes the leaper and the game continues.



[www.ci.el-paso.tx.us/parks/leona.asp](http://www.ci.el-paso.tx.us/parks/leona.asp)

### Blind man’s bluff



[www.gutenberg.org](http://www.gutenberg.org)

One child is led from the group and blindfolded. Then he is brought back and placed near the other children who run around him. The “blind man” tries to catch them. When he succeeds, he guesses the child’s name. If he is correct, the one caught becomes the “blind man.” If he fails, he must try to catch another.

### Snap

To play this game two children stand in the center of the room facing each other. Another player snaps his fingers in the face of another player. This player chases the snapper around the center two until he catches the snapper. Once caught the snapper takes his place in the center with one of the original two. The player snapped then becomes the snapper. This goes on indefinitely.

## Recipes to try at home

Even though we still eat some of the same foods the early settlers ate, they did not have all the things available to them that we have today. They grew most of the things they ate. Gardens grew many different types of vegetables such as beans, cabbage, carrots, beets, onions, peas, turnips, tomatoes, and other things growing in abundance. Potatoes were a main staple of their diet, and settlers would grow

Many settlers in Illinois had an apple orchard so there would be plenty of apples for cider, apple butter, and pies. Farmers gathered some fruits that grew wild, like blackberries, strawberries, and blueberries. Settlers could also hunt for wild mushrooms.

Settlers used a variety of animals to provide meat for the family. Poultry, which would have included chickens, ducks, turkeys, and geese, were eaten fairly often. The ham, bacon, and sausage that farmers smoked in the smokehouse all came from pigs, and any beef they ate came from cattle raised on the farm. Many settlers also hunted for game or fished to add variety to their diets.

Flour for baking came from wheat grown on the farm or could be bought in a store. After the grain was harvested, the farmer took it to the local mill to be ground into flour. Corn was grown for feeding animals, but some people ground it into cornmeal for use in cornbreads and Johnny cakes.

During your visit at Lincoln Log Cabin, you will be eating some of the foods that the early settlers did. The girls will be cooking Johnny cake for your midday dinner. Below is the recipe that you can make at home with your parents.

### Johnny cake

*You will need:*

1 cup corn meal	3/4 cup flour	3 1/2 tsp baking powder
1 tsp salt	3/4 cup of milk	1/4 cup molasses
1 egg	2 Tb. shortening	

Combine cornmeal, flour, baking powder, and salt in a bowl. Add the milk, molasses, and well beaten egg, then add the shortening. Pour into a well greased pan and bake in a moderate oven for 30 minutes.

## **On-Site Activities**

The scavenger hunts in this section can be used to supplement your class's involvement in the Live-In program or a site tour. These activities have been designed to encourage students to think critically and interact with the on-site interpreters (a key component to Lincoln Log Cabin's educational mission). Questions and answers have been provided and when the students return to class these can be used to generate discussion about their experience at Lincoln Log Cabin and what they have learned.

## Visitor's Center Scavenger Hunt

*Look through the museum in the Visitor's Center to find the answers. Write your answers on the back of the page.*

1. Children often played games after their noon "vittles." One of those games was draughts. What is draughts called today?
2. The Lincoln Farm is located on the prairie. What was the name given to this area?
3. How many different places in Coles County did Thomas Lincoln and his family live? Name them.
4. Stephen Sargent is known as a "progressive" farmer. What kind of farmer is Thomas Lincoln known as? What is the difference between these farming styles?
5. In addition to being a farmer Thomas Lincoln was a carpenter. He would work with wood in the wintertime when farming wasn't possible. Some of the things he made have survived. What kinds of things did he make?
6. In order to make lemon squeezins' (lemonade) Sarah Lincoln would have had to take something she had from the farm to trade for lemons. What could she have traded? (**Hint!** Look on the scale at Byrd Monroe's store.)
7. Aside from sugar, what other kinds of sweeteners were used at the Lincoln and Sargent Farms? (There are two.) How did the Lincolns get these sweeteners?
8. When did the Lincolns move to the Goosenest Prairie? Did Abraham live with them?
9. An important job for settlers was to take raw materials and turn them into goods people could use. Name several raw materials and what they could be processed into.
10. Corn was a very important crop to Illinois settlers. Since chemicals made to kill weeds had not been developed yet, farmers relied on different methods to prevent the growth of weeds. What was a typical method of weed prevention?

# Visitor's Center Scavenger Hunt Answers

1. Children often played games after their noon vittles. One of those games was draughts. What is draughts called today?  
**Checkers**
2. The Lincoln Farm is located on the prairie. What is the name of the prairie?  
**Goosenest Prairie**
3. How many different places in Coles County did Thomas Lincoln and his family live? Name them.  
**3 different places: 1) Buck Grove; 2) Muddy Point; 3) Goosenest Prairie**
4. Stephen Sargent is known as a "progressive" farmer. What kind of farmer is Thomas Lincoln known as? What is the difference between these farming styles?  
**A subsistence farmer - these farmers only grew enough for their own use and to have a little for bartering.**
5. In addition to being a farmer Thomas Lincoln was a carpenter. He would work with wood in the wintertime when farming wasn't possible. Some of the things he made have survived. What kinds of things did he make?  
**Cabinets and chests**
6. In order to make lemon squeezins' (lemonade) Sarah Lincoln would have had to take something she had from the farm to trade for lemons. What would she have traded? (Hint! Look on the scale at Byrd Monroe's store.)  
**Eggs (It took twenty eggs to pay for one lemon!)**
7. Aside from sugar, what other kinds of sweeteners were used at the Lincoln and Sargent Farms? (There are two.)  
**Honey and sap from maple trees, which were used to make syrup**
8. When did the Lincolns move to the Goosenest Prairie? Did Abraham live with them?  
**Thomas and Sarah moved to this farm in 1841. Abraham never lived here with his parents.**
9. An important job for settlers was to take raw materials and turn them into goods people could use. Name several raw materials and what they could be processed into.  
**Wool & Flax – these could be spun into thread which could be woven into cloth  
Milk – the cream from the milk can be turned into butter or cheese**
10. Corn was a very important crop to Illinois settlers. Since chemicals made to kill weeds had not been developed yet, farmers relied on different methods to prevent the growth of weeds. What was a typical method of weed prevention?  
**Aside from cultivating the corn by hand to remove weeds, farmers also planted pumpkins with their corn which would prevent weeds from growing.**

# Lincoln Farm Scavenger Hunt

*Try to figure out the answers to these questions by talking with the people on the Lincoln Farm.  
Write your answers on the back.*

1. The Lincoln cabin is built in a way that gives its style a peculiar name. What is the architectural style of the cabin? (Hint: think of what piece of horse equipment it resembles).
2. Hogs were important to farmers in the 19<sup>th</sup> century because they were hardy and could be easily raised on the prairie. What kind live at the Lincoln farm? How did this breed develop?
3. Every animal on the farm has its purpose. Why would the Lincolns need to keep sheep? Why would they need to have chickens?
4. The smokehouse is where butchered meat is cured and stored during the winter months. What is it used for when not storing meat? Why is it used for that?
5. Where are the other foods stored on the farm for consumption during the long winter months?
6. The Lincoln garden is used to produce the food that is necessary to eat everyday. Many things are needed including vegetables, fruits, and spices. There is one plant grown that was considered a luxury and it is frequently hung in the cabin to dry. What is it and how is it used?
7. Byrd Monroe ran a general store on the square in Charleston in 1845. Because currency (cash money) was scarce, he would often trade his goods for the goods brought in by customers. What is it called when you trade goods in this fashion?
8. What items grown, made, or found at the Lincoln Farm would have been traded for products at stores in Charleston?
9. After a long morning of work that often begins before dawn, the noon meal is a time to replenish your strength before going back to work until dark. The one time of day to rest comes after the noon vittles. What is the name for this rest time? What sorts of activities were performed during this time?
10. Without asking anyone on the farm for the answer, how deep do you think the well is? How far down do you think it is until you reach the water?

## Lincoln Farm Scavenger Hunt Answers

1. The Lincoln cabin is built in a way that gives its style a peculiar name. What is the architectural style of the cabin? (Hint: think of what piece of horse tack it resembles).  
**The style is called a “saddle-bag” house since it resembles the bags worn on either side of a horse’s neck.**
2. Hogs were indispensable to farmers in the 19<sup>th</sup> century because they were hardy and could be easily raised on the prairie. What kind live at the Lincoln farm? How did this breed develop?  
**These hogs are called “Ossabaw” hogs. Their ancestors were shipwrecked off Ossabaw Island where they mated with wild hogs and became their own breed.**
3. Every animal on the farm has its purpose. Why would the Lincolns need to keep sheep? Why would they need to have Chickens?  
**Sheep provided the Lincolns with both meat and a steady supply of wool to be spun into yarn which was then used for clothing and other goods. Chickens provided fresh eggs and, occasionally, meat.**
4. The smokehouse is where butchered meat is cured and stored during the winter months. What is it being used for while not storing meat? Why is it being used for that?  
**Firewood storage      Wood needs to be completely dry to burn well**
5. Where are the other foods stored on the farm for consumption during the long winter months?  
**Vegetables and plants can be hung in the root cellar, cabin rafters, and cabin dogtrot. Milk, cream, and cheeses are hung inside the well to help them maintain a cool even temperature.**
6. The Lincoln garden is used to produce the food that is necessary to eat everyday. Many things are needed including vegetables, fruits, and spices. There is one plant grown that was considered a luxury and it is frequently hung in the cabin to dry. What is it and how is it used?  
**Tobacco – it can be smoked or chewed and sold or traded.**
7. Byrd Monroe ran a general store on the square in Charleston in 1845. Because currency (also called “cash money”) was scarce, he would often trade his goods for the goods that a customer had. What is it called when you trade your goods for what another has?  
**Bartering**
8. What items grown, made, or found at the Lincoln Farm would have been traded for products at stores in Charleston?  
**Corn (flour), animal pelts, eggs, tobacco, and whiskey (made from corn)**
9. After a long morning of work that often begins before dawn, the noon meal is a time to replenish your strength before going back to work until dark. The one time of day to rest comes after the noon vittles. What is the name for this rest time? What sorts of activities were performed during this time?

**“Noonin” - Take naps, listen to someone playing music, dancing, singing, children could play games**

10. Without asking anyone on the farm for the answer, how deep do you think the well is? How far down do you think it is until you reach the water?  
**28 feet - Between 16 and 20 feet depending on how dry the year has been and how much water the Lincolns have used from it during the day**

## Sargent Farm Scavenger Hunt

*Try to figure out the answers to these questions by talking to the people on the farms. Write your answers on the back of the sheet.*

1. How many Sargent family members lived at the house in 1845?
2. Where are the sheep kept on the Sargent Farm?
3. What kind of wood the Sargent house is built from?
4. In what style is Stephen and Nancy Sargent's house built?
5. How many acres of ground does Stephen Sargent own?
6. How tall does it usually grow? What is it used for?
7. There is an oddly shaped tool resembling a combination bench and vice sitting in the Sargent yard. What is it called and what is it used for?
8. Mrs. Sargent keeps an herb garden next to her summer kitchen. Why would she need to grow herbs?
9. What two types of fruit trees grow in the fruit orchard?
10. What other kinds of fruit producing trees/bushes are there on the farm?
11. Inside the house, there is a small glass container with a stopper in the top that sits on the desk. What is this and how is it used?
12. What is the floor covering inside the Sargent House called? What is it made of?
13. Who lived in the loft above the summer kitchen?
14. In the summer kitchen stands a large wooden machine that takes up one-fourth of the room, and belonged to Nancy Sargent. For what activity was this machine used?

# Sargent Farm Scavenger Hunt

## Answers

1. How many Sargent family members lived at the house in 1845?  
**Five: Stephen and Nancy Sargent, and Nancy's three youngest children from her previous marriage.**
2. Where are the sheep kept on the Sargent Farm?  
**In the pasture and barn directly west of the summer kitchen**
3. What kind of wood the Sargent house is built from?  
**The boards used to build the house are from black walnut trees.**
4. In what style is Stephen and Nancy Sargent's house built?  
**Frame house – frame houses were popular in New England and the eastern United States. Stephen came from New Hampshire and was influenced by the local architecture.**
5. How many acres of ground does Stephen Sargent own?  
**Stephen owned approximately 400 acres, of which roughly 120 acres were improved (meaning they were cleared and tilled for planting crops).**
6. There is an oddly shaped tool resembling a combination bench and vice sitting in the Sargent yard. What is it called and what is it used for?  
**It is called a "shave horse" and is used for carpentry work which calls for the shaving of pieces of wood into such things as table and chair legs.**
7. Mrs. Sargent keeps an herb garden next to her summer kitchen. Why would she need to grow herbs?  
**To season food with and to make remedies and home-made medicines for someone is ill.**
8. What two types of fruit trees grow in the fruit orchard?  
**1) Apple (both red and green) 2) Pear**
10. What other kinds of fruit producing trees/bushes are there on the farm?  
**Blackberry and Gooseberry**
11. Inside the house, there is a small glass container with a stopper in the top that sits on the desk. What is this and how is it used?  
**A fly trap - Honey is placed inside partially filling the sill. Flies enter from the opening in the bottom looking for honey, and then get stuck in the honey and not be able to escape.**
12. What is the floor covering inside the Sargent House called? What is it made of?  
**Floor Cloth (like modern-day linoleum). Made from canvas that has been painted and then sealed with linseed oil**

13. Who slept in the loft above the summer kitchen?  
**Summer kitchen: Mary Austin, an orphaned girl Mrs. Sargent employed to help with housework.**
  
14. In the summer kitchen stands a large wooden machine that takes up one-fourth of the room, and belonged to Nancy Sargent. For what activity was this machine used?  
**The machine is a loom, and was used to weave goods like material for clothing or rugs for the floors.**

## **Post-visit activities**

The following activities were created to help reinforce what the students learned while at the Lincoln Log Cabin State Historic Site. Some can be used to help create discussion among the students, while others can just be for fun.

## **“How Big Was That?”**

*Have one student stand in each corner of your classroom. Using a string, mark off a rectangle to represent the size of an average pioneer log home, approximately 16 feet by 20 feet, then discuss with the students what it might have been like for a family to live in a small space like this.*

*The Lincoln family lived in a saddlebag cabin, which was actually two cabins of this size that were put together to make a two room cabin. Is this a better arrangement?*

*The Sargent family lived in a frame house with several rooms and a separate building to use as a kitchen. How would living in their house compare to that of the Lincoln family?*

## Word Search

*Find the words from the glossary in this word search!*

A X E L N E P B R O G A N S  
 D N Q U I L T D A U B K C E  
 Z A D A P S S E N R A H H R  
 E R C I S W S E F M U T I O  
 B R H E R B S F W R Y D N O  
 T O S X K O X E N C C R K T  
 T W E H Y O N E S I M E H C  
 A F T S E A Y S P I D E R E  
 T A L L O W W O O D L O T L  
 E L L U D U T C H O V E N L  
 R L Y E S O A P A K C I T A  
 S S M O K E H O U S E Y R R  
 E T H E A R T H T H R E S H

*Search for these words and write their definitions on the back of this sheet: adze, axe, brogans, daub, dutchoven, hearth, herbs, lye soap, narrowfalls, quilt, root cellar, oxen, smokehouse, tallow, taters, thresh, spider, woodlot*

## Word Search Answers

**A X E L N E P B R O G A N S**  
**D N Q U I L T D A U B K C E**  
**Z A D A P S S E N R A H H R**  
**E R C I S W S E F M U T I O**  
**B R H E R B S F W R Y D N O**  
**T O S X K O X E N C C R K T**  
**T W E H Y O N E S I M E H C**  
**A F T S E A Y S P I D E R E**  
**T A L L O W W O O D L O T L**  
**E L L U D U T C H O V E N L**  
**R L Y E S O A P A K C I T A**  
**S S M O K E H O U S E Y R R**  
**E T H E A R T H T H R E S H**

## Resources

These books can be found at most libraries and are excellent sources for more information on farm life and children's history.

- Arnold, Arnold. *Pictures and Stories from Forgotten Children's Books*. (New York: Dover Publications, 1969).
- Bacon, Richard M. *The Forgotten Arts: Yesterday's Techniques Adapted to Today's Materials*. Vols I, II. (Dublin, NH: Yankee, Inc., 1975).
- Blocksom, Claudia. *A Child's American Heritage*. (San Francisco: Troubador Press, 1984).
- Bode, Carl, ed. *American Life in the 1840s*. (Garden City, NY: Doubleday and Company, Inc., 1967).
- Kalman, Bobbie. "Early Settler Life Series." (Toronto, NY: Crabtree Publishing Company, 1992).  
*Food for the Early Settler*  
*Early Settler Children*  
*Early Schools*  
*Early Pleasures and Pastimes*  
*Early Travel*  
*Early Family Home*  
*Early Village Life*  
*Early Farm Life*
- Newell, William Wells. *Games and Songs of American Children Collected and Compared*. (New York: Dover Publications, Inc., 1963).
- Oliver, William. *Eight Months in Illinois*. (1843).
- Schnacke, Dick. *American Folk Toys: How to Make Them*. (Baltimore: Penguin Books, Inc., 1973).
- Sloane, Eric. *Diary of an Early American Boy: Noah Blake, 1805*. (New York Ballantine Books, 1965).

### Images:

- [www.asumption.edu/ahc/rhetoric/oratory.html](http://www.asumption.edu/ahc/rhetoric/oratory.html)
- [www.cs.uiowa.edu/~jones/voting/pictures/](http://www.cs.uiowa.edu/~jones/voting/pictures/)
- [teachpol.tcnj.edu/amer\\_pol\\_hist/thumbnail160.html](http://teachpol.tcnj.edu/amer_pol_hist/thumbnail160.html)
- [www.agrirama.com](http://www.agrirama.com).
- [www.jrichardstevens.com](http://www.jrichardstevens.com).
- [www.childrenvandaimages.com](http://www.childrenvandaimages.com).
- [www.molon.de/galleries/Laos.com](http://www.molon.de/galleries/Laos.com).
- <http://lb-web.com>.
- [www.images.google.com](http://www.images.google.com).
- <http://rds.yahoo.com>.