



**“To this place, and the kindness of these people, I owe everything.”**  
Abraham Lincoln, 1861



# LINCOLN'S SPRINGFIELD

## Lesson Plans & Activities

These learning resources were made possible in part by a grant from the National Park Foundation and an anonymous donor



### ABOUT THE LESSON PLAN



The legacy of Springfield includes more characters than just the Lincoln family. Springfield's story is woven together by individuals overcoming hardships, making a life for themselves, and coming together to help. Below

is a brief overview of the six individuals you will be meeting in the pages that follow.

This lesson plan/activity book was inspired by the exhibit titled "Lincoln's Springfield" that is located at Lincoln Home National Historic Site in Springfield, Illinois. The exhibit highlights the stories of six of Lincoln's contemporaries who came from a variety of backgrounds and faced various kinds of challenges. They all persevered

in ways that still inspire us today and point to what Lincoln believed was the promise of America. These stories are presented in a comic/graphic novel style which makes them even more compelling.

This lesson plan/activity book is divided into several sections. Section 1 presents the stories of each individual followed by some questions about the story and a brief reflections activity. Section 2 contains a variety of additional activities, including a crossword puzzle and word find but also contains an opportunity for creative thought and reflection through writing activities and even the opportunity to create a comic. Section 3 contains the answer key as well as a reference to the learning standards that tie to this lesson plan/activity book.



The "Lincoln's Springfield" exhibit explores the lives of six of those individuals and the impact they made on their community through graphic narratives.

This self-guided exhibit is located in the Corneau house, across from the Lincoln home.

Please check our website for hours of operations.



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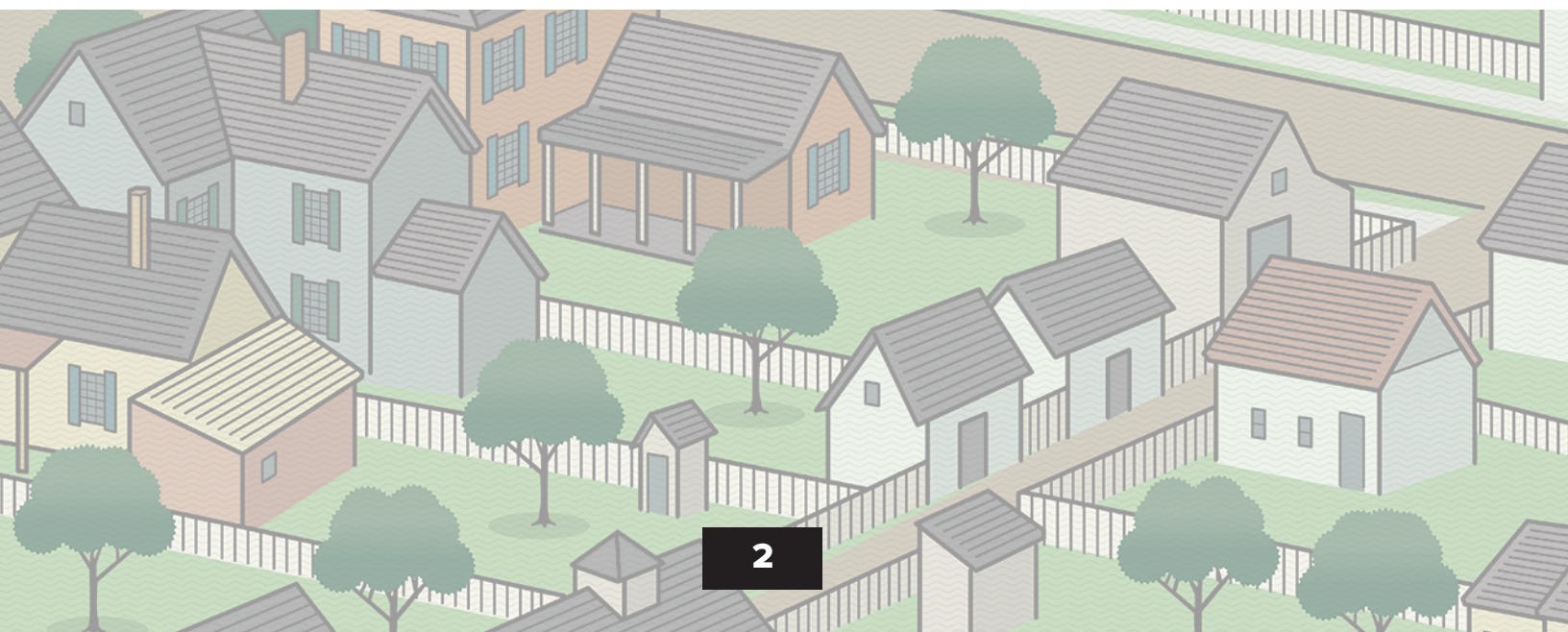
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**HENRY CARRIGAN** was one of many Irish immigrants who moved to Springfield to make a new life for themselves. Carrigan just so happened to end up living next door to Abraham Lincoln. While Lincoln and Carrigan disagreed politically, during the Civil War Carrigan helped to recruit soldiers for the Union.



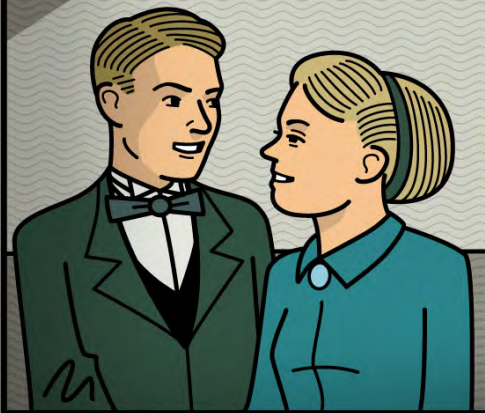


## LINCOLN'S SPRINGFIELD: Henry Carrigan

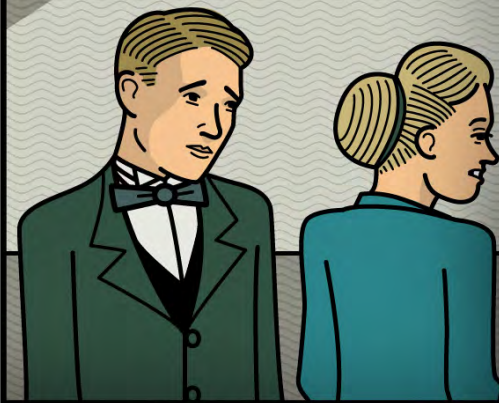
THEY BRING  
MORE THAN  
LUGGAGE.  
THEY CARRY...



LOVE.



HEARTBREAK.



SUCCESS.



FAILURE.



THEIR STORIES ARE  
FILLED WITH PEAKS  
AND VALLEYS,  
GOOD DAYS AND BAD...



... MUCH LIKE  
THE LIFE OF THE  
HOTEL OWNER,  
HENRY CARRIGAN.



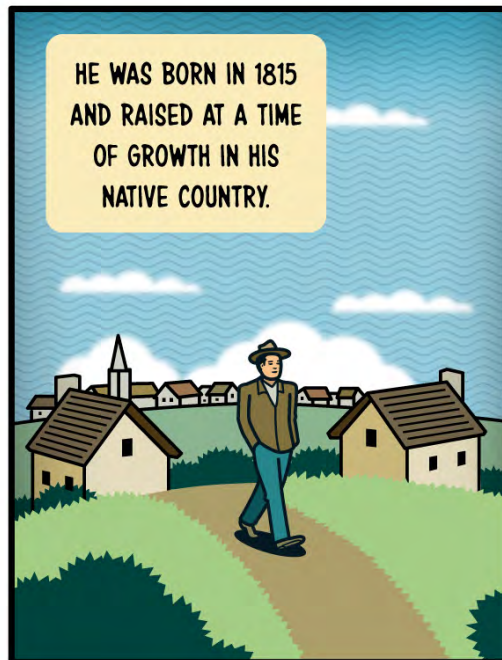
# LINCOLN'S SPRINGFIELD: Henry Carrigan



HENRY CARRIGAN'S  
JOURNEY STARTED  
IN IRELAND.



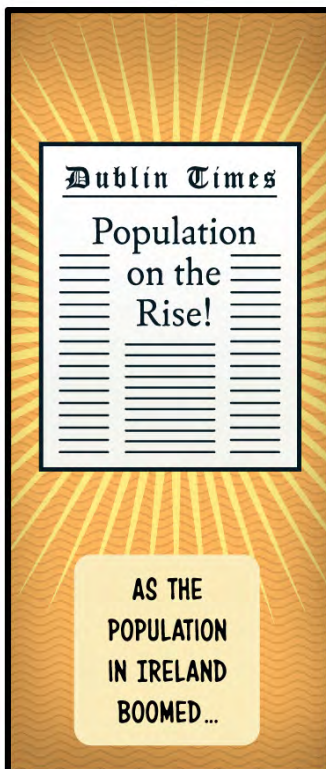
HE WAS BORN IN 1815  
AND RAISED AT A TIME  
OF GROWTH IN HIS  
NATIVE COUNTRY.



Dublin Times

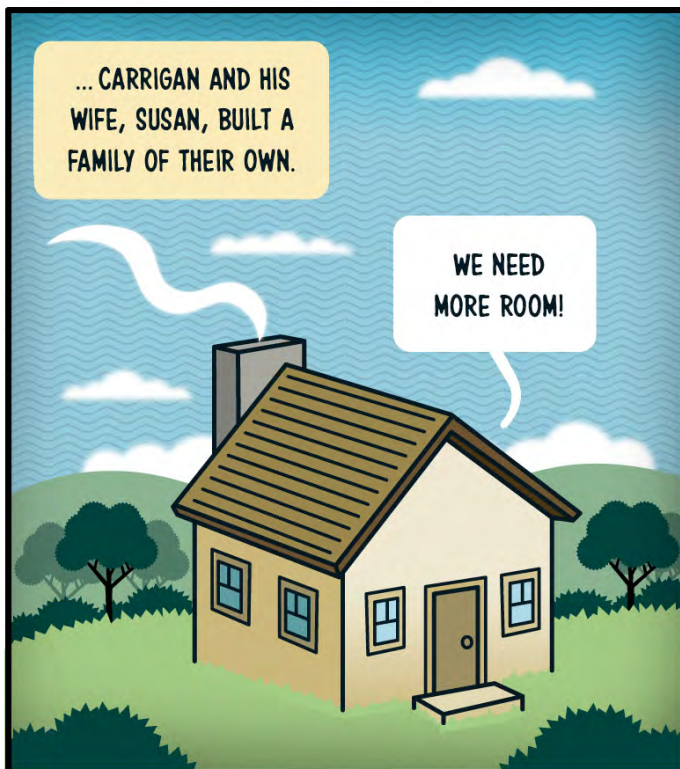
Population  
on the  
Rise!

AS THE  
POPULATION  
IN IRELAND  
BOOMED...



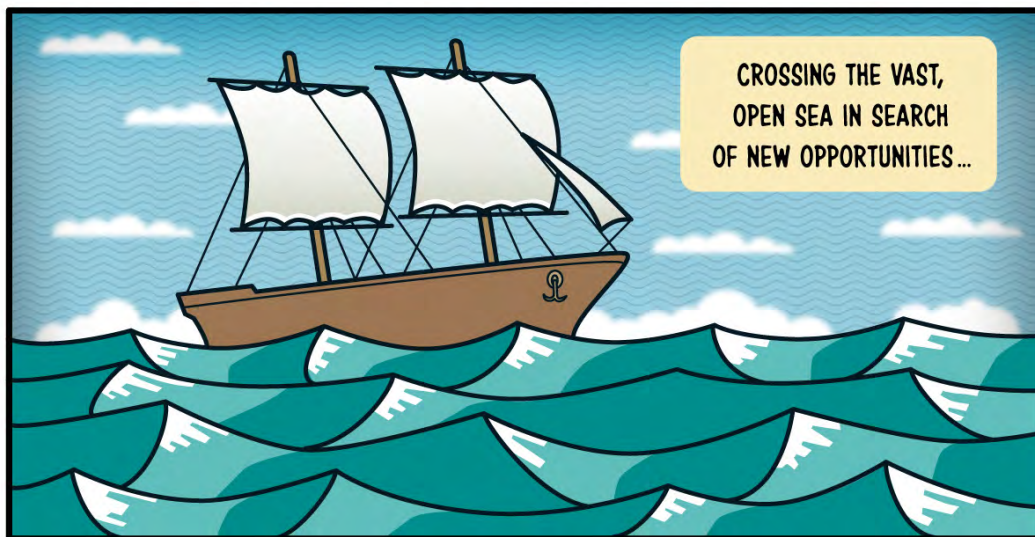
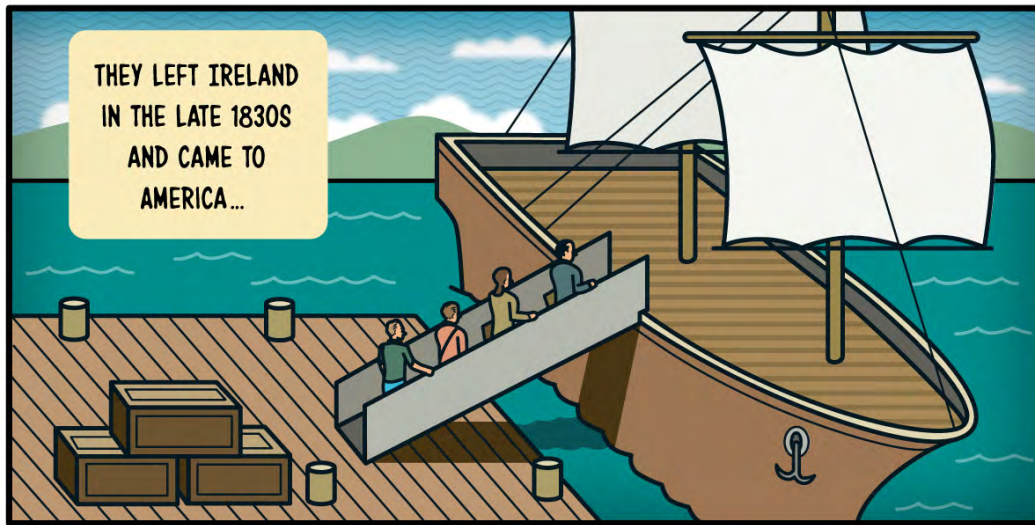
... CARRIGAN AND HIS  
WIFE, SUSAN, BUILT A  
FAMILY OF THEIR OWN.

WE NEED  
MORE ROOM!

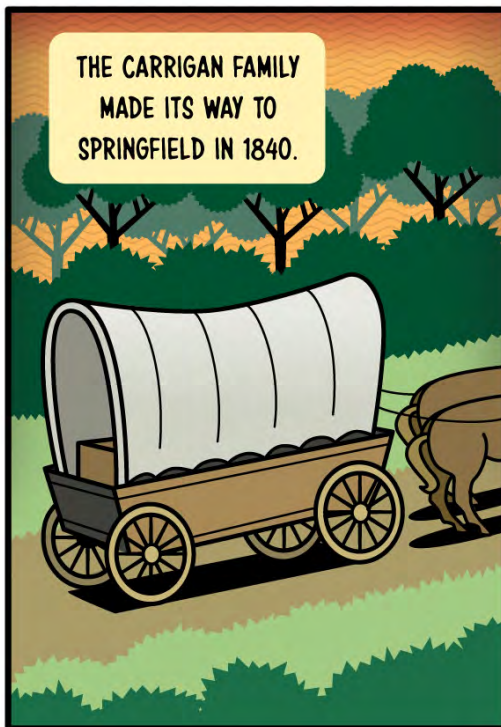




## LINCOLN'S SPRINGFIELD: Henry Carrigan







WORD QUICKLY SPREAD ABOUT THE NEW PROPERTY—  
AND THE LUXURIES AFFORDED TO THOSE  
WHO STOPPED THERE.

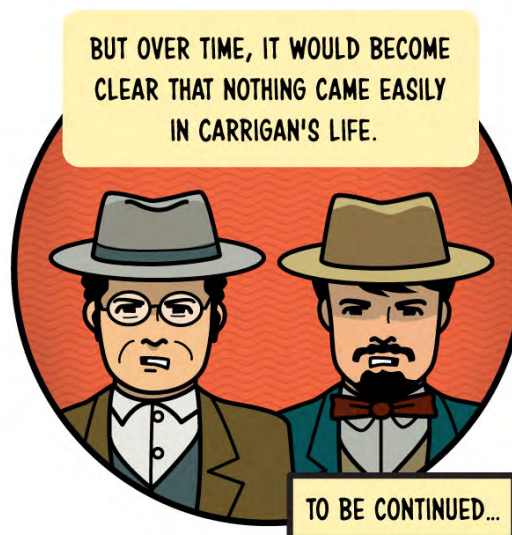
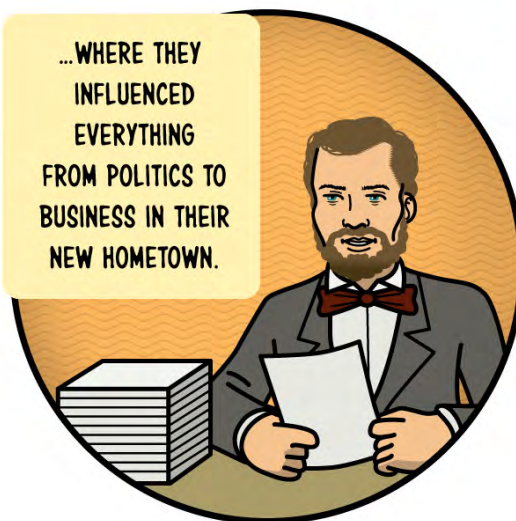
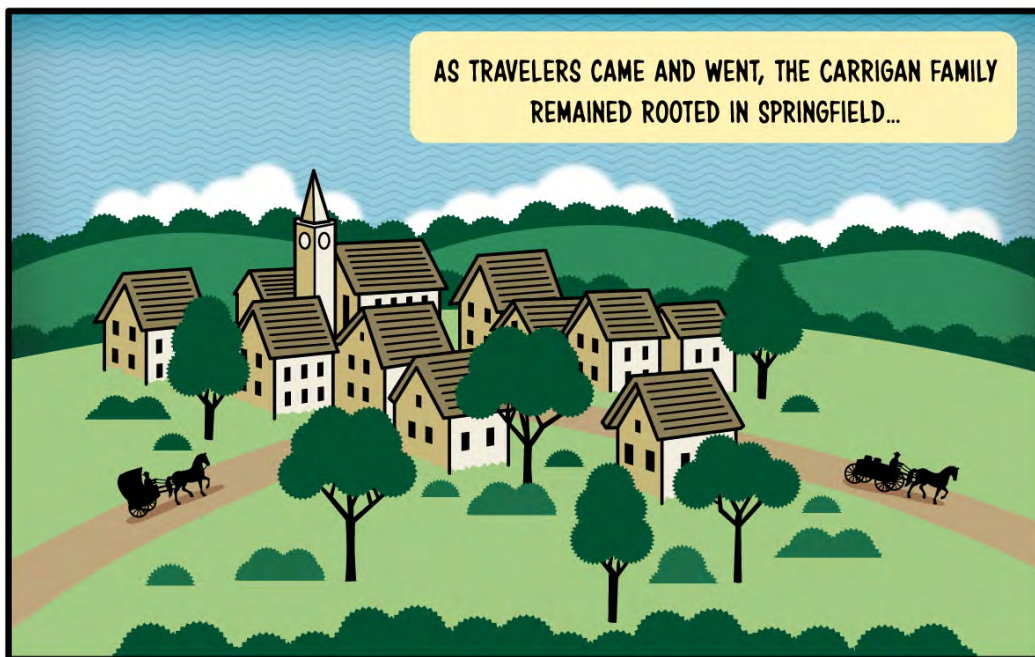
## New Hotel.

THE subscriber has completed his house, and is now ready to accomodate the travelling public. His table will be furnished with every variety the market affords.

Springfield, Nov. 25, 1842. HENRY CARRIGAN.

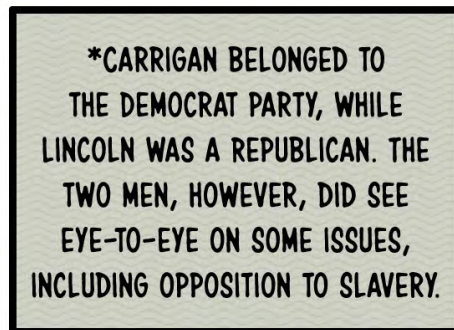
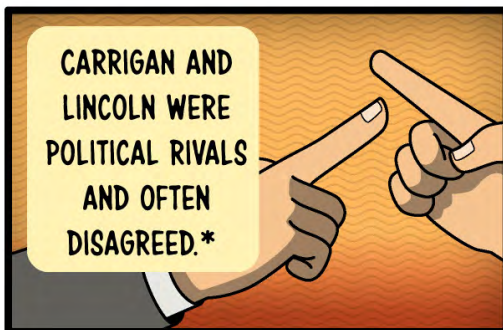
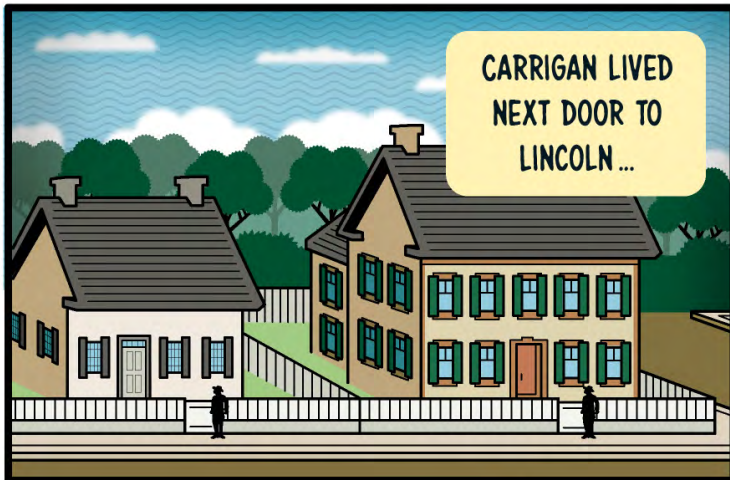
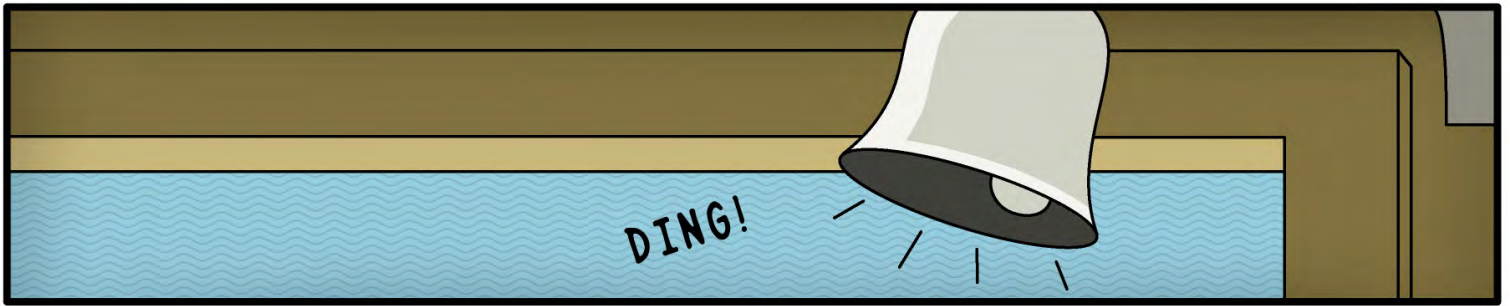


## LINCOLN'S SPRINGFIELD: Henry Carrigan

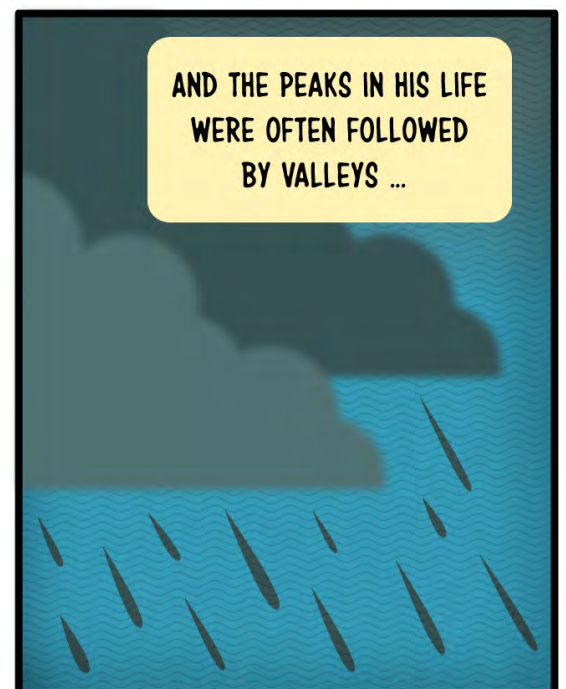
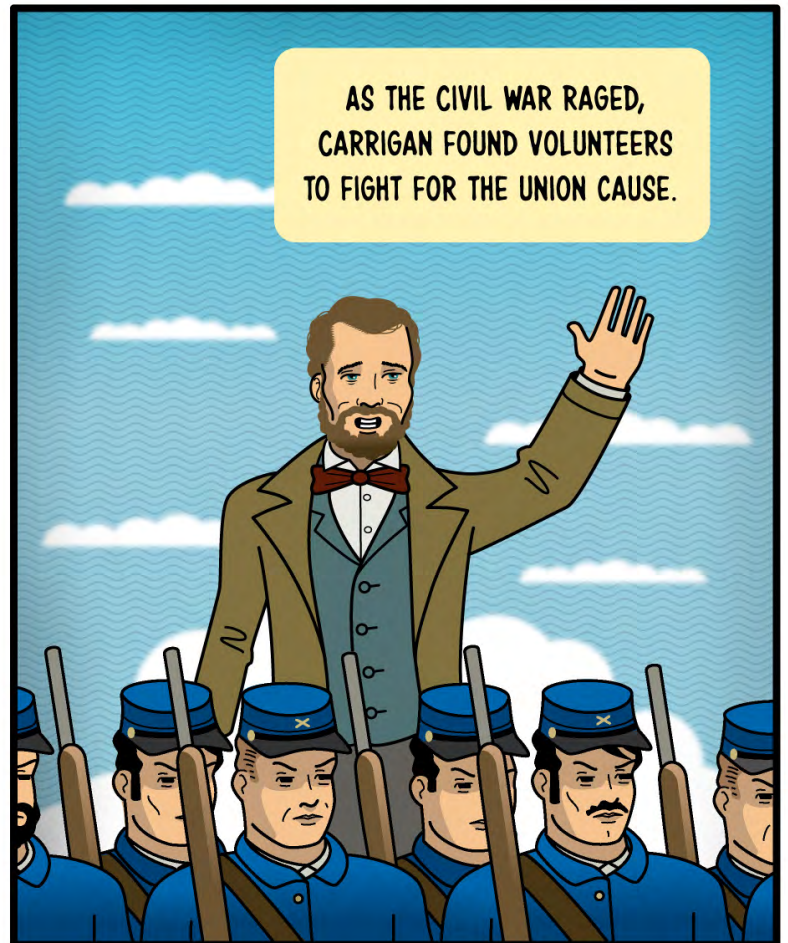
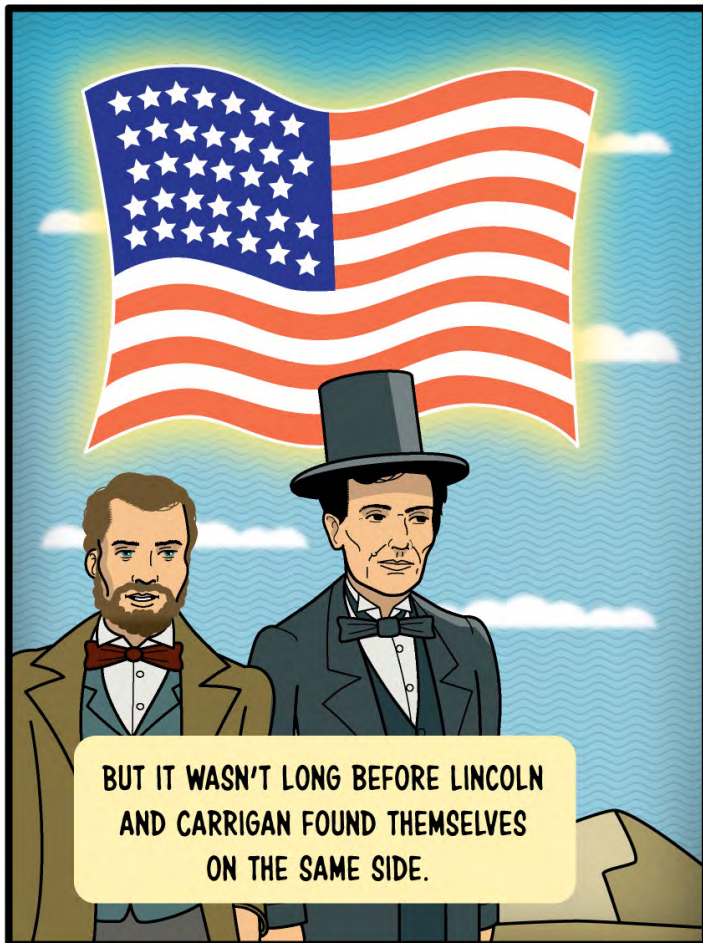




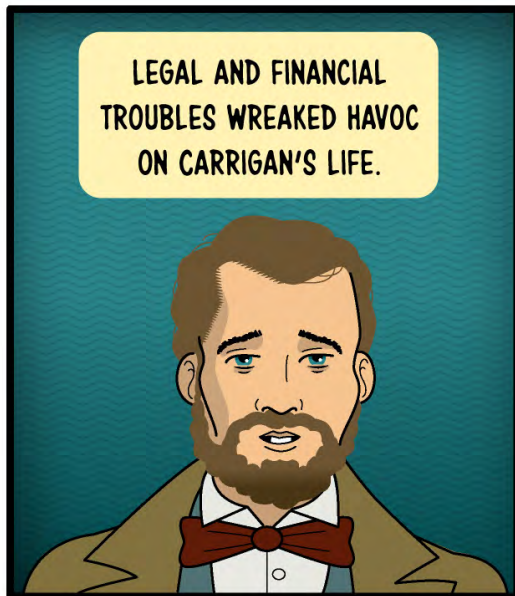
## LINCOLN'S SPRINGFIELD: Henry Carrigan



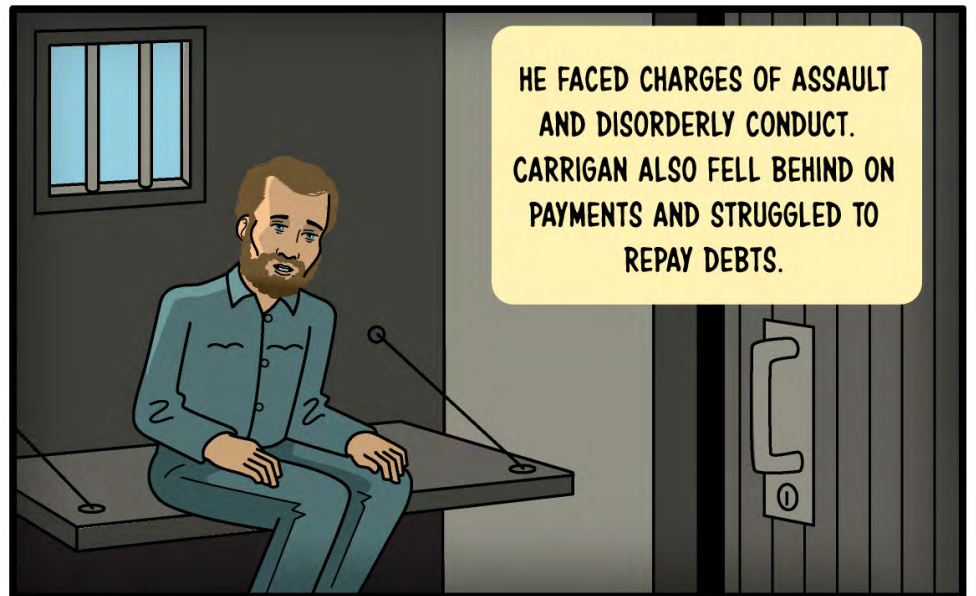








LEGAL AND FINANCIAL  
TROUBLES WREAKED HAVOC  
ON CARRIGAN'S LIFE.



HE FACED CHARGES OF ASSAULT  
AND DISORDERLY CONDUCT.  
CARRIGAN ALSO FELL BEHIND ON  
PAYMENTS AND STRUGGLED TO  
REPAY DEBTS.



AS A RESULT, CARRIGAN BRIEFLY LOST  
THE HOTEL THAT BORE HIS NAME...



... AND LOST HIS SENSE  
OF PURPOSE AS WELL.



EVEN WHEN CARRIGAN WAS DOWN  
ON HIS LUCK, HE FOUND WAYS  
TO PUT THE PIECES BACK TOGETHER.

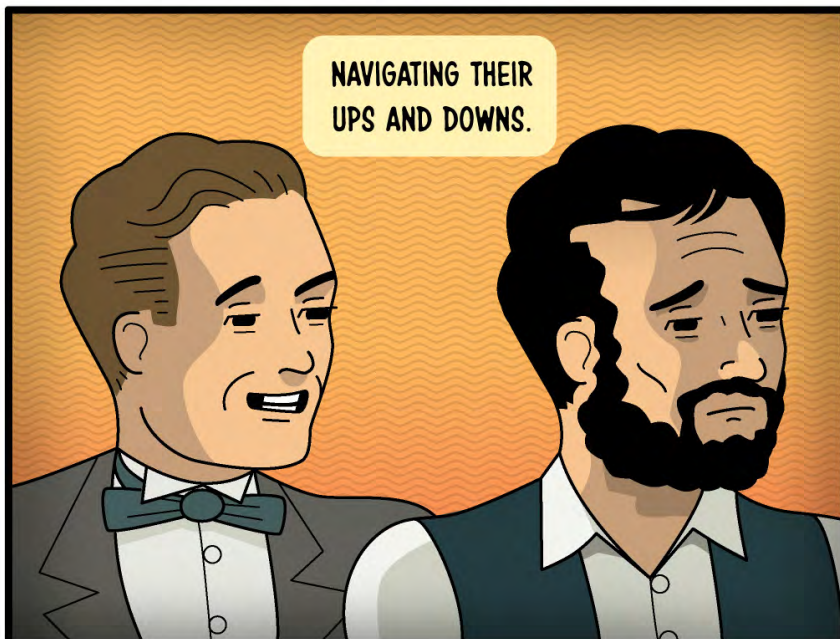
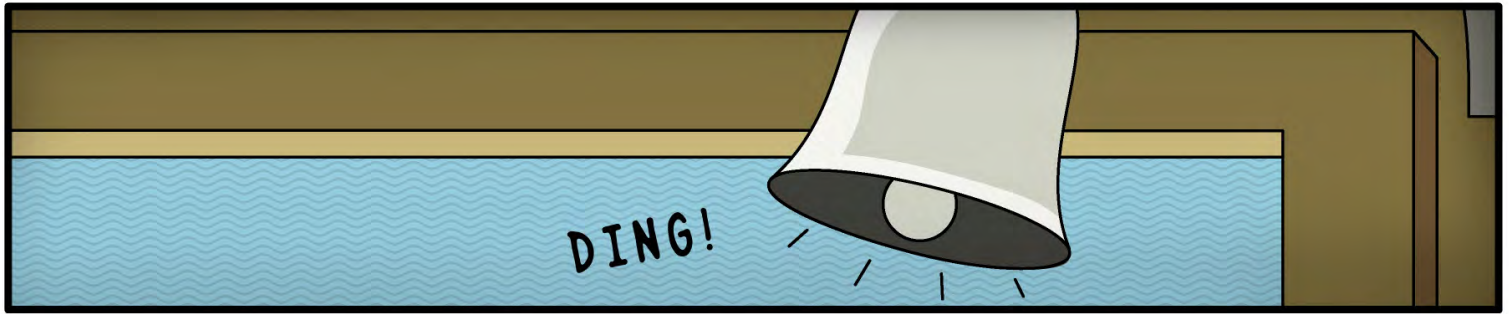


HE REGAINED  
OWNERSHIP OF  
HIS HOTEL.



ONCE AGAIN SURROUNDED  
BY THE TRAVELERS WHO  
PASSED THROUGH, HE  
REDISCOVERED HIS PLACE  
IN THE WORLD.











## **HENRY CARRIGAN:**

### **Test Your Knowledge!**



- 1. Henry Carrigan was born in...**
  - a.** 1810
  - b.** 1815
  - c.** 1820
  - d.** 1825
- 2. Henry Carrigan was a...**
  - a.** Hotel owner
  - b.** Shopkeeper
  - c.** Drayman
  - d.** Shoe cobbler
- 3. Henry Carrigan came to Springfield at what age?**
  - a.** 15
  - b.** 20
  - c.** 25
  - d.** 30
- 4. Henry Carrigan...**
  - a.** Lived next door to Lincoln.
  - b.** Worked on the underground railroad.
  - c.** Had a poem published.
  - d.** Fought in the Civil War.
- 5. Abraham Lincoln and Henry Carrigan both belonged to the Democratic Party.**
  - a.** True
  - b.** False
- 6. Henry Carrigan won the office of City Marshall.**
  - a.** True
  - b.** False
- 7. Henry Carrigan opposed slavery.**
  - a.** True
  - b.** False
- 8. Henry Carrigan was arrested for...**
  - a.** Murder
  - b.** Tax evasion.
  - c.** Theft
  - d.** Assault and disorderly conduct.
- 9. Henry Carrigan died in...**
  - a.** 1868
  - b.** 1866
  - c.** 1865
  - d.** 1870

**Answers on page 98**



## Writing Activity



Henry Carrigan faced challenges and setbacks in his life. Things didn't always go as he planned. Abraham Lincoln was also familiar with setbacks and once advised a young student "Let no feelings of discouragement prey upon you, and in the end you are sure to succeed."

**Have you ever faced setbacks? What advice would you give someone who was feeling sad because of a challenge or problem?**

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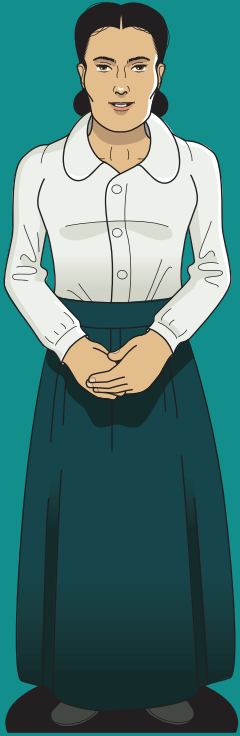
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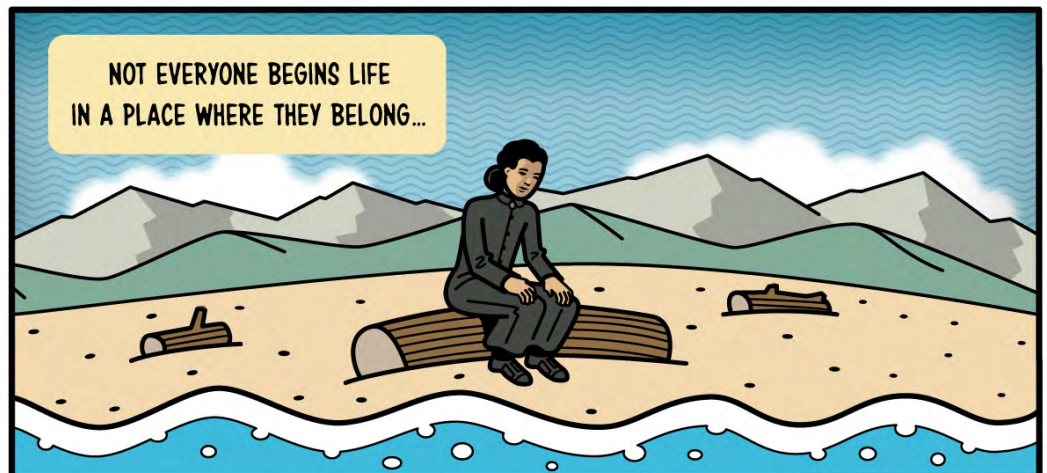
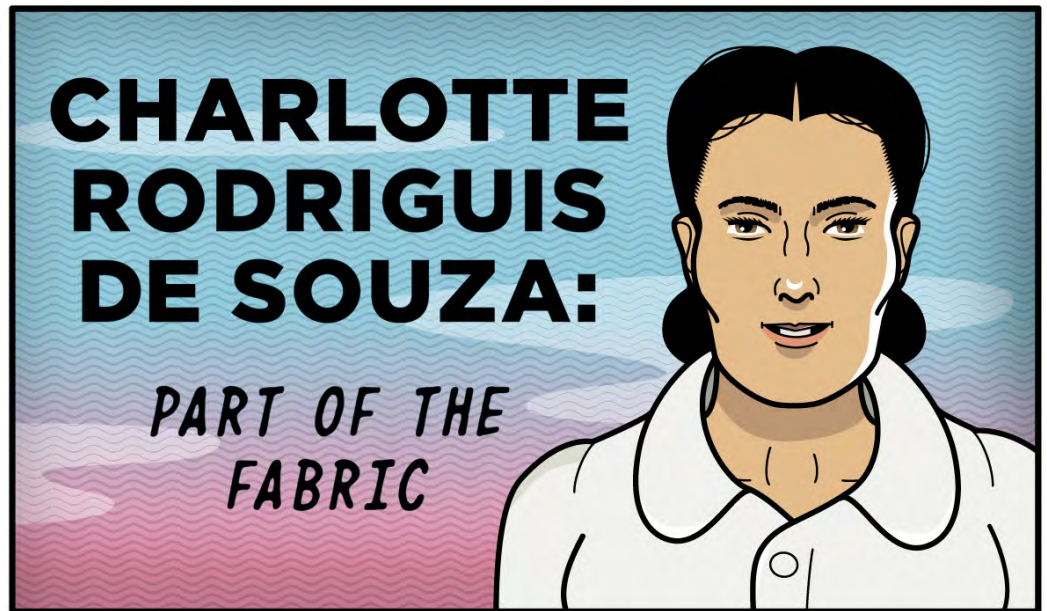


**“** Let no feeling of discouragement prey upon you, and in the end you are sure to succeed. **”**  
Abraham Lincoln, 1860

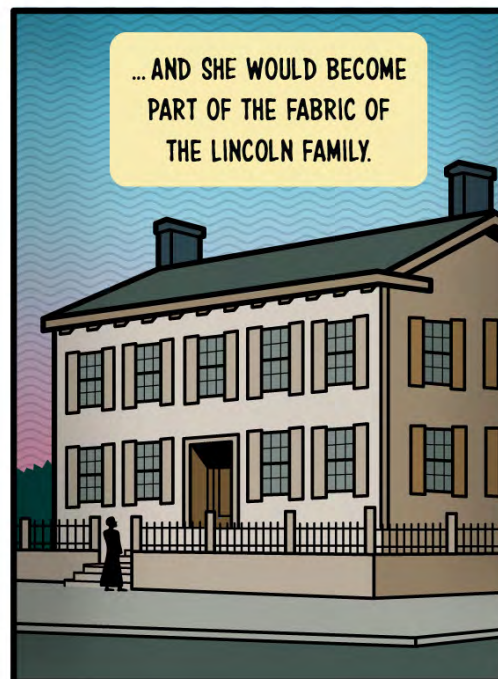
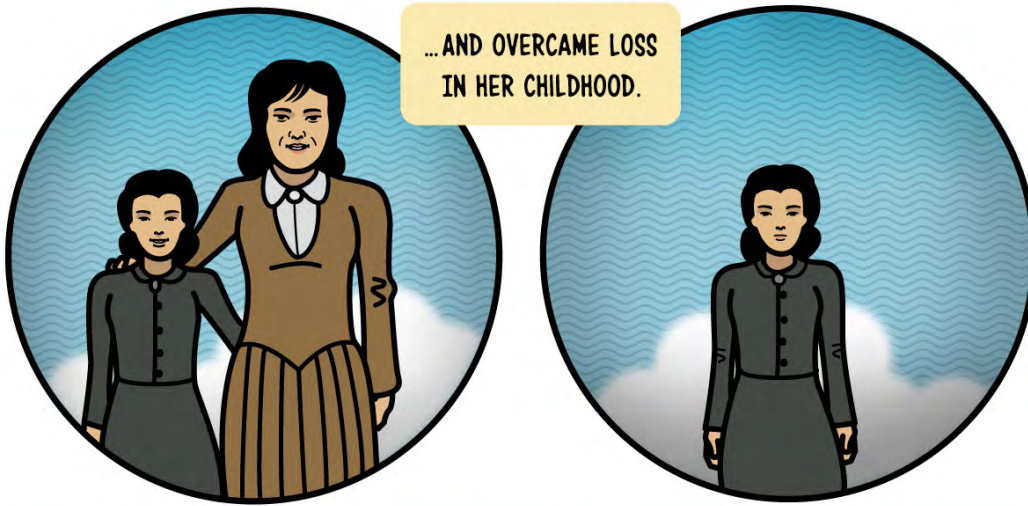




**CHARLOTTE DE SOUZA**, a religious refugee, was born in Portugal and moved to Springfield at the age of six. Years later she worked for the Lincolns during the summer of 1860 as a seamstress. While their time together was brief, De Souza connected with the Lincoln family and remembered the president fondly.





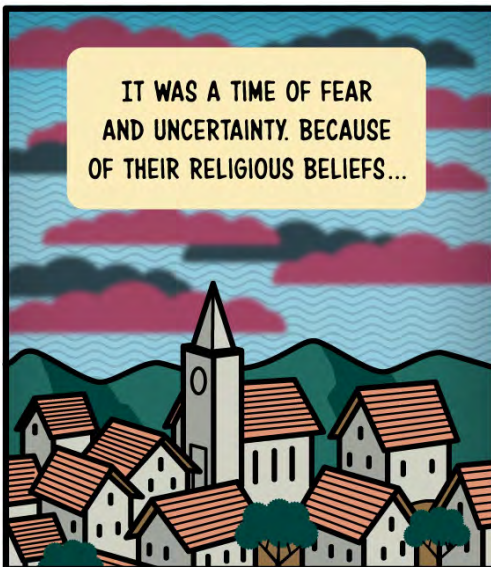




DE SOUZA WAS BORN  
IN MADEIRA, PORTUGAL  
IN 1843...



IT WAS A TIME OF FEAR  
AND UNCERTAINTY. BECAUSE  
OF THEIR RELIGIOUS BELIEFS...



... MANY IN  
PORTUGAL  
FELT LIKE  
STRANGERS IN  
THEIR OWN  
COUNTRY.



TO FIND A BETTER LIFE,  
THEY HAD TO LEAVE BEHIND  
EVERYTHING THEY KNEW.





IN 1846, WHEN DE SOUZA  
WAS JUST THREE YEARS OLD,  
HER FAMILY FLED PORTUGAL...



THEY ARRIVED IN  
SPRINGFIELD, ILLINOIS  
IN 1849...



...THE LONG JOURNEY  
BROUGHT THEM TO  
A BETTER PLACE.



...A CITY THAT REPRESENTED  
A NEW HOME AND A NEW START.



THE LOCAL NEWSPAPER  
PUBLISHED THIS POEM  
TO MARK THE OCCASION:

### Illinois State Journal

NOVEMBER 17TH, 1849

A WELCOME warm  
for the exile band...  
For a free abode is  
our glorious land...



SPRINGFIELD WELCOMED THE REFUGEES WITH OPEN ARMS.  
STILL, LIFE WASN'T EASY FOR THOSE WHO ARRIVED THERE.



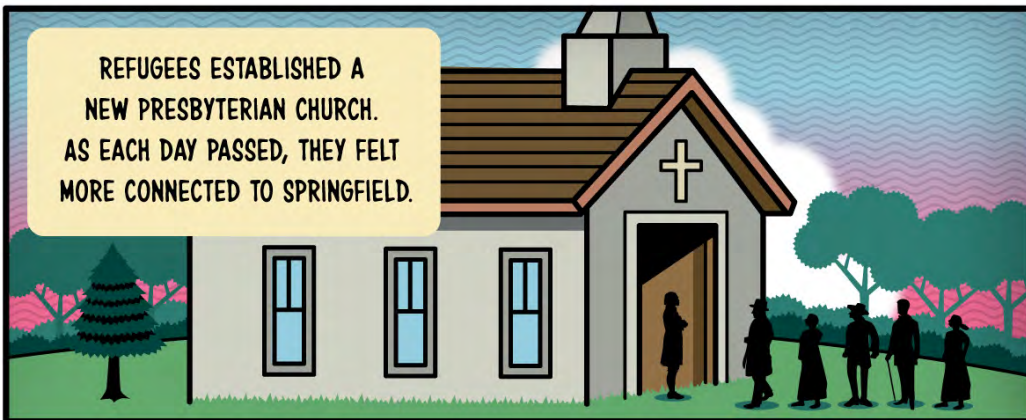
DE SOUZA AND HER FATHER SHARED  
A HOME WITH OTHER REFUGEE  
FAMILIES. THE HOUSE WAS CROWDED  
AND HAD LITTLE FURNITURE.



BUT DESPITE THESE CONDITIONS,  
PORTUGUESE REFUGEES FOUND  
JOY AND MEANING IN TOGETHERNESS.



REFUGEES ESTABLISHED A  
NEW PRESBYTERIAN CHURCH.  
AS EACH DAY PASSED, THEY FELT  
MORE CONNECTED TO SPRINGFIELD.

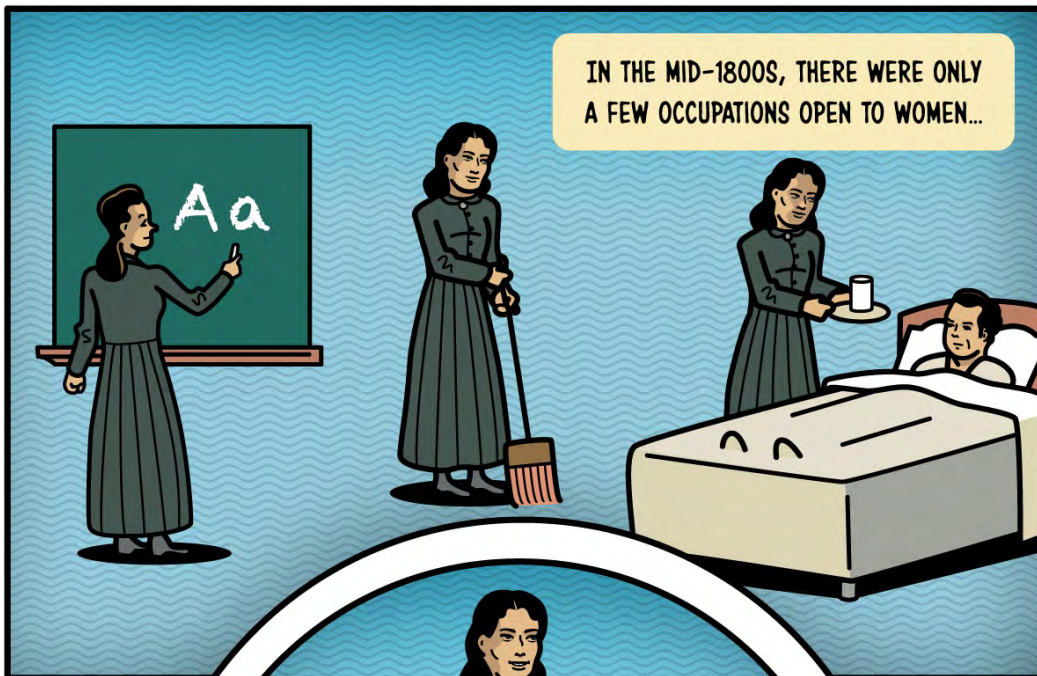




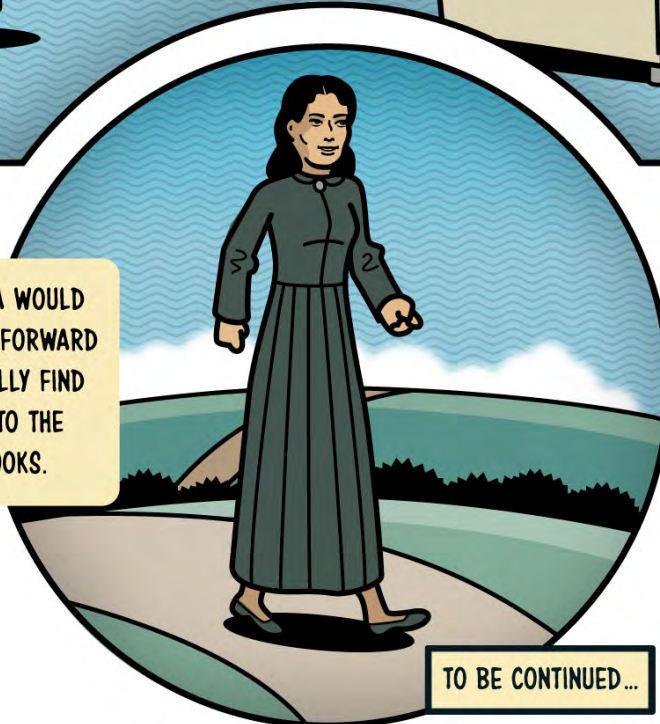
FINDING A SENSE OF COMMUNITY IS IMPORTANT. BUT DE SOUZA ALSO NEEDED A WAY TO MAKE A LIVING.



IN THE MID-1800S, THERE WERE ONLY A FEW OCCUPATIONS OPEN TO WOMEN...

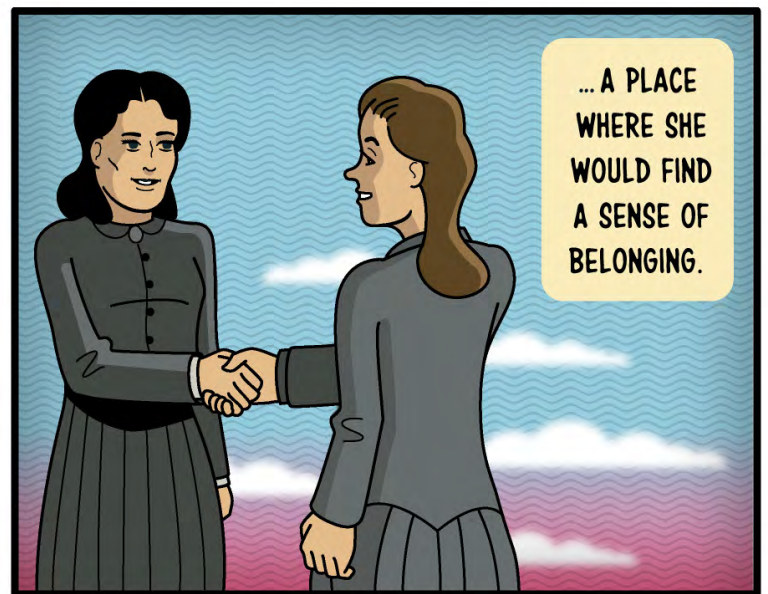
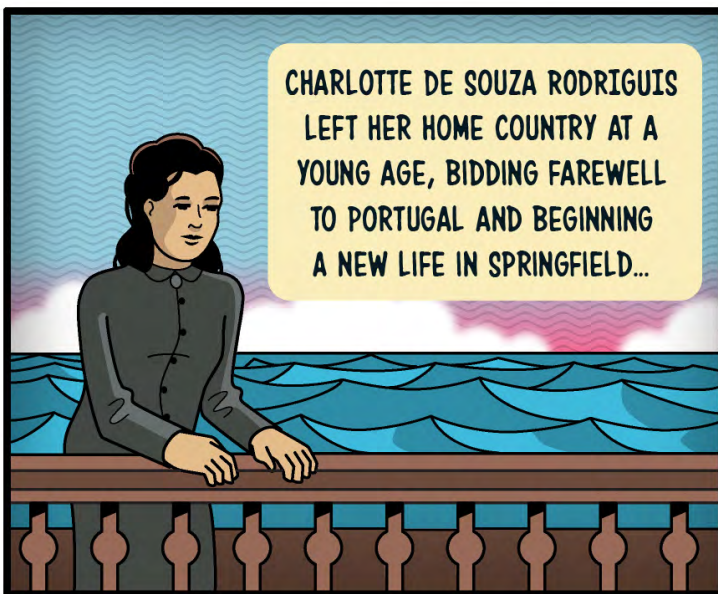
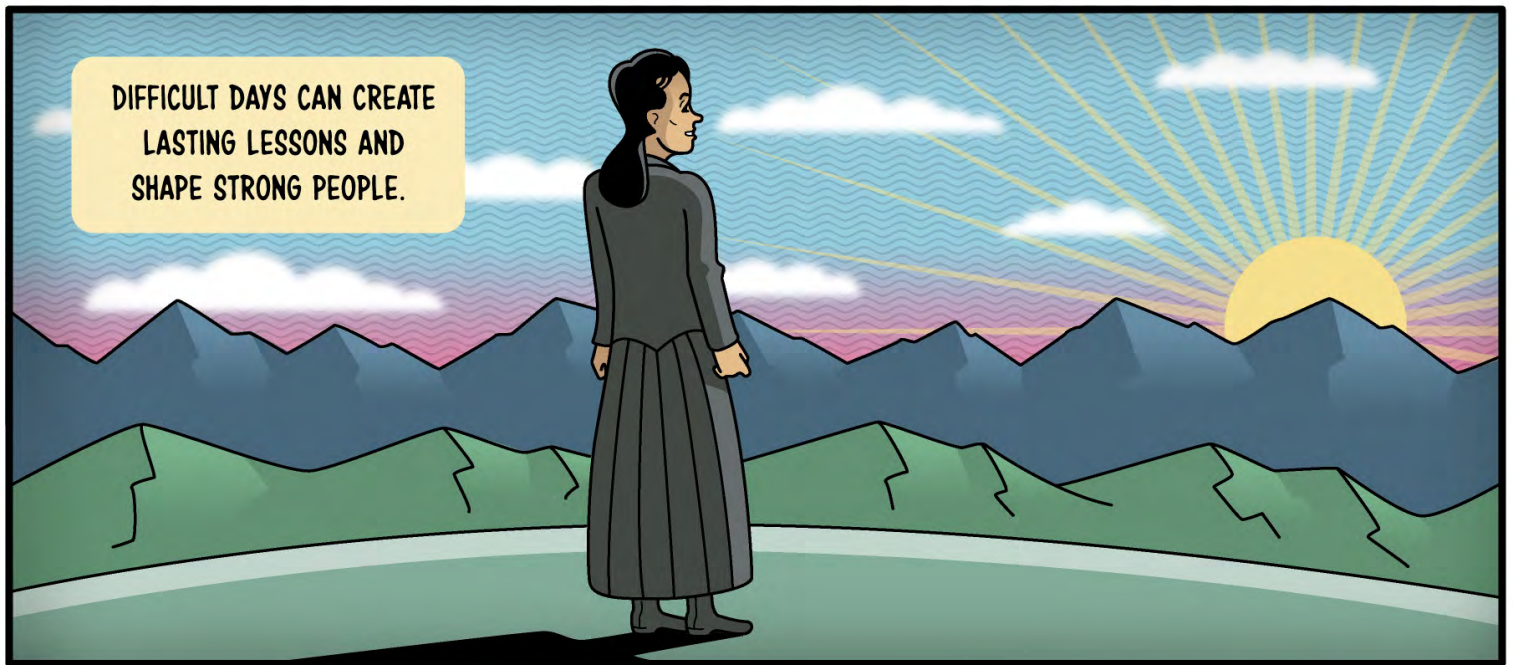


BUT DE SOUZA WOULD FIND HER PATH FORWARD AND EVENTUALLY FIND HER WAY INTO THE HISTORY BOOKS.



TO BE CONTINUED...







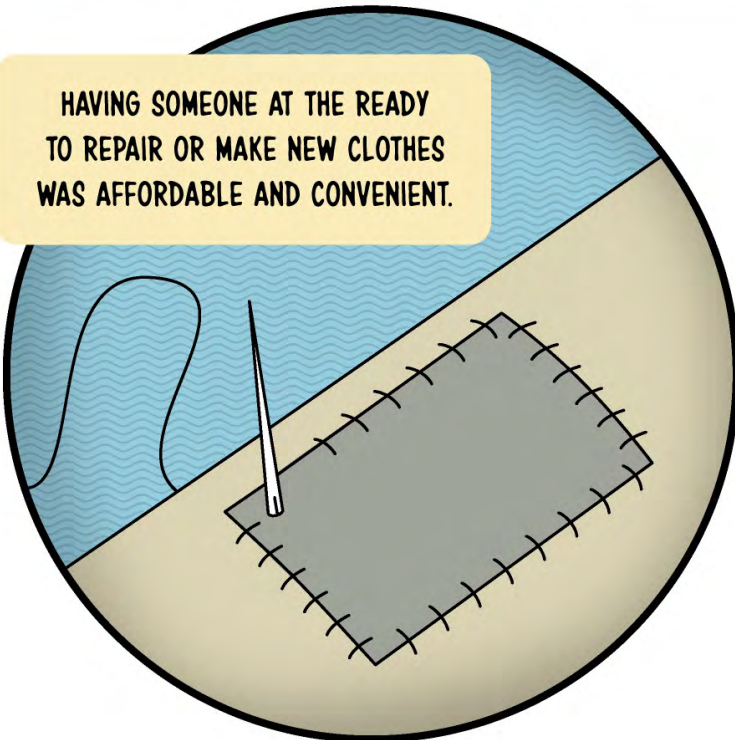
IT WAS A SKILL  
THAT WOULD  
BECOME  
HER LIFE.



A SEAMSTRESS WAS AN  
IMPORTANT ROLE IN THE LIVES  
OF FAMILIES IN THE 1800S.



HAVING SOMEONE AT THE READY  
TO REPAIR OR MAKE NEW CLOTHES  
WAS AFFORDABLE AND CONVENIENT.



SEWING ALSO GAVE DE SOUZA  
A CREATIVE OUTLET. IT WASN'T  
LONG BEFORE SHE CAUGHT THE  
EYE OF AN IMPORTANT FAMILY...

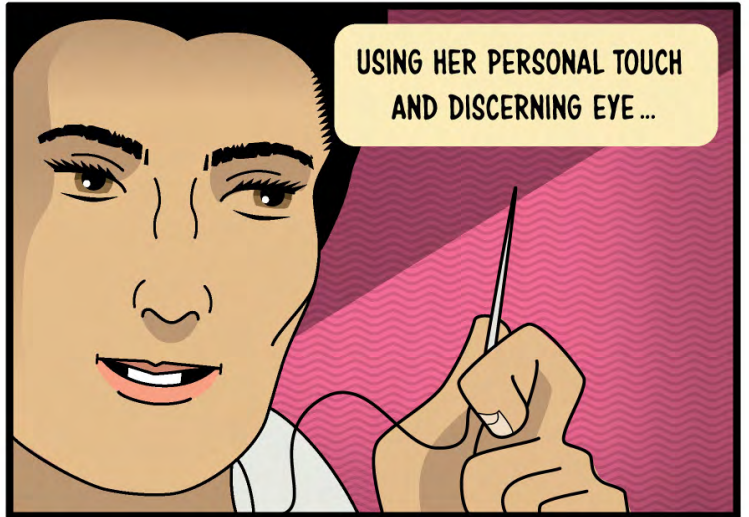




IN 1860, DE SOUZA WAS HIRED BY THE LINCOLN FAMILY TO BE THEIR FULL-TIME SEAMSTRESS.



USING HER PERSONAL TOUCH AND DISCERNING EYE ...



SHE MADE REPAIRS, AND ALTERED A VARIETY OF CLOTHING FOR ABRAHAM...







IT WAS HARD WORK.  
DE SOUZA SPENT 11 HOURS  
A DAY ON THE JOB.



BUT THE WORK WAS  
REWARDING AND HER BOND  
WITH THE FAMILY GREW  
OVER TIME.



ONCE HER SHIFT WAS  
COMPLETE, SHE OFTEN  
STAYED AT THE LINCOLN  
HOME FOR DINNER.

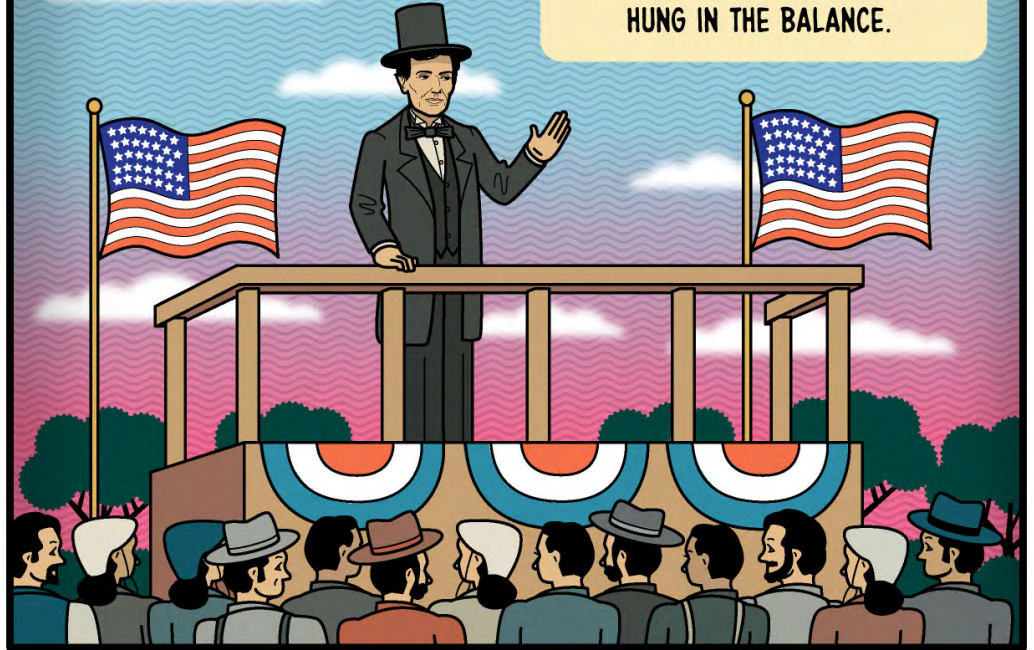




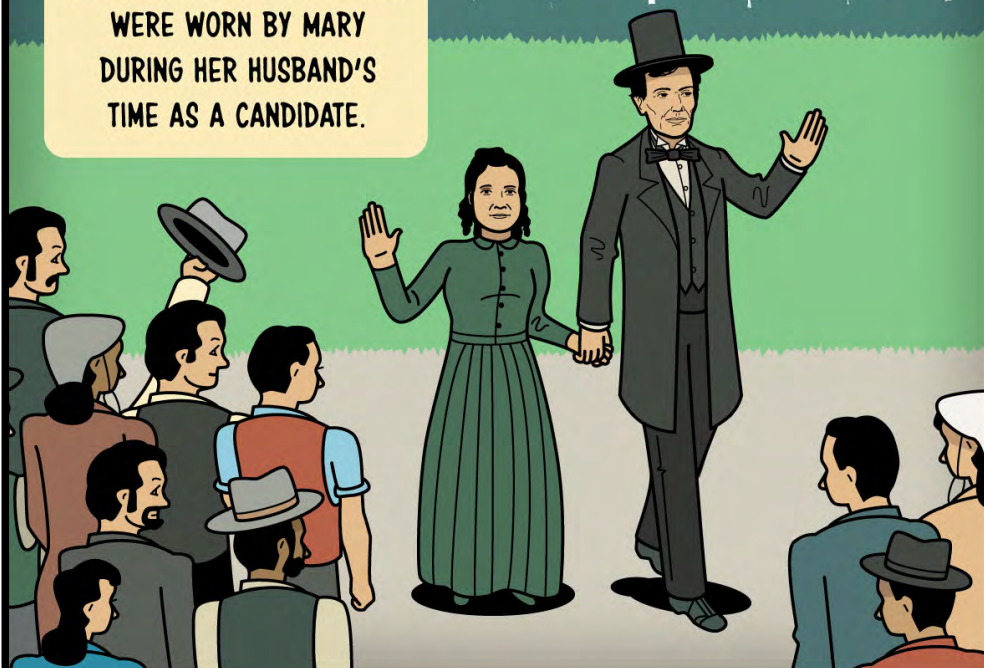
DE SOUZA'S WORK IN THE LINCOLN HOUSEHOLD CAME AT A CRITICAL POINT IN HISTORY.



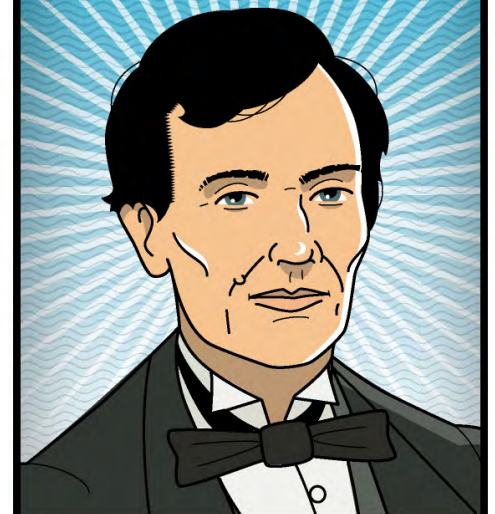
ABRAHAM LINCOLN WAS MAKING A RUN FOR THE U.S. PRESIDENCY AS THE FUTURE OF THE NATION HUNG IN THE BALANCE.



DRESSES MADE BY DE SOUZA WERE WORN BY MARY DURING HER HUSBAND'S TIME AS A CANDIDATE.



LINCOLN WON THE PRESIDENCY, A MONUMENTAL MOMENT THAT WOULD ALTER THE COURSE OF HUMAN HISTORY.



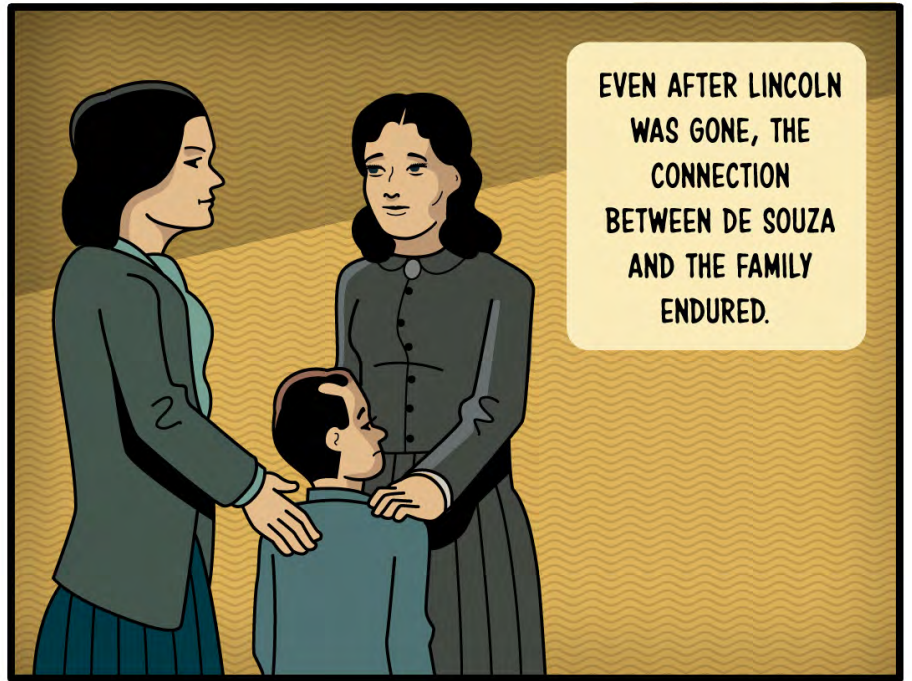


BUT HIS TIME IN OFFICE WAS  
TRAGICALLY CUT SHORT...

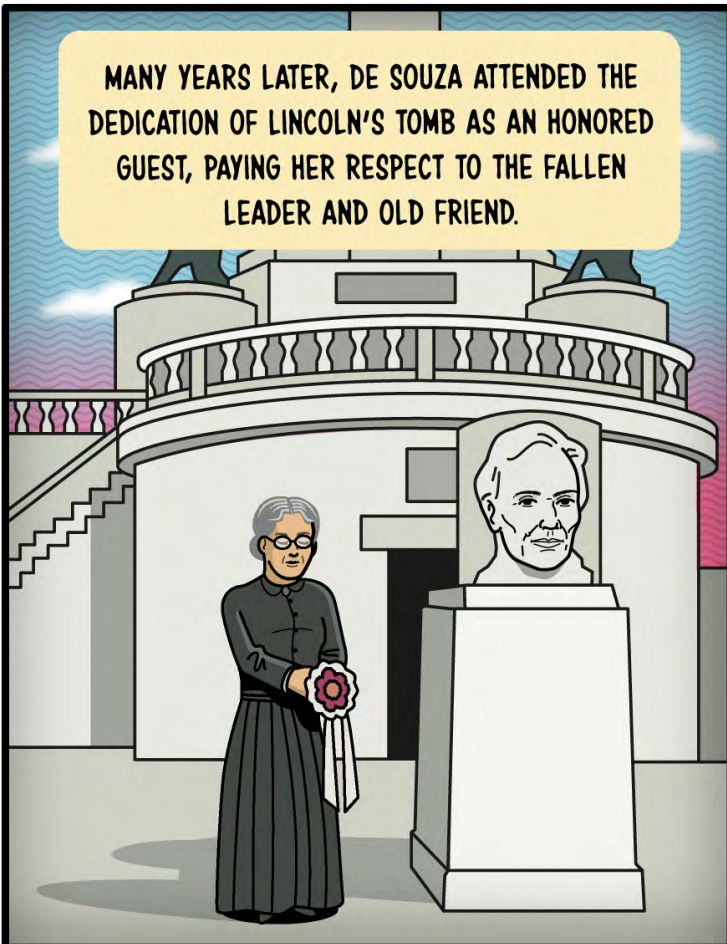
# The Times

## PRESIDENT LINCOLN IS DEAD!

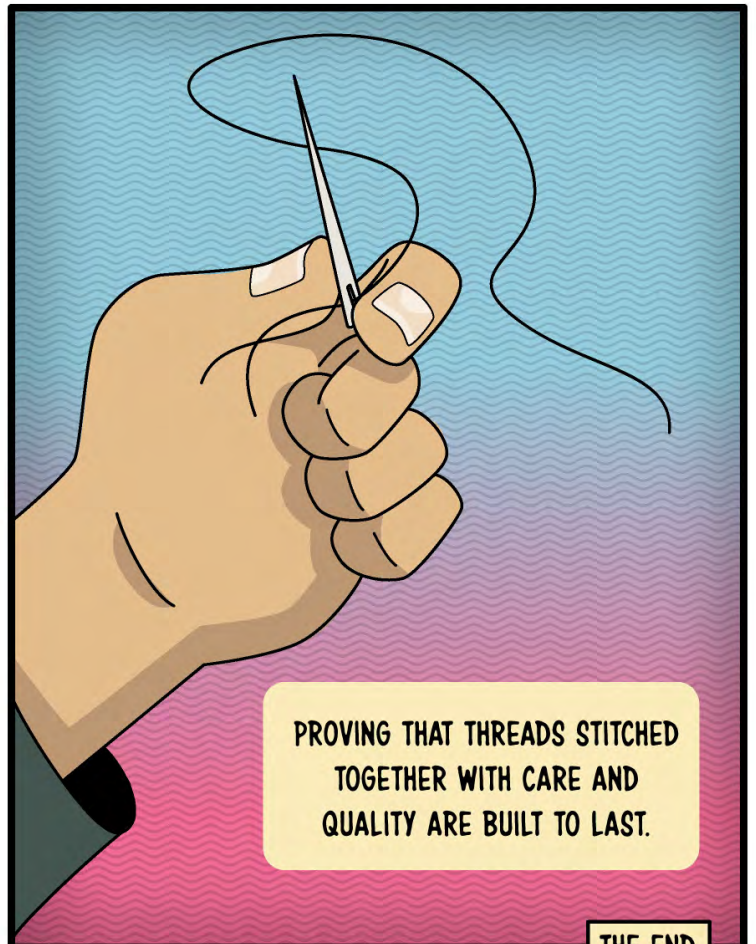
EVEN AFTER LINCOLN  
WAS GONE, THE  
CONNECTION  
BETWEEN DE SOUZA  
AND THE FAMILY  
ENDURED.



MANY YEARS LATER, DE SOUZA ATTENDED THE  
DEDICATION OF LINCOLN'S TOMB AS AN HONORED  
GUEST, PAYING HER RESPECT TO THE FALLEN  
LEADER AND OLD FRIEND.

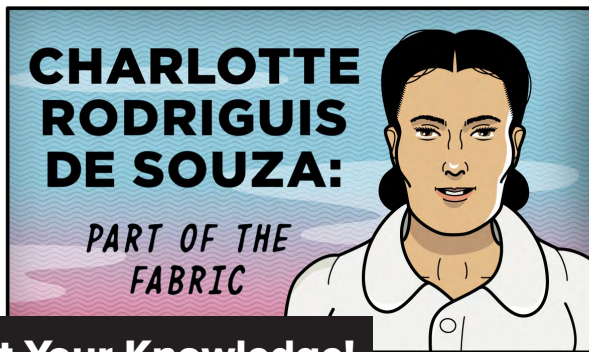


PROVING THAT THREADS STITCHED  
TOGETHER WITH CARE AND  
QUALITY ARE BUILT TO LAST.



THE END





## Test Your Knowledge!

1. Charlotte De Souza was born in...
  - a. 1810
  - b. 1815
  - c. 1820
  - d. 1843
2. What part of Portugal was Charlotte from?
  - a. Medira
  - b. Lisbon
  - c. Porto
  - d. Braga
3. Charlotte De Souza came to Springfield in...
  - a. 1845
  - b. 1849
  - c. 1847
  - d. 1851
4. There was a poem published about Charlotte De Souza and her family's arrival to Springfield.
  - a. True
  - b. False
5. The refugees to Springfield established what kind of church?
  - a. Catholic
  - b. Baptist
  - c. Protestant
  - d. Presbyterian
6. Charlotte De Souza found work as a...
  - a. Teacher
  - b. Maid
  - c. Seamstress
  - d. Nurse
7. Charlotte De Souza was hired by the Lincoln in ...
  - a. 1809
  - b. 1860
  - c. 1865
  - d. 1870
8. Charlotte De Souza worked     hours a day for the Lincoln's.
  - a. 6
  - b. 8
  - c. 9
  - d. 11
9. Charlotte De Souza attended the dedication of Lincoln's tomb.
  - a. True
  - b. False

Answers on page 98



### Writing Activity



Charlotte Rodriguis De Souza faced many challenges and uncertainties in her life but worked hard to become a skilled seamstress. That skill, and lots of dedication to her work, provided her with opportunities that she might not have otherwise had. Abraham Lincoln advised a young person facing an uncertain future that “work, work, work, is the main thing.”

**What skill or talent do you have? What would you like to learn to do better? How would you develop that skill or talent?**

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**“Work, work, work, is the main thing.”**  
Abraham Lincoln, 1860





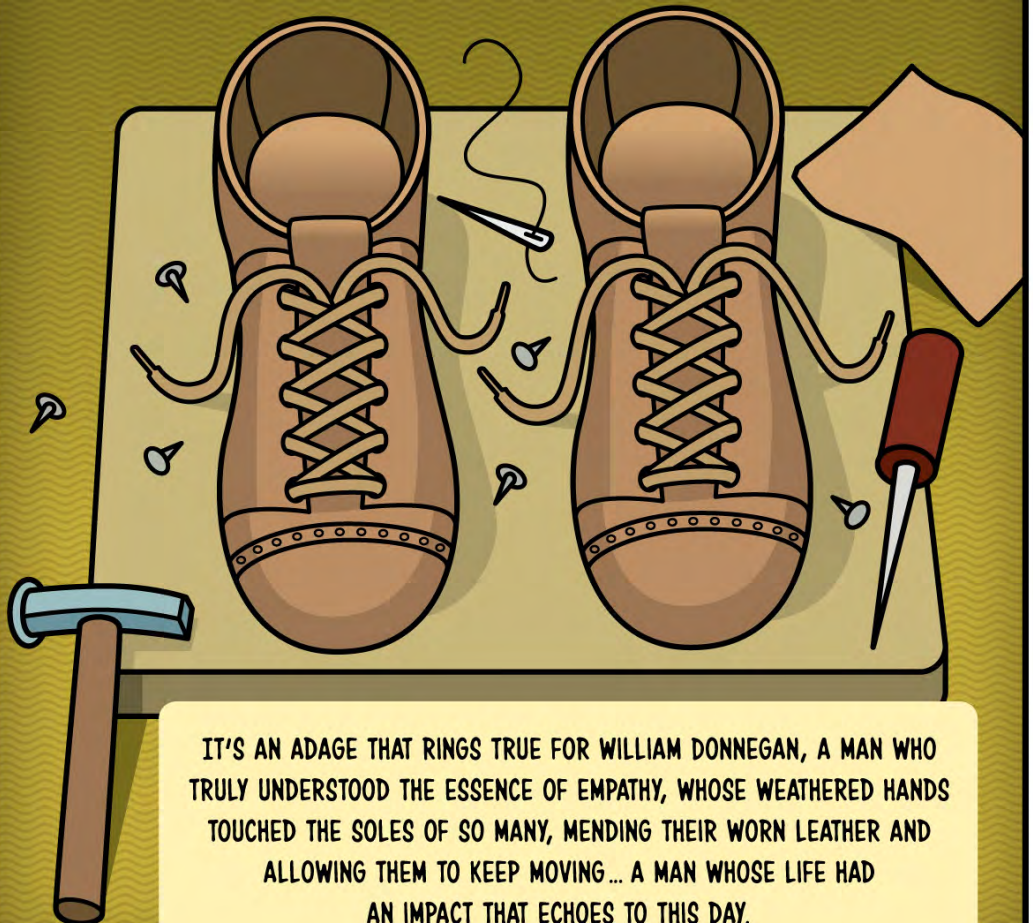
**WILLIAM DONNEGAN** was a free African American who worked as a shoe cobbler in Springfield. Additionally, he served as a conductor on the Underground Railroad helping people escape slavery. Using his courage and creativity, Donnegan assisted freedom seekers' journey north. Over 50 years later, a man who should have been remembered as a hero, was a victim of the 1908 race riot in Springfield.

## WILLIAM DONNEGAN:

### AN ENDURING LEGACY



THEY SAY YOU CAN'T UNDERSTAND SOMEONE  
UNTIL YOU WALK A MILE IN THEIR SHOES...



IT'S AN ADAGE THAT RINGS TRUE FOR WILLIAM DONNEGAN, A MAN WHO TRULY UNDERSTOOD THE ESSENCE OF EMPATHY, WHOSE WEATHERED HANDS TOUCHED THE SOLES OF SO MANY, MENDING THEIR WORN LEATHER AND ALLOWING THEM TO KEEP MOVING... A MAN WHOSE LIFE HAD AN IMPACT THAT ECHOES TO THIS DAY.





DONNEGAN  
WAS BORN  
IN KENTUCKY  
IN 1832.



HE TRAVELED WEST  
AND SETTLED IN  
ILLINOIS AT THE  
AGE OF 13.



IT WOULDN'T BE LONG  
BEFORE HE MADE  
A NAME FOR HIMSELF  
IN SPRINGFIELD.



WITH SKILLED HANDS AND HIGH HOPES,  
HE OPENED A BUSINESS.



DONNEGAN SOON BECAME A SOUGHT-  
AFTER COBBLER, WHO CREATED NEW  
FOOTWEAR AND REPAIRED THE WORN-  
DOWN SHOES OF LOCALS AND  
VISITORS ALIKE.



HIS BUSINESS  
OPERATED  
NEAR ABRAHAM  
LINCOLN'S  
LAW OFFICES...



...AND CONTINUED TO GROW  
AS TIME PASSED BY.





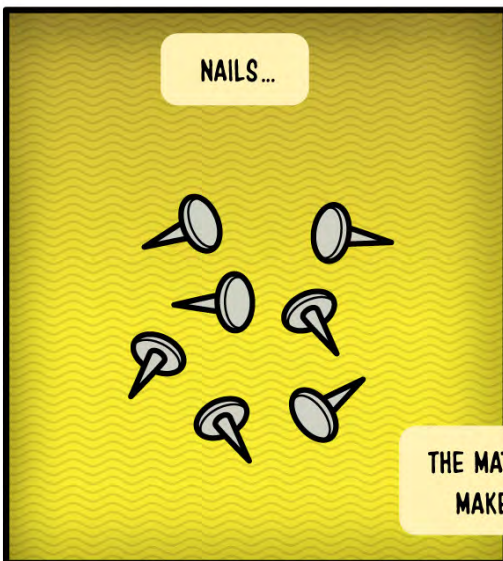
LEATHER...



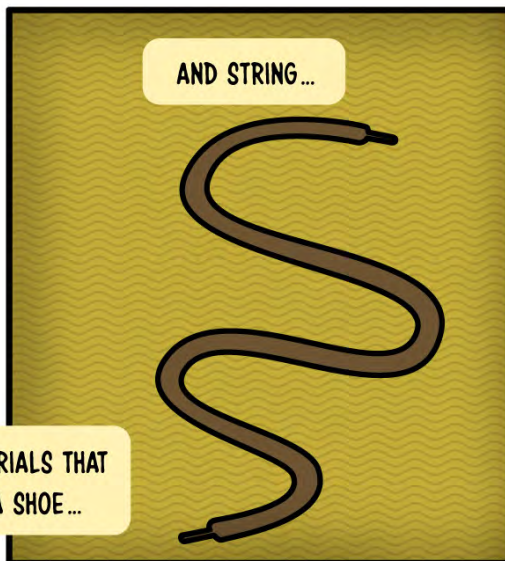
THREAD...



NAILS...



AND STRING...



THE MATERIALS THAT  
MAKE A SHOE...

AND PROVIDE SUPPORT  
FOR THOSE MARCH  
ONWARD...



...EVEN WHEN THE JOURNEY AHEAD  
IS FILLED WITH DANGER.





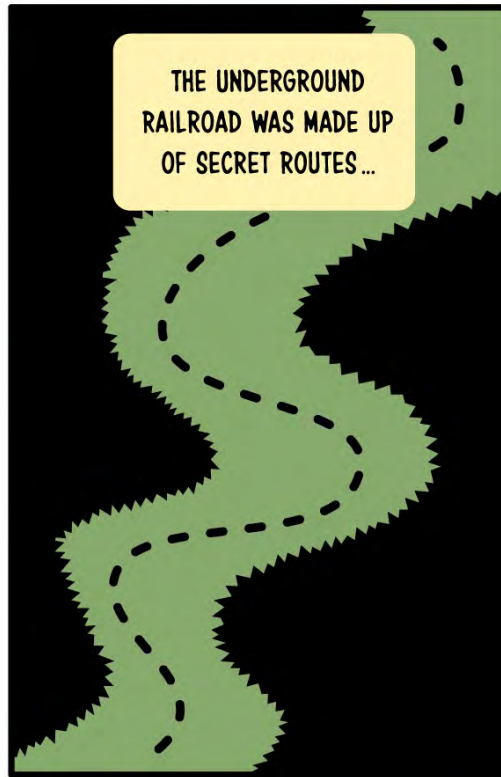
EVEN AS HIS BUSINESS  
AND WEALTH GREW,  
DONNEGAN REMAINED  
FOCUSED ON THE NEEDS  
OF OTHERS.



HE WAS A CONDUCTOR OF  
THE UNDERGROUND RAILROAD,  
A COMPLEX NETWORK THAT HELPED  
ENSLAVED AFRICAN AMERICANS FIND  
FREEDOM AND ESCAPE BONDAGE...



THE UNDERGROUND  
RAILROAD WAS MADE UP  
OF SECRET ROUTES...



WITH SAFE HOUSES  
ALONG THE WAY...



...THAT LED FREEDOM SEEKERS  
TO A NEW LIFE.





HE AIDED MANY ON  
THIS PERILOUS JOURNEY...



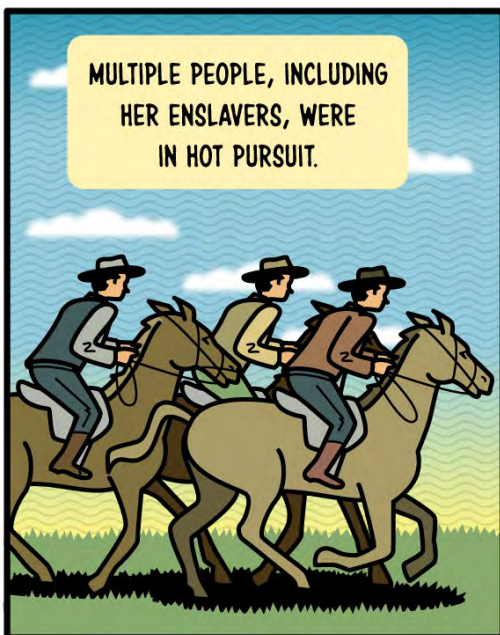
...INCLUDING ONE 16-YEAR-OLD GIRL  
WHO WAS TRYING TO ESCAPE  
SPRINGFIELD AND FIND HER PATH  
TO FREEDOM.



HELPING THE YOUNG GIRL  
WAS PARTICULARLY RISKY.



MULTIPLE PEOPLE, INCLUDING  
HER ENSLAVERS, WERE  
IN HOT PURSUIT.



DONNEGAN NEEDED TO USE HIS  
COURAGE AND CREATIVITY TO  
HELP THE GIRL AVOID CAPTURE.













**MORE THAN A HALF CENTURY LATER...**

**IN 1908, RACIAL TENSIONS IN SPRINGFIELD  
ERUPTED INTO A VIOLENT AND DESTRUCTIVE RIOT.**



**BLINDED BY ANGER, A MASSIVE MOB FURIOUSLY  
LASHED OUT AT THE CITY'S BLACK COMMUNITY.**



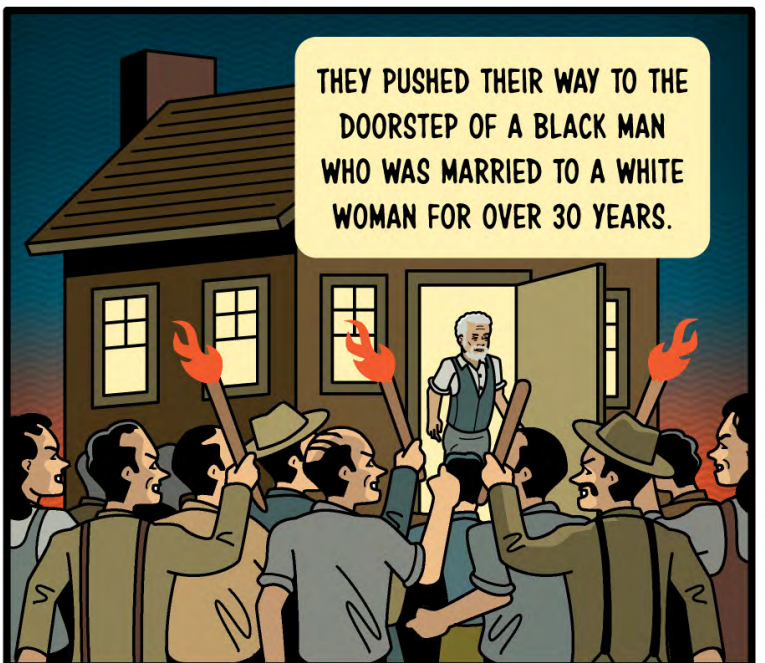
**THOUSANDS OF WHITE RESIDENTS  
ATTACKED AFRICAN-AMERICAN  
NEIGHBORHOODS, DESTROYING  
BLACK BUSINESSES AND HOMES.**



**THE MOB  
BRUTALLY BEAT  
MULTIPLE BLACK  
RESIDENTS, AND  
IN THEIR WAKE  
LEFT MANY DEAD.**



**THEY PUSHED THEIR WAY TO THE  
DOORSTEP OF A BLACK MAN  
WHO WAS MARRIED TO A WHITE  
WOMAN FOR OVER 30 YEARS.**





LEATHER, THREAD, NAILS,  
AND STRING. THE SHOES  
OF AN 84 YEAR OLD MAN...



...WHO WAS PULLED OUT FROM HIS  
HOME BY A VICIOUS MOB.  
WILLIAM DONNEGAN WAS BEATEN,  
LYNCHED, AND LEFT TO DIE.



EVIL SOMETIMES RESIDES  
IN THE SHADOWS.

SHAKEN BY THE TRAGIC RIOT,  
AND STUNNED BY THE FACT  
THAT IT OCCURRED IN  
LINCOLN'S HOMETOWN,  
AMERICANS HAD BEEN  
EXPOSED TO THE  
HORRORS OF RACISM.

FOLLOWING THE RIOT,  
CONCERNED BLACK AND WHITE  
CITIZENS CAME TOGETHER IN  
NEW YORK CITY TO FIGHT RACISM.

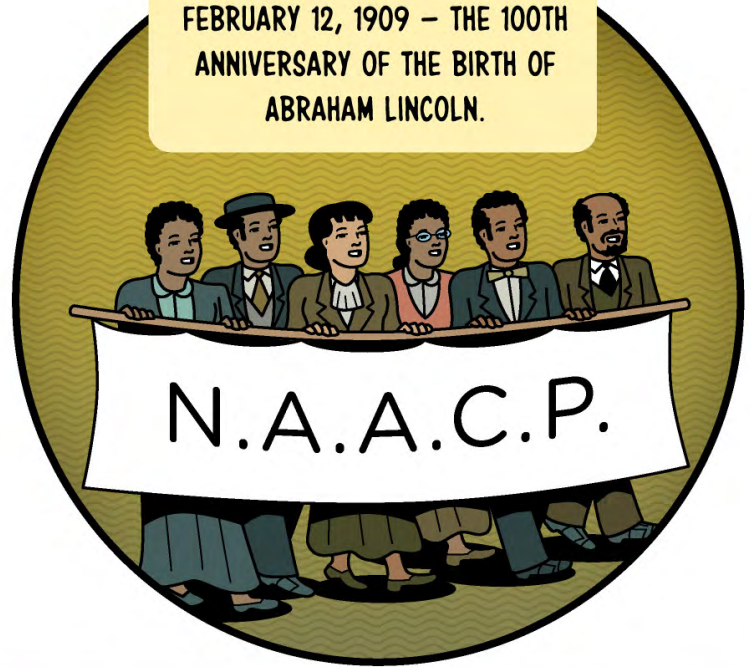




THEY FORMED THE NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE, A CIVIL RIGHTS ORGANIZATION THAT ADVANCES JUSTICE FOR AFRICAN-AMERICANS.



THE NAACP WAS FORMED ON FEBRUARY 12, 1909 – THE 100TH ANNIVERSARY OF THE BIRTH OF ABRAHAM LINCOLN.



AND TO THIS DAY THEIR MISSION CONTINUES, STITCHING TOGETHER THE THREADS OF JUSTICE AND CONTINUING THE FIGHT FOR EQUALITY IN THE U.S.



THE END





**Test Your Knowledge!**

1. When was William Donnegan born?
  - a. 1830
  - b. 1832
  - c. 1834
  - d. 1836
2. What state was William Donnegan born in?
  - a. Alabama
  - b. Mississippi
  - c. Kentucky
  - d. Arkansas
3. At what age did William Donnegan settle in Springfield?
  - a. 13
  - b. 23
  - c. 33
  - d. 43
4. William Donnegan's shoe business was located near...
  - a. Lincoln's home
  - b. The state capital
  - c. The white house
  - d. Lincoln's law offices
5. How old was the girl William Donnegan helped escape from Springfield on to freedom?
  - a. 12
  - b. 14
  - c. 16
  - d. 18
6. How did William Donnegan help the girl escape to freedom?
  - a. Disguising her as a boy
  - b. Disguising her as an elderly woman
  - c. Disguising her as a middle class free black
  - d. Disguising her as a sailor
7. When did the Springfield Race Riot occur?
  - a. 1808
  - b. 1866
  - c. 1908
  - d. 1966
8. How old was William Donnegan when he died?
  - a. 54
  - b. 64
  - c. 74
  - d. 84
9. How did William Donnegan die?
  - a. He was shot.
  - b. He was lynched.
  - c. He died of cancer.
  - d. He died in a fire.

**Answers on page 98**



### Writing Activity



William Donnegan worked hard and risked everything to help enslaved people gain their freedom through the Underground Railroad. Abraham Lincoln also thought that slavery was wrong and worked to end it so that the United States could have “a new birth of freedom.”

Helping someone gain their freedom can come in a variety of forms. For example, helping someone with a difficulty is a way to provide them with a path to freedom.

**Have you helped anyone gain “a new birth of freedom?” When has someone helped you?**

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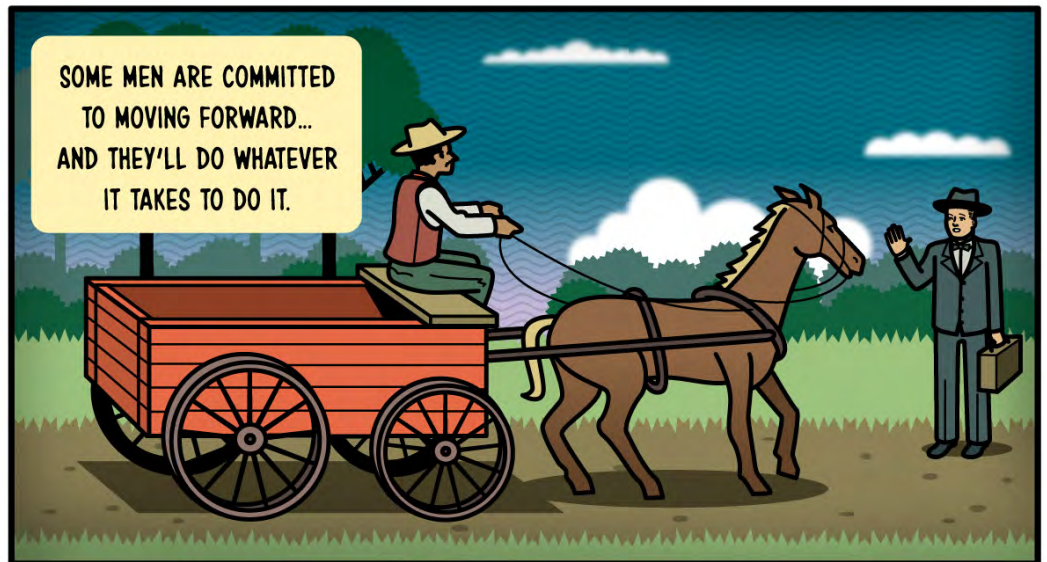
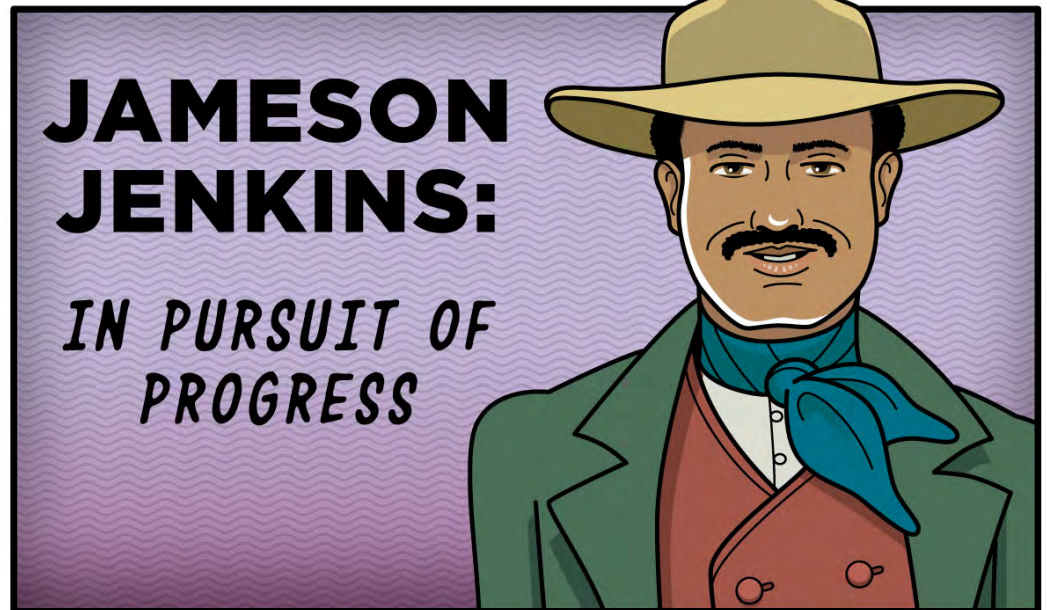
**“That this nation, under God, shall have a new birth of freedom — and that government of the people, by the people, for the people, shall not perish from this earth.”**

Abraham Lincoln, 1863





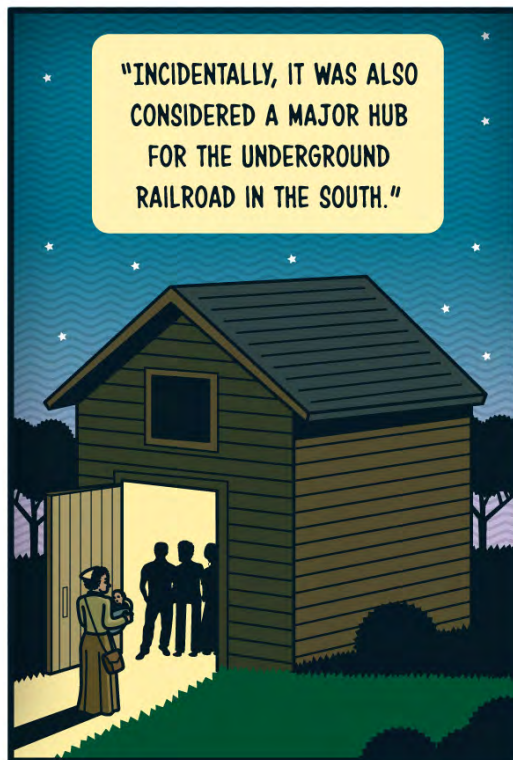
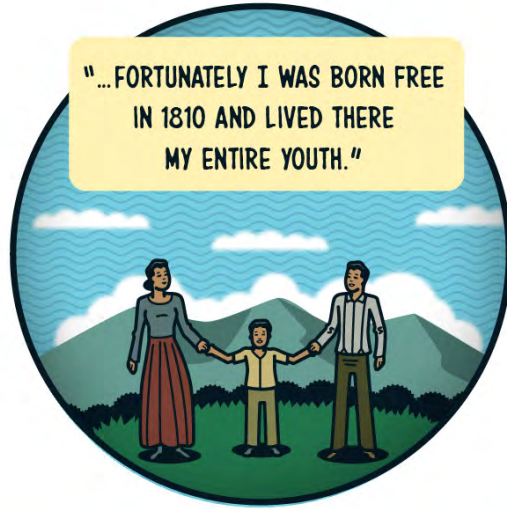
**JAMESON JENKINS** lived down the street from the Lincoln family and worked as a drayman. Jenkins not only carried cargo, but he risked his own personal safety to help freedom seekers escaping slavery on their journey north on the Underground Railroad.



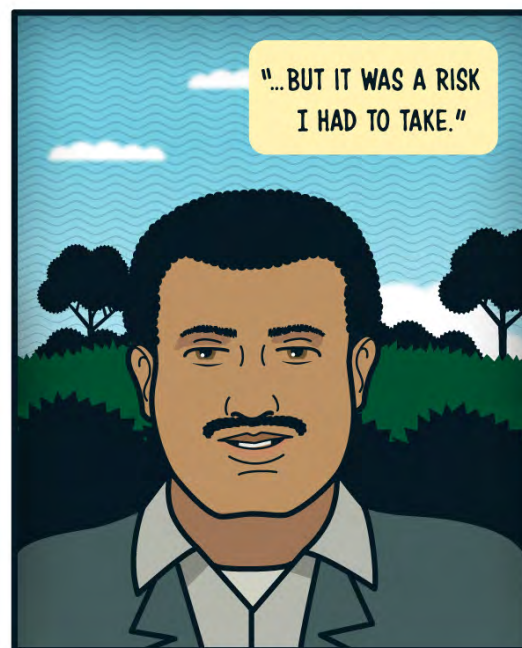
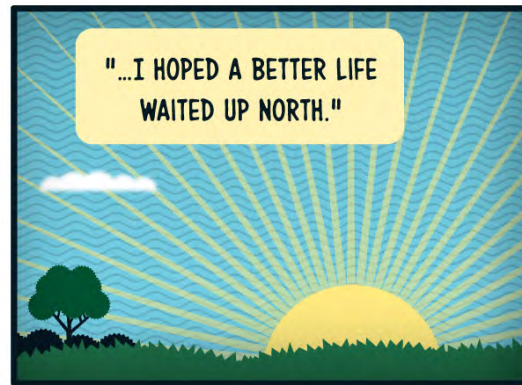
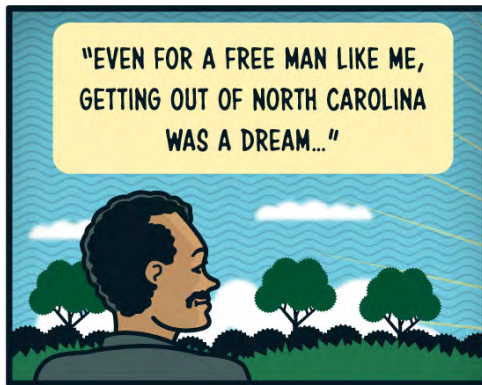




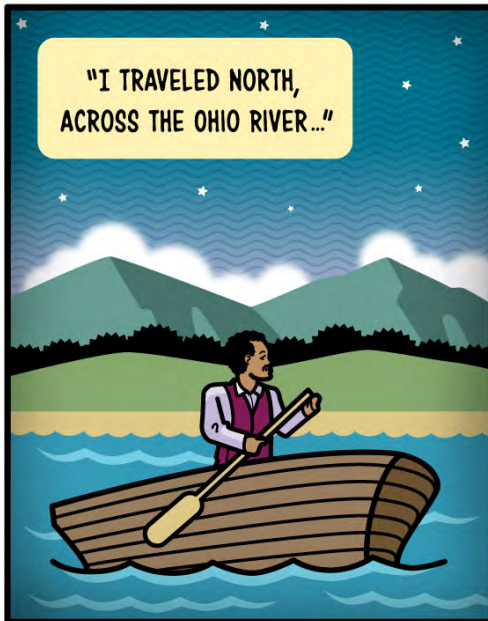










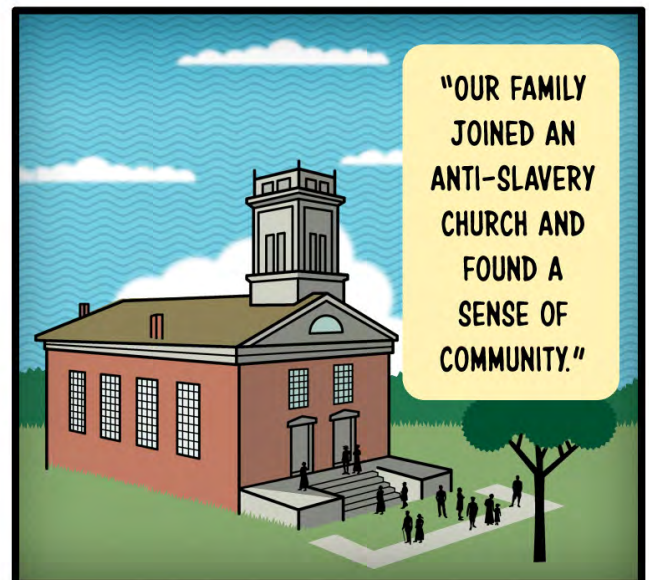




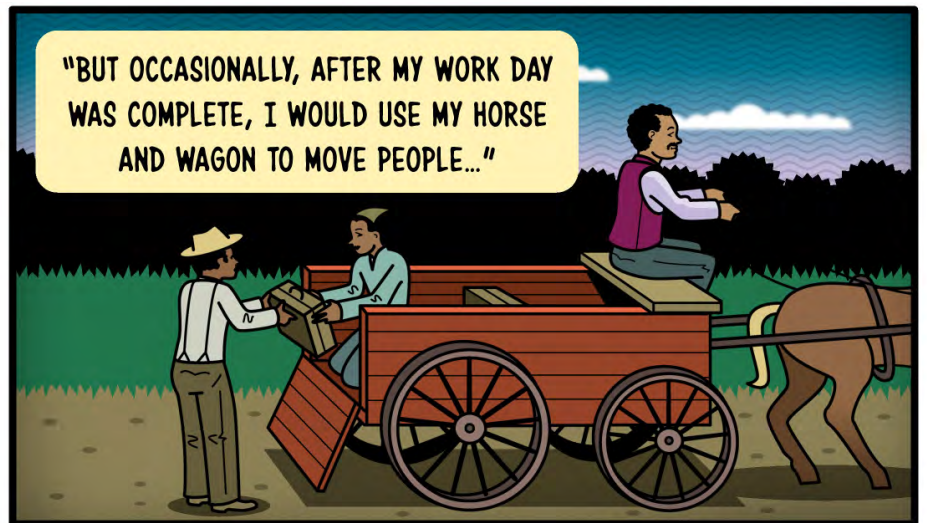
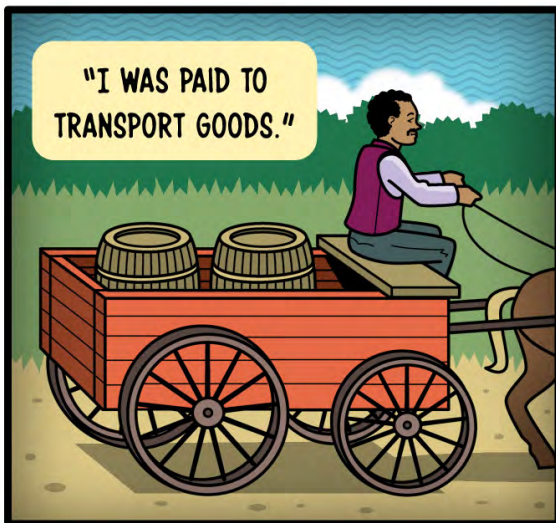
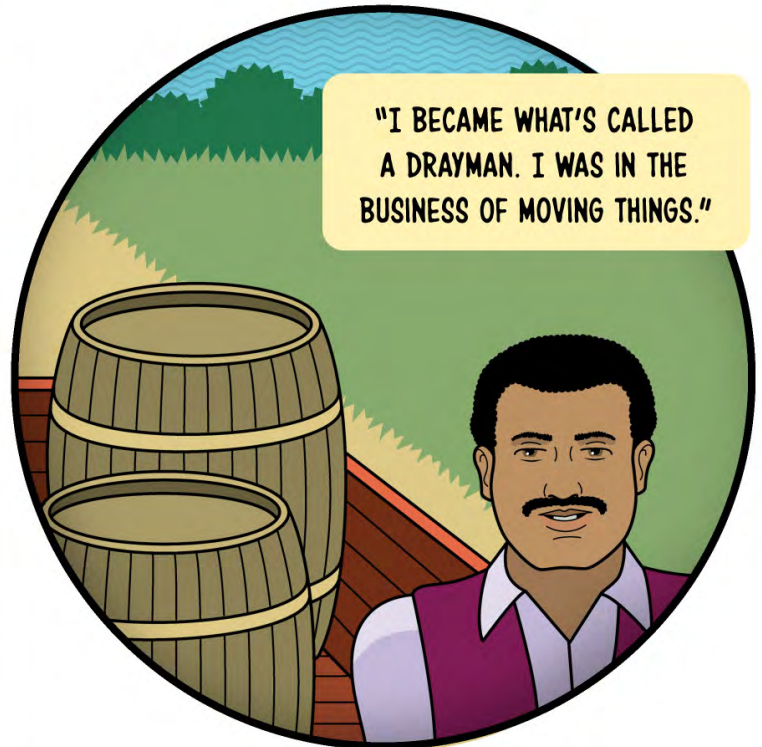
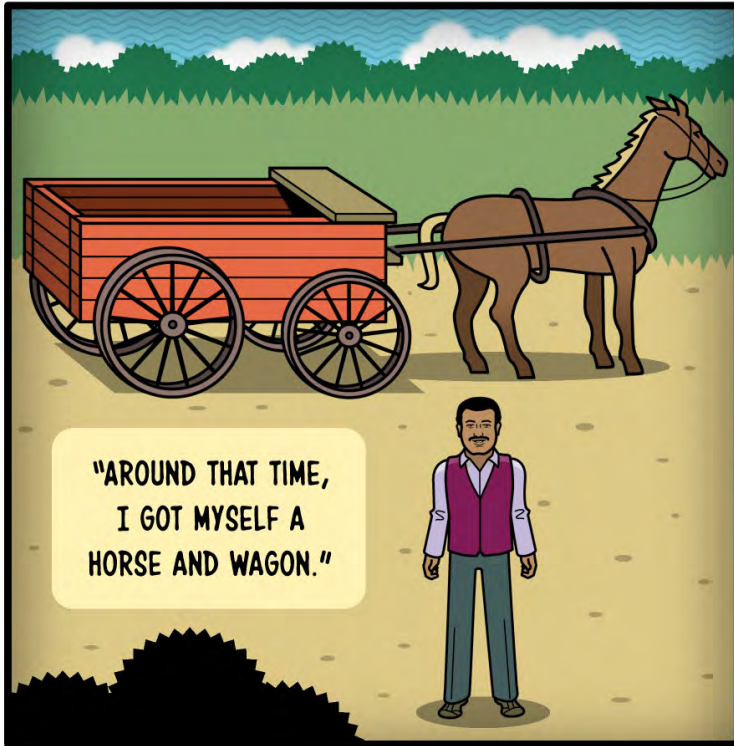




## LINCOLN'S SPRINGFIELD: Jameson Jenkins









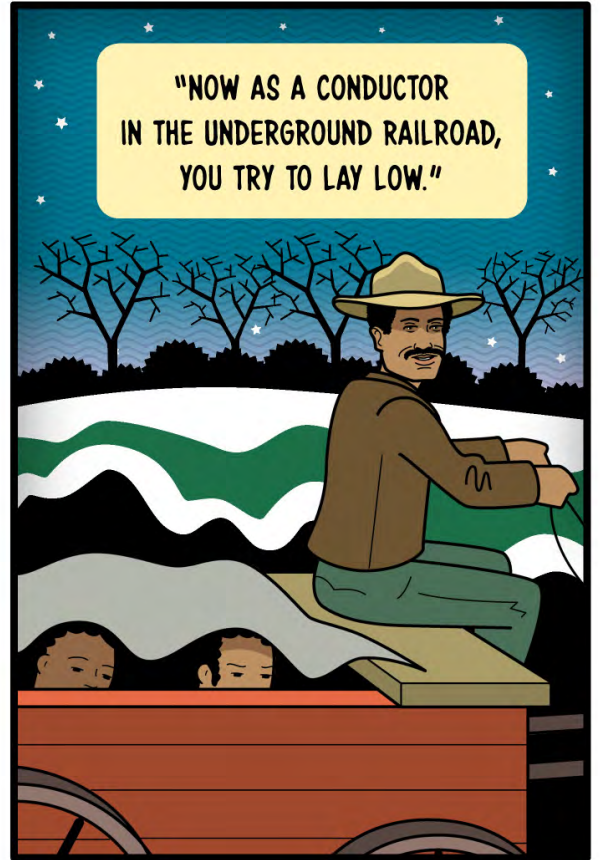




"USING MY HORSE AND WAGON, I HELPED THEM  
MOVE NORTH ALONG THE UNDERGROUND RAILROAD."



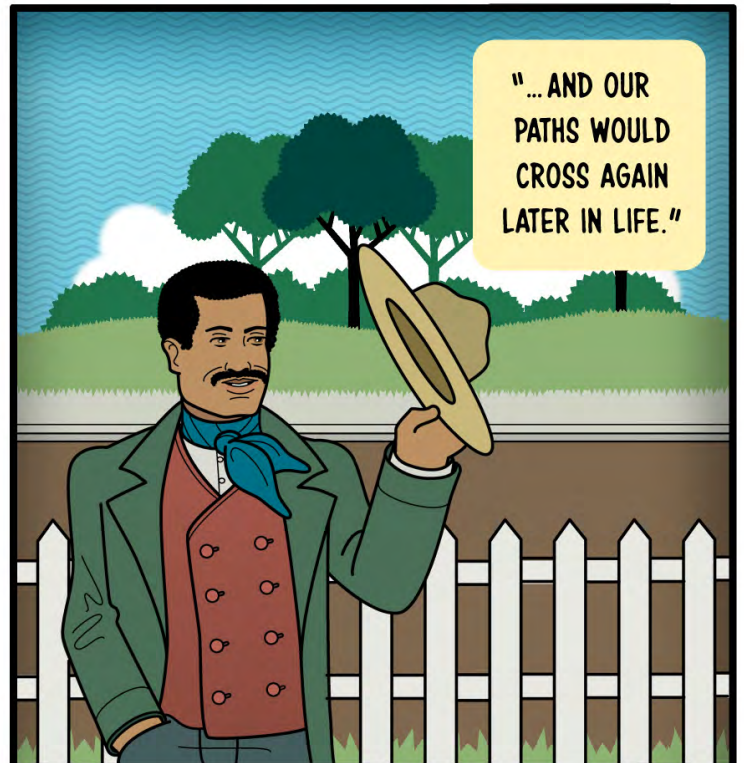
"NOW AS A CONDUCTOR  
IN THE UNDERGROUND RAILROAD,  
YOU TRY TO LAY LOW."



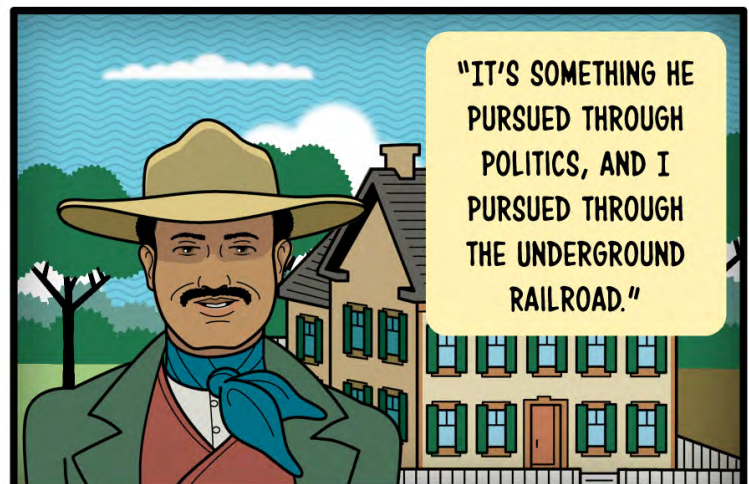
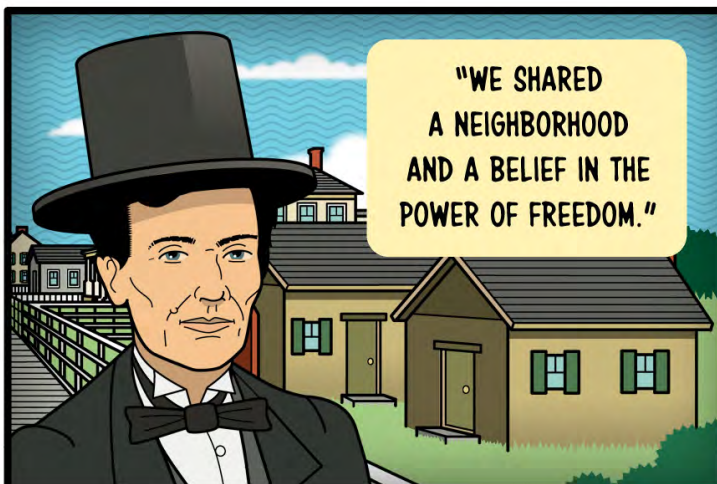
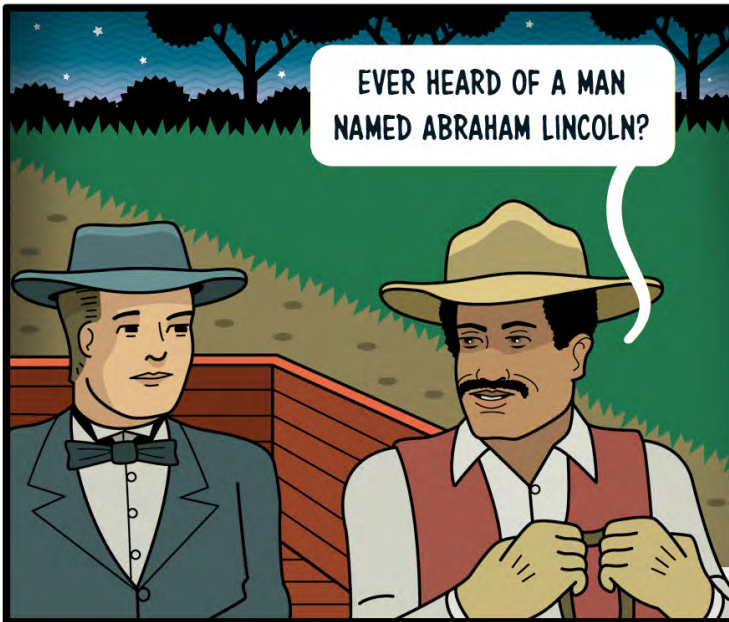
"BUT THERE WERE CERTAINLY  
SOME PEOPLE WHO KNEW  
WHAT I DID..."



"...AND OUR  
PATHS WOULD  
CROSS AGAIN  
LATER IN LIFE."

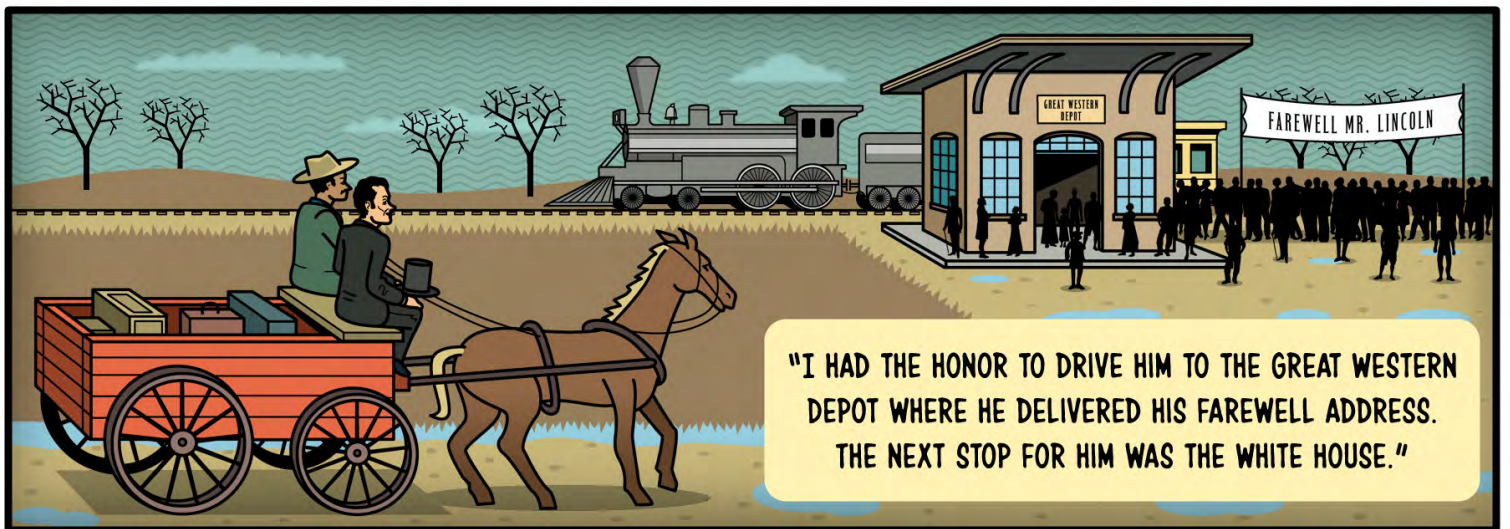
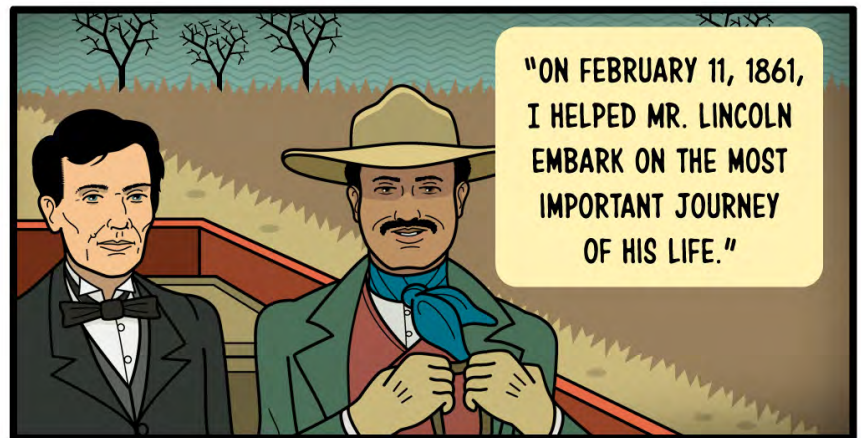
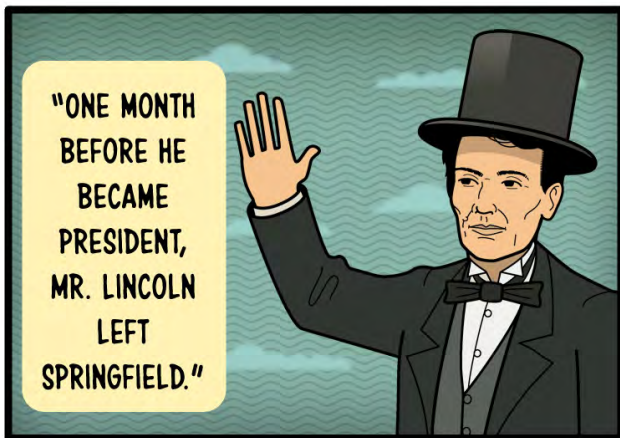






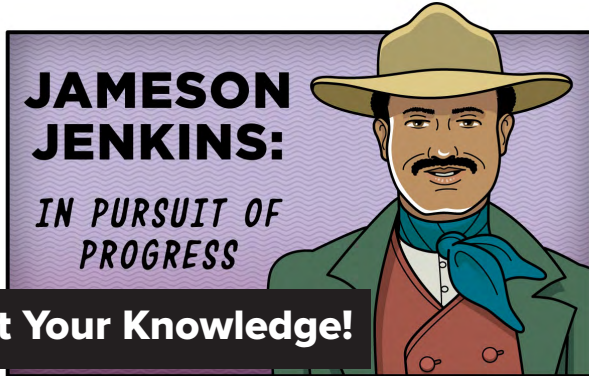


## LINCOLN'S SPRINGFIELD: Jameson Jenkins



THE END





**1. When was Jameson Jenkins born?**

- a.** 1800
- b.** 1810
- c.** 1820
- d.** 1830

**2. Where was Jameson Jenkins born?**

- a.** South Carolina
- b.** New York
- c.** North Carolina
- d.** New Jersey

**3. Jameson Jenkins was born a slave.**

- a.** True
- b.** False

**4. At age 25 Jameson Jenkins moved to what type of community?**

- a.** Urban
- b.** African American
- c.** Quaker
- d.** Amish

**5. Where did Jameson Jenkins meet his second wife Elizabeth?**

- a.** Illinois
- b.** Guilford County
- c.** Idaho
- d.** Indiana

**6. At what age was Jameson Jenkins when he came to Springfield?**

- a.** 36
- b.** 37
- c.** 38
- d.** 39

**7. What year did Jameson Jenkins arrive in Springfield?**

- a.** 1845
- b.** 1846
- c.** 1847
- d.** 1848

**8. How did Jameson Jenkins help freedom seekers escape slavery?**

- a.** He let them stay in his home.
- b.** Using his horse and wagon he carried them north.
- c.** He ran for office.
- d.** None

**9. Jameson Jenkins drove President-elect Abraham Lincoln to Washington D.C.**

- a.** True
- b.** False

**10. What did President-elect Abraham Lincoln do at the Great Western Depot?**

- a.** Announced his election victory.
- b.** Delivered his First Inaugural Address.
- c.** Delivered his Farewell Address.
- d.** Delivered his House Divided Speech.

**Answers on page 98**



### Writing Activity



Jameson Jenkins acted against the injustice of slavery as a conductor on the Underground Railroad helping enslaved people gain their freedom. Lincoln told the Illinois Legislature that he thought “The institution of slavery was founded on both injustice and bad policy.”

**We can still face injustices today. Have you faced an injustice in your school or neighborhood? When have you helped others who were facing injustice?**

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**“ The institution of slavery was founded on both injustice and bad policy. ”**  
Abraham Lincoln, 1837

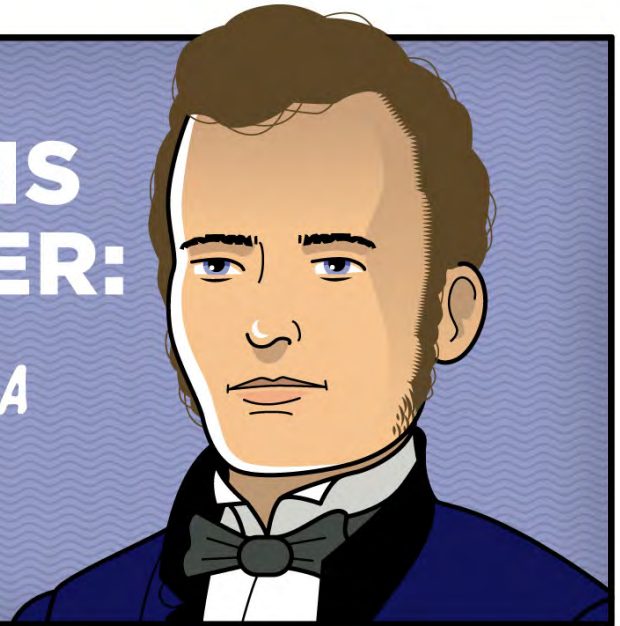




**FRANCIS SPRINGER** lived in Lincoln's neighborhood. His house was used as both a school and a church, becoming an important place in the community. When the Civil War broke out, Springer joins the Union Army and was named a Chaplin. During the war he provided comfort, aid and medical assistance to Union soldiers. Eventually, Springer made his way to Fort Smith, Arkansas to help war refugees make a new life for themselves.

## FRANCIS SPRINGER:

### *A MAN ON A JOURNEY*



THE WIND  
BLOWS IN MANY  
DIRECTIONS...



...AND FRANCIS SPRINGER  
ALWAYS SEEMED TO  
FOLLOW A SIMILAR PATH.



THROUGH EACH  
CHAPTER OF  
HIS JOURNEY...

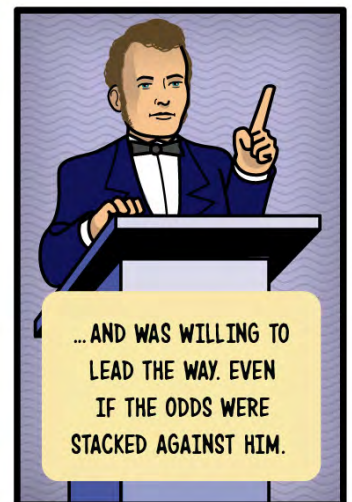


SPRINGER MADE AN IMPACT...

HOW CAN  
I HELP?



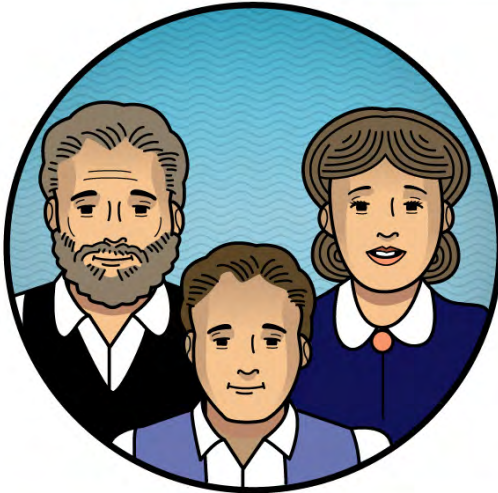
...AND WAS WILLING TO  
LEAD THE WAY. EVEN  
IF THE ODDS WERE  
STACKED AGAINST HIM.



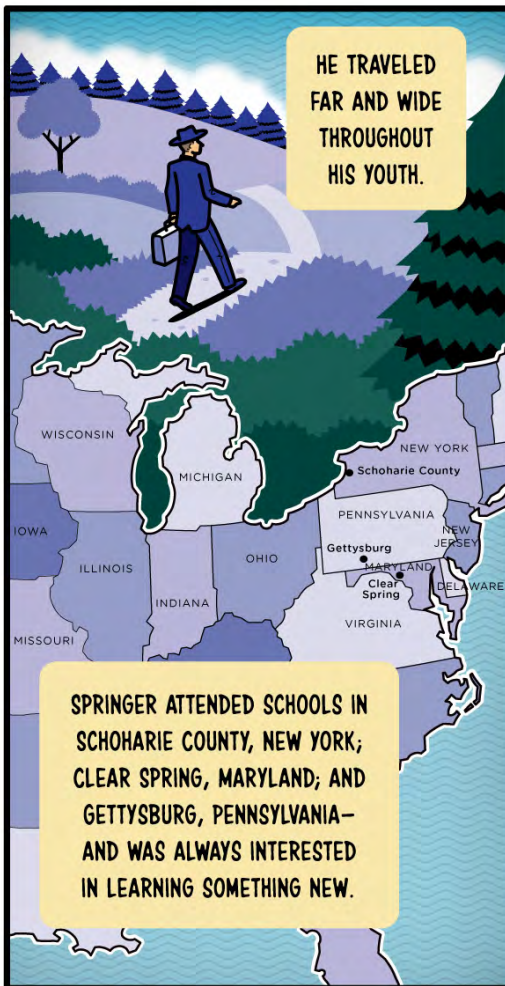


## LINCOLN'S SPRINGFIELD: Frances Springer

SPRINGER WAS THE SON  
OF GERMAN IMMIGRANTS.  
BUT SADLY, AT A YOUNG AGE,  
FOUND HIMSELF ORPHANED.



HE TRAVELED  
FAR AND WIDE  
THROUGHOUT  
HIS YOUTH.

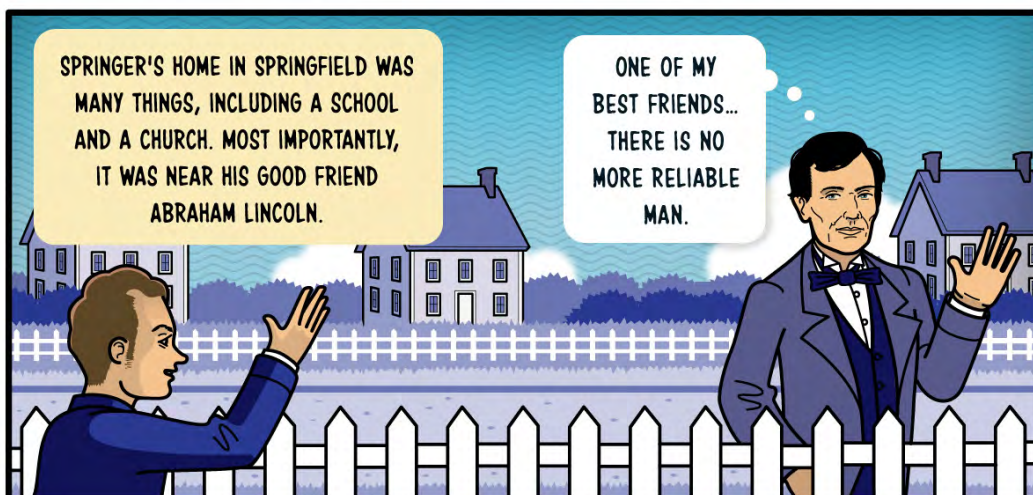
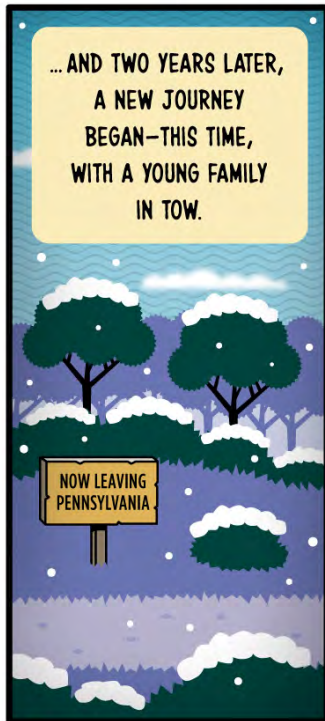
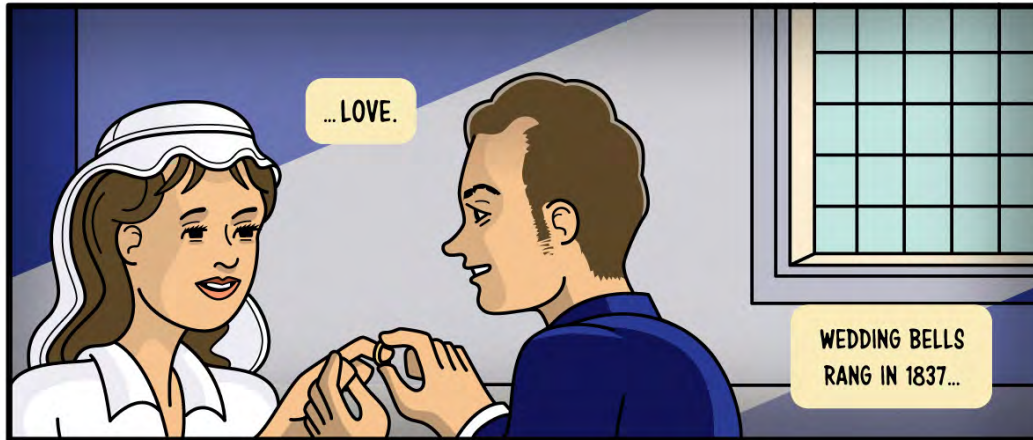


SPRINGER ATTENDED SCHOOLS IN  
SCHOHARIE COUNTY, NEW YORK;  
CLEAR SPRING, MARYLAND; AND  
GETTYSBURG, PENNSYLVANIA—  
AND WAS ALWAYS INTERESTED  
IN LEARNING SOMETHING NEW.

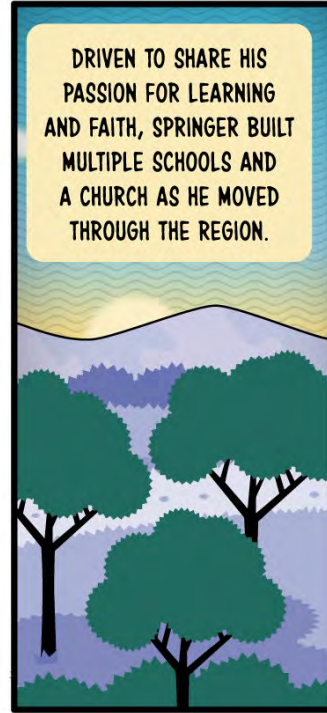
HE BURIED HIMSELF IN HIS WORK  
AND STUDIES, BUT STILL FOUND  
TIME FOR...











DRIVEN TO SHARE HIS PASSION FOR LEARNING AND FAITH, SPRINGER BUILT MULTIPLE SCHOOLS AND A CHURCH AS HE MOVED THROUGH THE REGION.



STANDING BEFORE HIS FOLLOWERS, SPRINGER INSPIRED MANY STUDENTS...



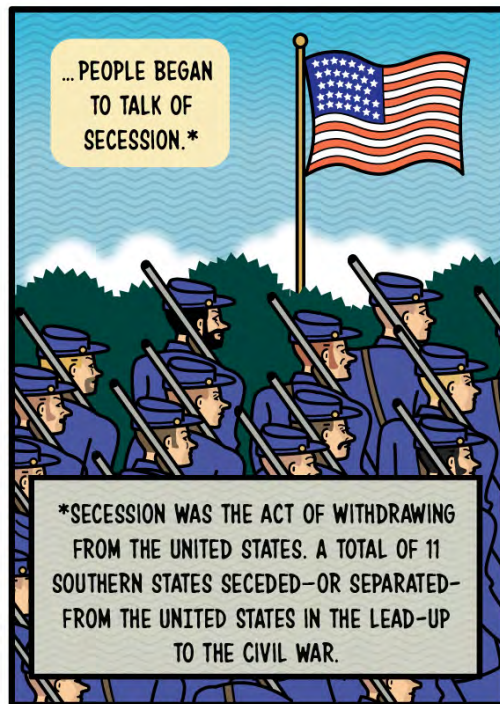
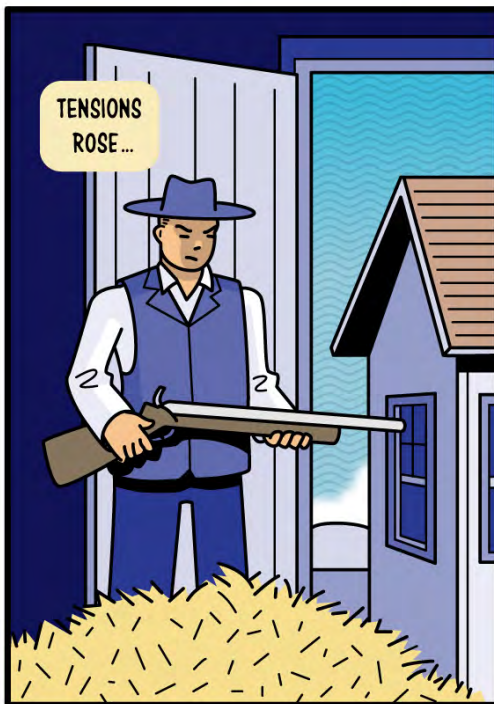
...INCLUDING A YOUNG ROBERT TODD LINCOLN.



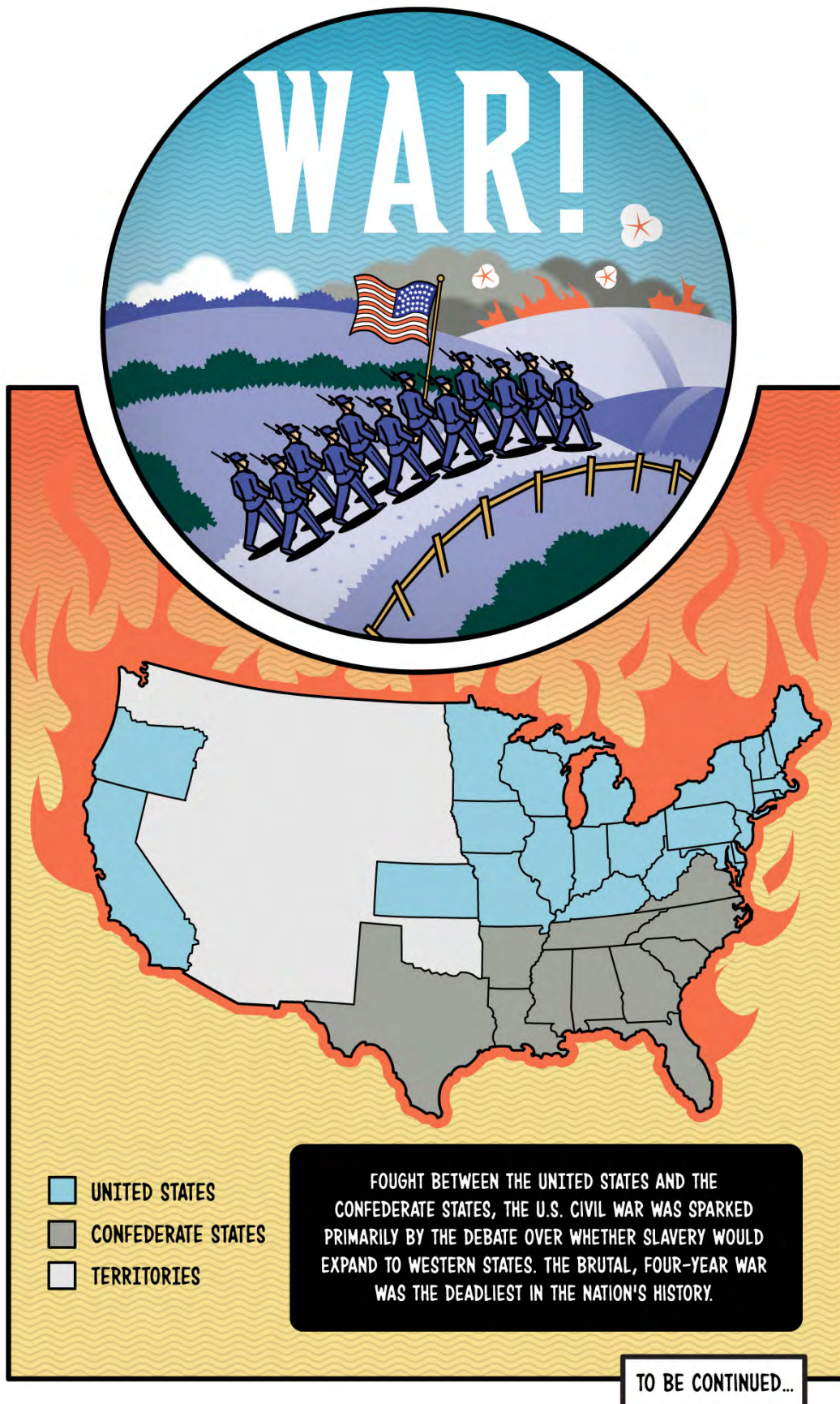
BUT STORM CLOUDS WERE GATHERING OVER THE NATION.



WHEN LINCOLN BECAME PRESIDENT, THE NATION WAS SPLIT ON THE ISSUE OF SLAVERY.

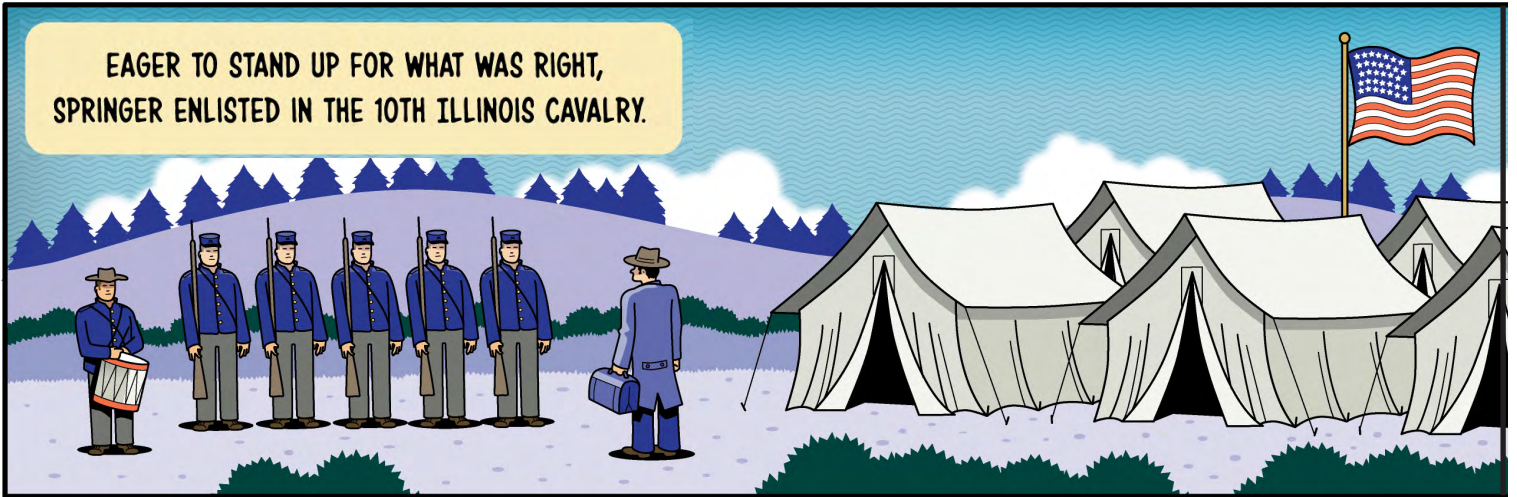




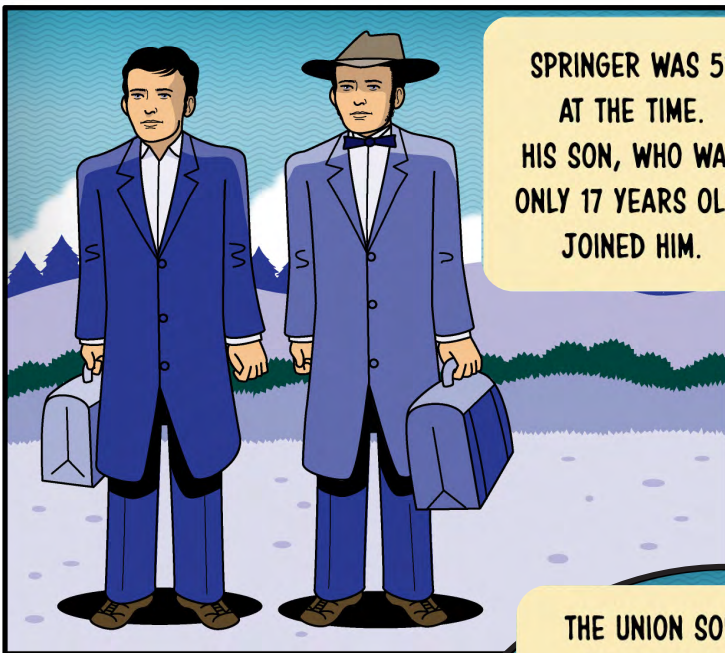




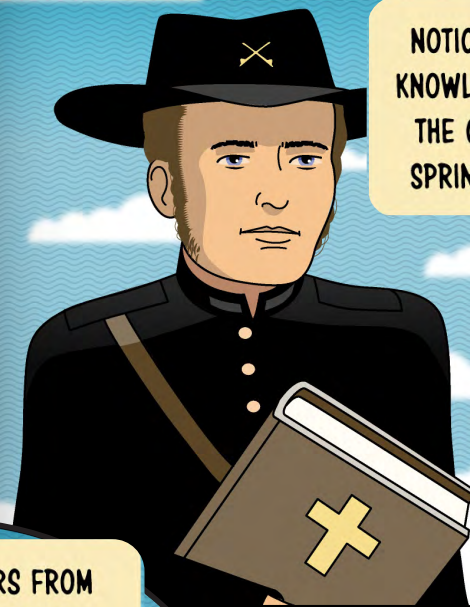
EAGER TO STAND UP FOR WHAT WAS RIGHT,  
SPRINGER ENLISTED IN THE 10TH ILLINOIS CAVALRY.



SPRINGER WAS 51  
AT THE TIME.  
HIS SON, WHO WAS  
ONLY 17 YEARS OLD,  
JOINED HIM.



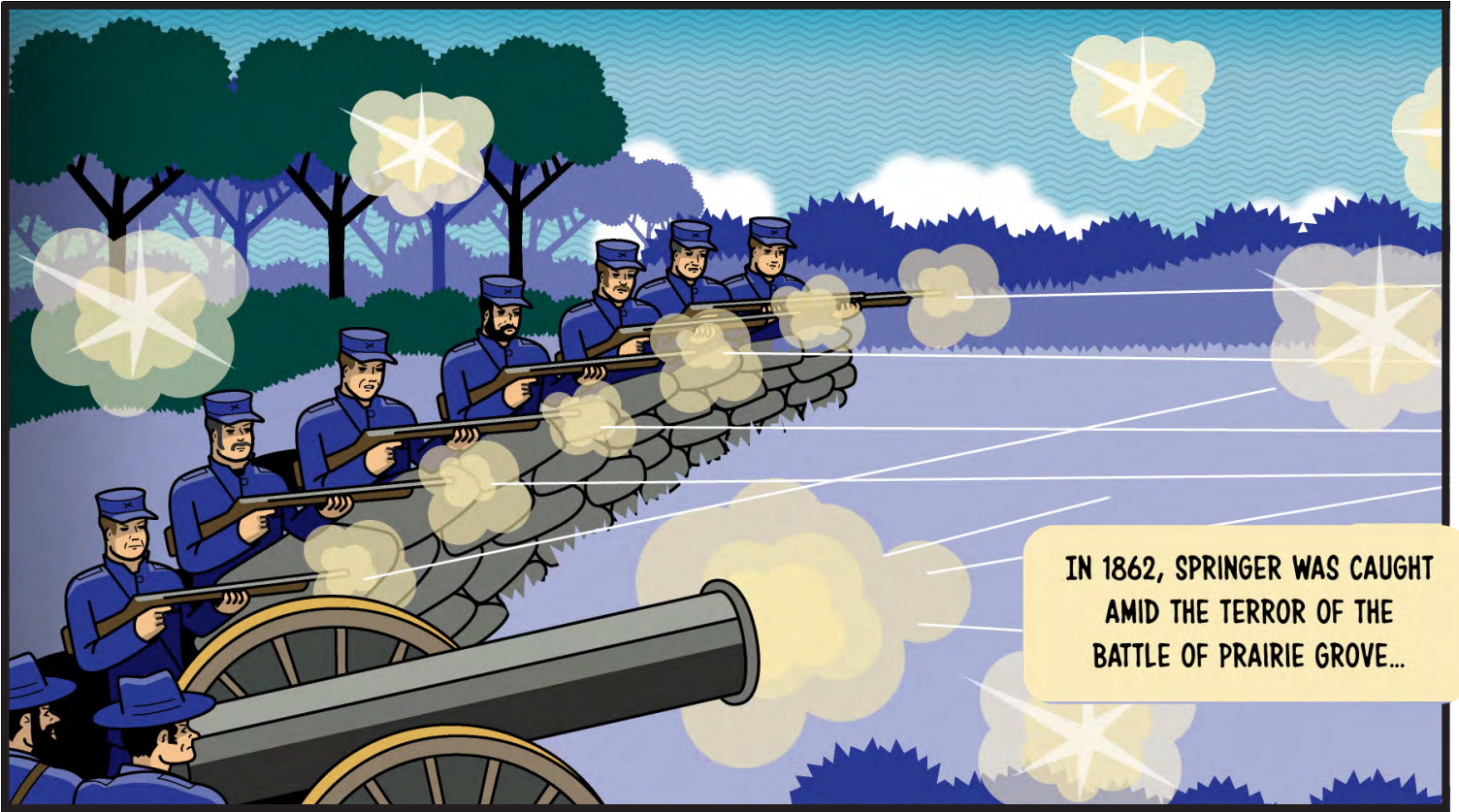
NOTICING HIS STRONG  
KNOWLEDGE AND FAITH,  
THE CAVALRY NAMED  
SPRINGER CHAPLAIN.



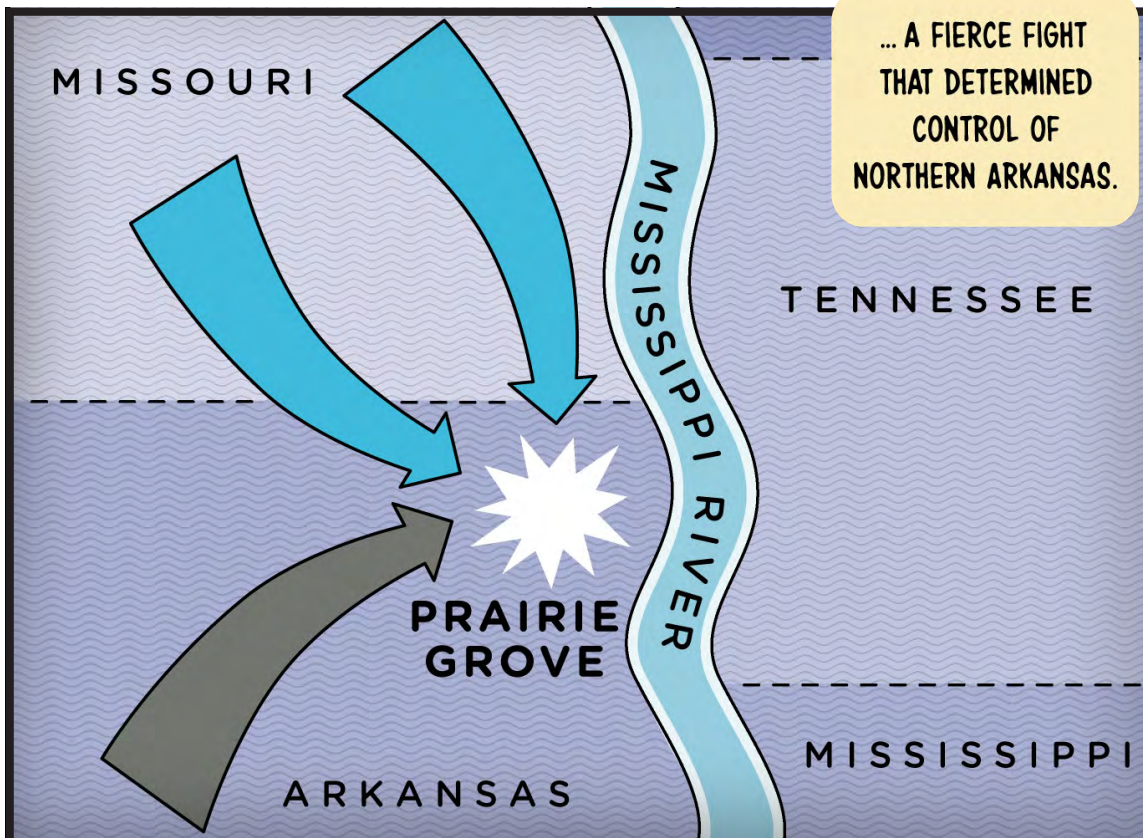
THE UNION SOLDIERS FROM  
ILLINOIS WERE THROWN  
INTO BATTLE ONE YEAR LATER.








IN 1862, SPRINGER WAS CAUGHT  
AMID THE TERROR OF THE  
BATTLE OF PRAIRIE GROVE...




... A FIERCE FIGHT  
THAT DETERMINED  
CONTROL OF  
NORTHERN ARKANSAS.

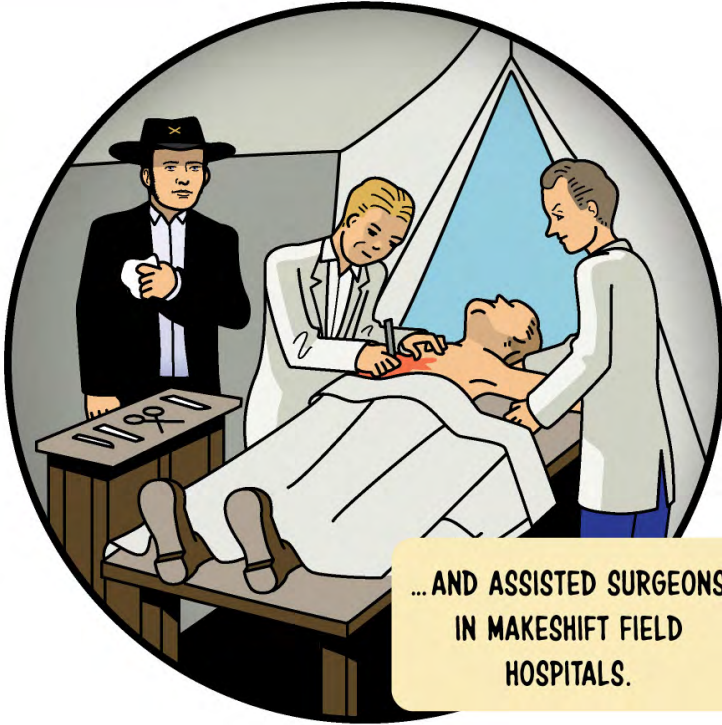





WHEN THE SMOKE  
OF BATTLE CLEARED,  
SPRINGER EMERGED  
TO PROVIDE HOPE  
AND AID...



TO THE HUNDREDS OF  
WOUNDED AND DYING  
SOLDIERS...



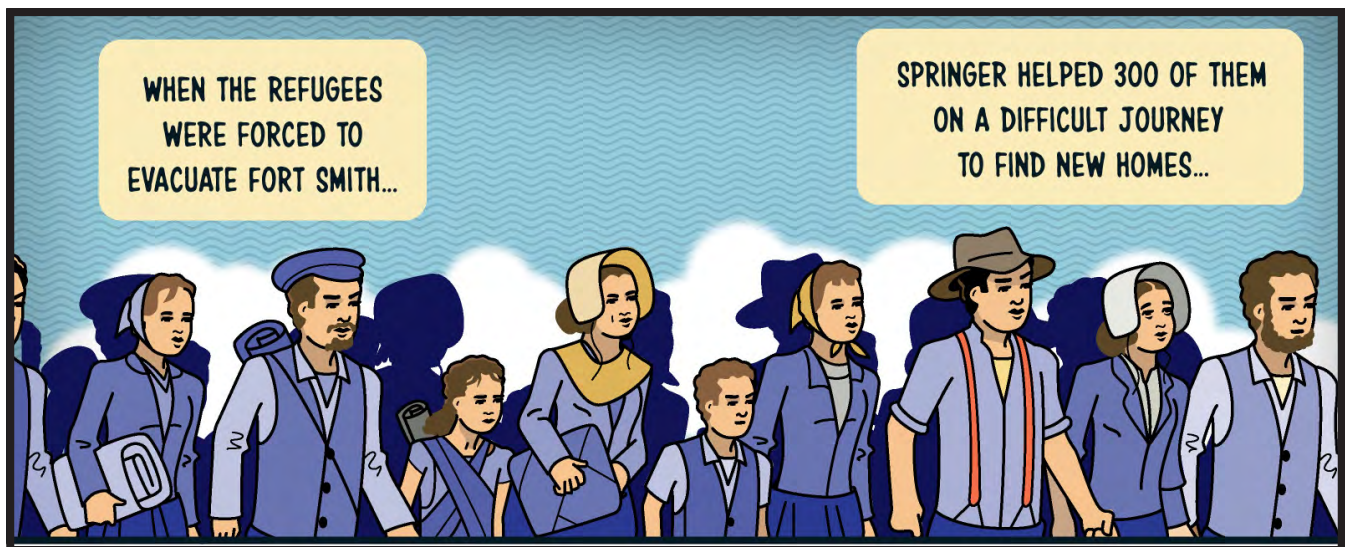
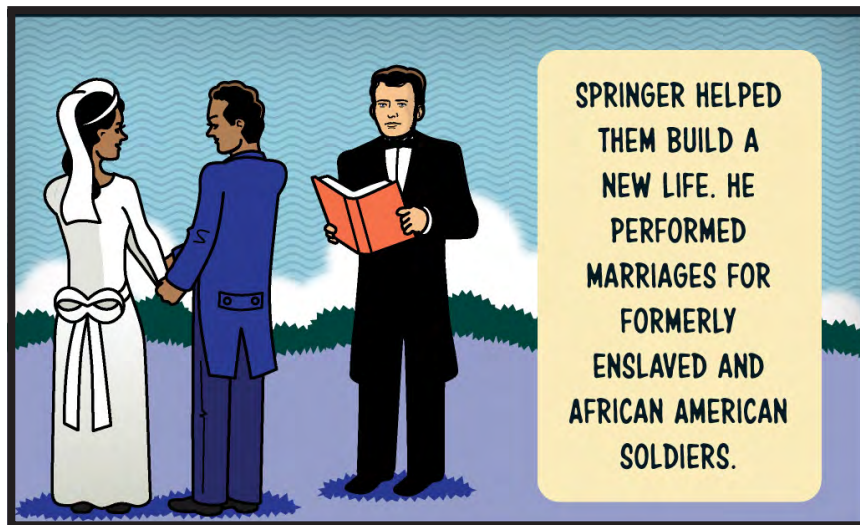
...AND ASSISTED SURGEONS  
IN MAKESHIFT FIELD  
HOSPITALS.



WHEN THE WORK HERE WAS DONE,  
SPRINGER LEFT FOR A NEW DESTINATION,  
WHERE HE WOULD BE CALLED UPON  
TO HEAL MORE THAN WOUNDS.



## LINCOLN'S SPRINGFIELD: Frances Springer



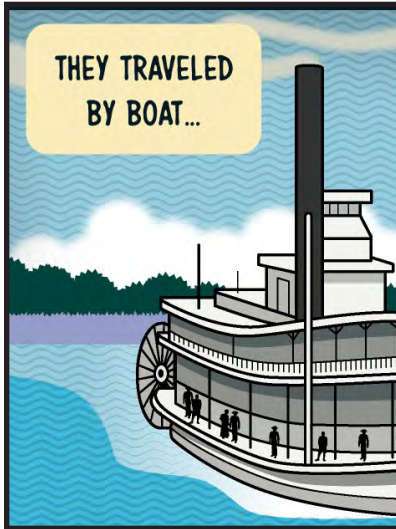


## LINCOLN'S SPRINGFIELD: Frances Springer

...FORTY OF WHICH WERE ORPHANS—  
JUST LIKE SPRINGER HIMSELF.



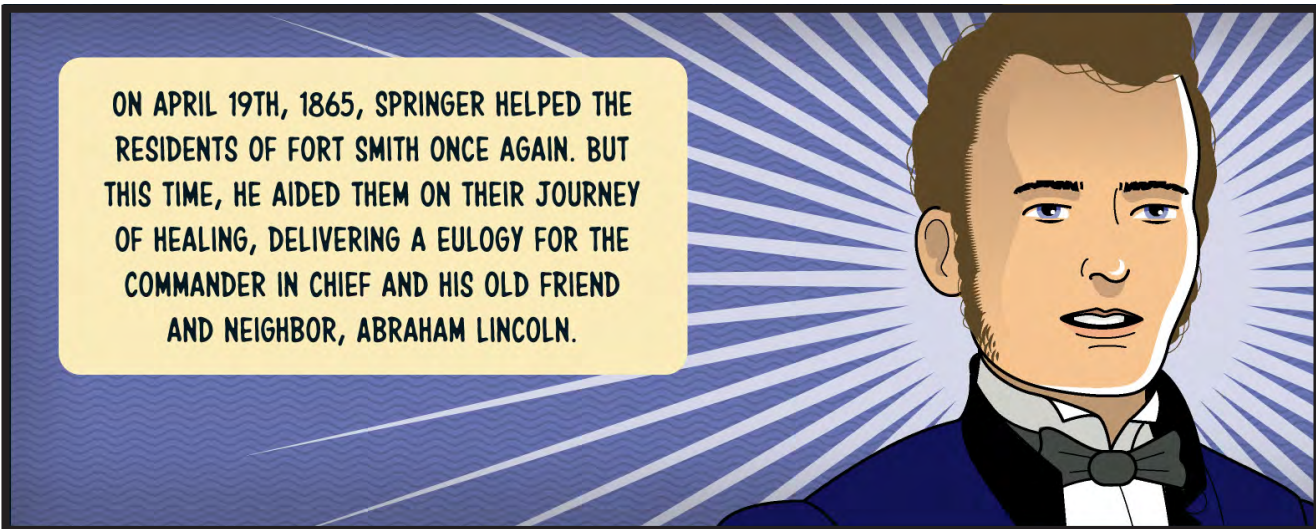
THEY TRAVELED  
BY BOAT...



...AND TRAIN, TO A PLACE SPRINGER  
KNEW THEY WOULD BE WELCOMED:  
SPRINGFIELD, ILLINOIS.



ON APRIL 19TH, 1865, SPRINGER HELPED THE  
RESIDENTS OF FORT SMITH ONCE AGAIN. BUT  
THIS TIME, HE AIDED THEM ON THEIR JOURNEY  
OF HEALING, DELIVERING A EULOGY FOR THE  
COMMANDER IN CHIEF AND HIS OLD FRIEND  
AND NEIGHBOR, ABRAHAM LINCOLN.



ABRAHAM LINCOLN PERISHED A MARTYR TO THE CAUSE  
OF EQUAL RIGHTS AND UNIVERSAL FREEDOM...

TO AMERICAN YOUTH, THE EXAMPLE OF OUR DEPARTED PRESIDENT MAY SAFELY BE COMMENDED. MR. LINCOLN  
WAS NOT "DESCENDED FROM A LONG LINE OF ILLUSTRIOUS ANCESTORS;" BUT HE ASCENDED FROM THE LOW CONDITION  
OF FRONTIER LOG CABIN BOY TO PREEMINENT HONOR AMONG THE WISE AND GOOD...

YOUTH OF MY COUNTRY... LET NOT YOUR HUMBLE CONDITION DEPRESS YOU,  
BUT ONLY QUICKEN YOUR ENERGY TO RISE ABOVE IT.

THE END





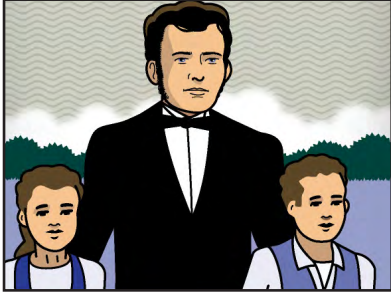
### Test Your Knowledge!

1. What issue divided the nation and led to the Civil War?
  - a. Taxes
  - b. Economics
  - c. Slavery
  - d. Environment
2. Francis Springer was a...
  - a. German
  - b. Orphan
  - c. Chaplain
  - d. All three
3. What state did Francis Springer not attend school?
  - a. New York
  - b. Maryland
  - c. Ohio
  - d. Pennsylvania
4. Which of Lincoln's sons was a student of Francis Springer?
  - a. Robert
  - b. Tad
  - c. William
  - d. Edward
5. Francis Springer was one of Abraham Lincoln's best friends.
  - a. True
  - b. False
6. What division of the Union army did Francis Springer join?
  - a. 10th Illinois cavalry
  - b. 10th Illinois airborne
  - c. 10th Illinois infantry
  - d. 10th Illinois navy
7. How old was Francis Springer when he enlisted in the Union Army?
  - a. 21
  - b. 31
  - c. 41
  - d. 51
8. Francis Springer helped how many refugees from Fort Smith to Springfield?
  - a. 100
  - b. 200
  - c. 300
  - d. 400
9. Francis Springer performed Abraham Lincoln's eulogy.
  - a. True
  - b. False

**Answers on page 98**



### Writing Activity



Francis Springer was devoted to helping others. He worked especially hard for the benefit of children and their future by opening schools and finding homes for orphans. In a speech, Abraham Lincoln stated that “The struggle of today, is not altogether for today—it is for a vast future also.”

**Can you think of a time when someone helped you? What are your plans for the future?**

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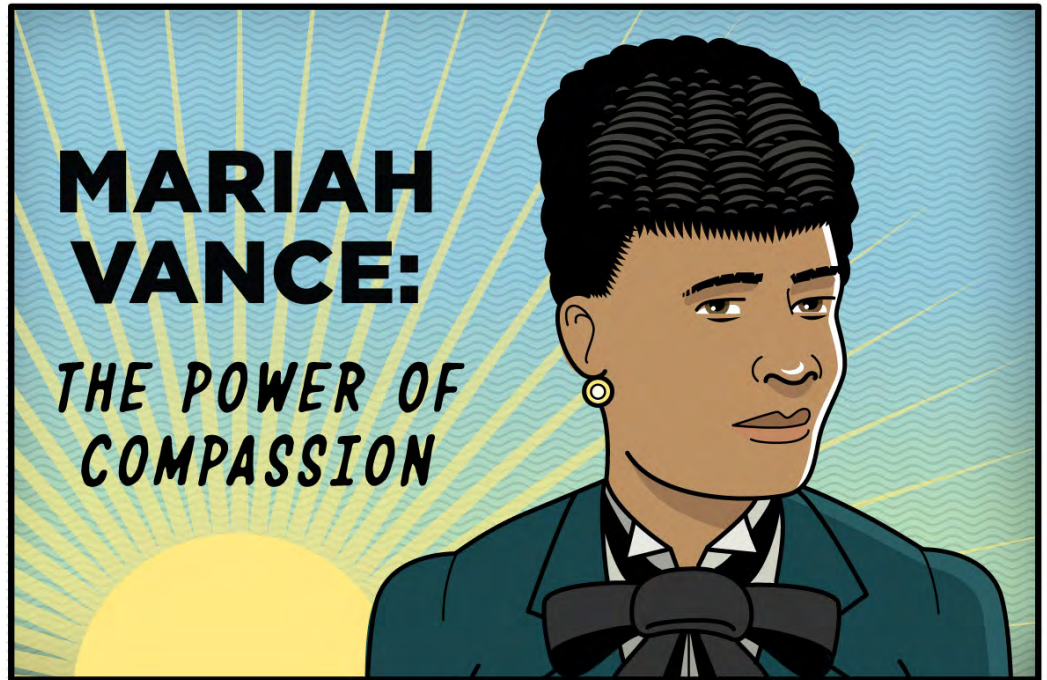


**“The struggle of today, is not altogether for today — it is for a vast future also.”**  
Abraham Lincoln, 1861





**MARIAH VANCE** was a free African American woman who worked for the Lincolns and forged a long-lasting bond with the Lincoln Family. So much so, that over 30 years later, Robert Todd Lincoln reconnected with her and began sending monthly stipend checks over thirty years after she worked for the Lincoln family.

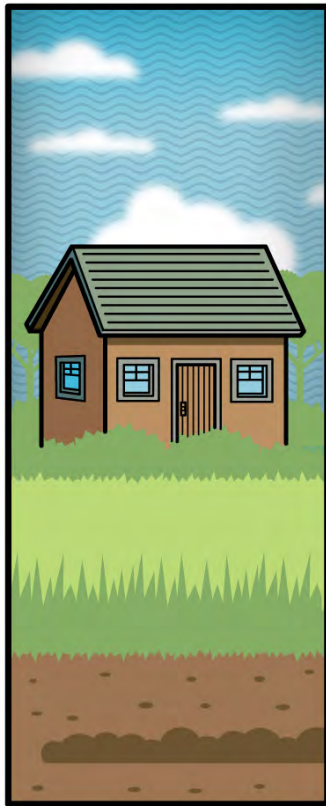


IN LIFE, WE'RE NOT ALWAYS GRACED BY THE GREATEST FORTUNE.

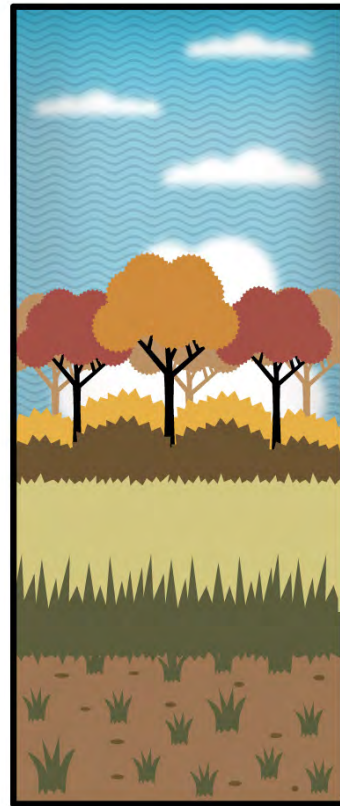
BUT EVEN DURING THE BIGGEST STRUGGLES, COMPASSION CAN BRING LIGHT TO THE DARKNESS.







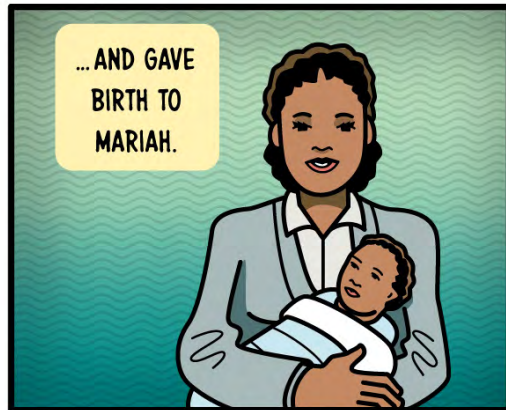
VANCE'S MOTHER WAS  
ONCE ENSLAVED...



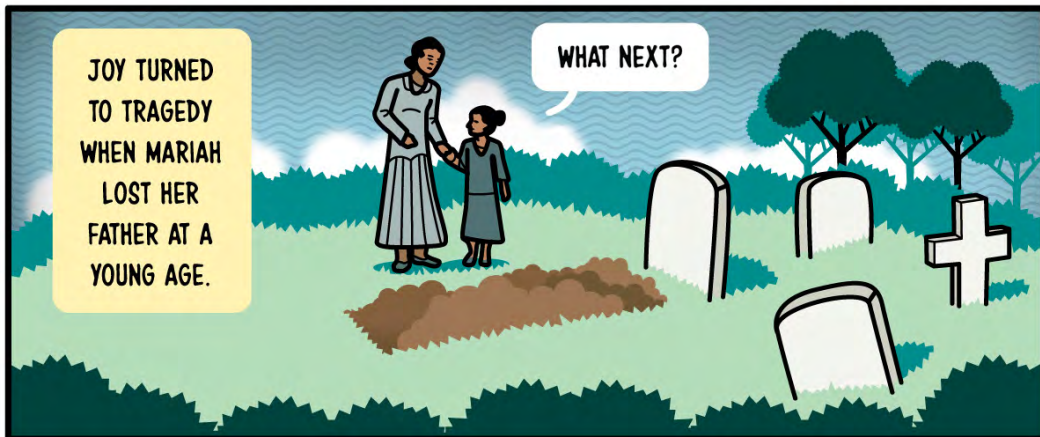
BUT  
EVENTUALLY  
FOUND  
FREEDOM  
AND LOVE...



...AND GAVE  
BIRTH TO  
MARIAH.



JOY TURNED  
TO TRAGEDY  
WHEN MARIAH  
LOST HER  
FATHER AT A  
YOUNG AGE.

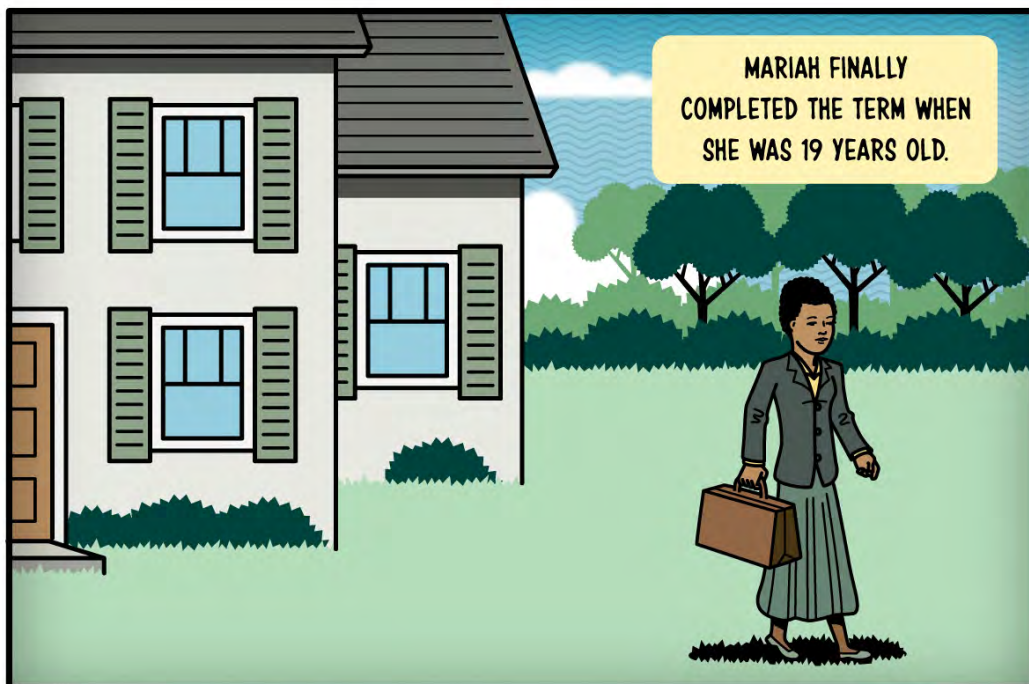




## LINCOLN'S SPRINGFIELD: Mariah Vance



\* A COMMON ARRANGEMENT IN THE 1800S, INDENTURED SERVITUDE HAD SOME SIMILARITIES WITH SLAVERY. INDENTURED SERVANTS WERE NOT PAID FOR THEIR WORK. THE AGREEMENTS WERE OFTEN ENTERED INTO BY CHILDREN WHO HAD NO OTHER OPTIONS FOR SUPPORT. UNLIKE ENSLAVED PEOPLE, INDENTURED SERVANTS COULD EXPECT TO REGAIN THEIR FREEDOM AFTER A SET NUMBER OF YEARS.

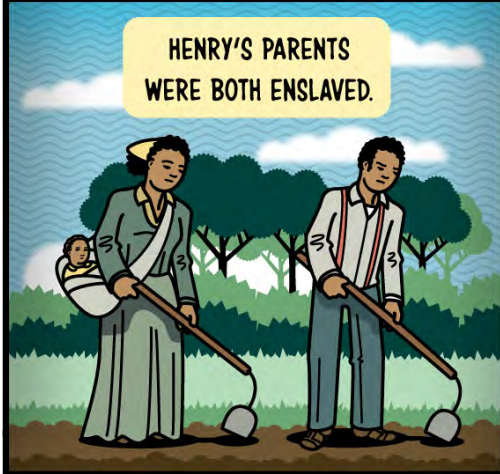




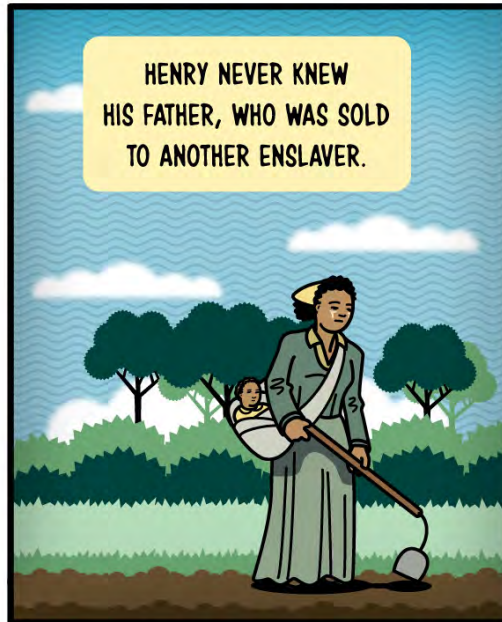
## LINCOLN'S SPRINGFIELD: Mariah Vance

ELSEWHERE, MARIAH'S FUTURE HUSBAND,  
HENRY VANCE, HAD AN EQUALLY  
DIFFICULT PATH TO TRAVEL

HENRY'S PARENTS  
WERE BOTH ENSLAVED.



HENRY NEVER KNEW  
HIS FATHER, WHO WAS SOLD  
TO ANOTHER ENSLAVER.



WITH HIS MOTHER BY HIS  
SIDE, HENRY FLED VIA THE  
UNDERGROUND RAILROAD.  
THEY SUCCESSFULLY  
MADE THEIR ESCAPE.

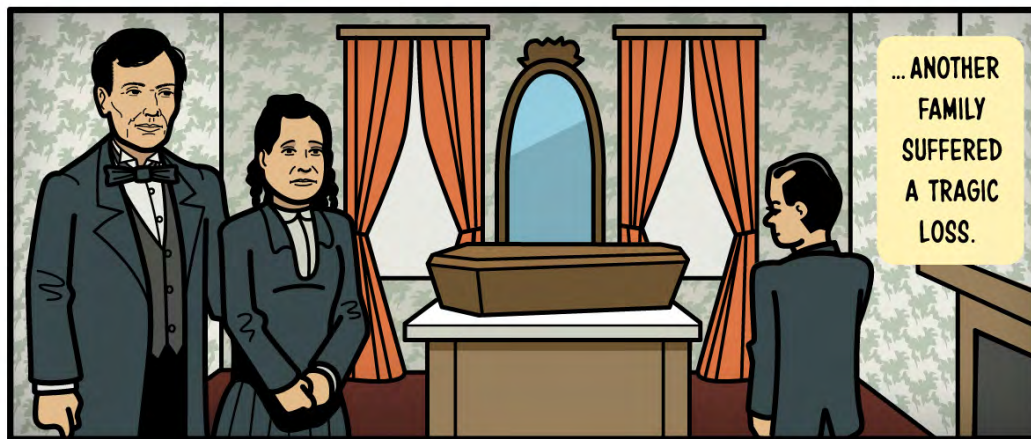
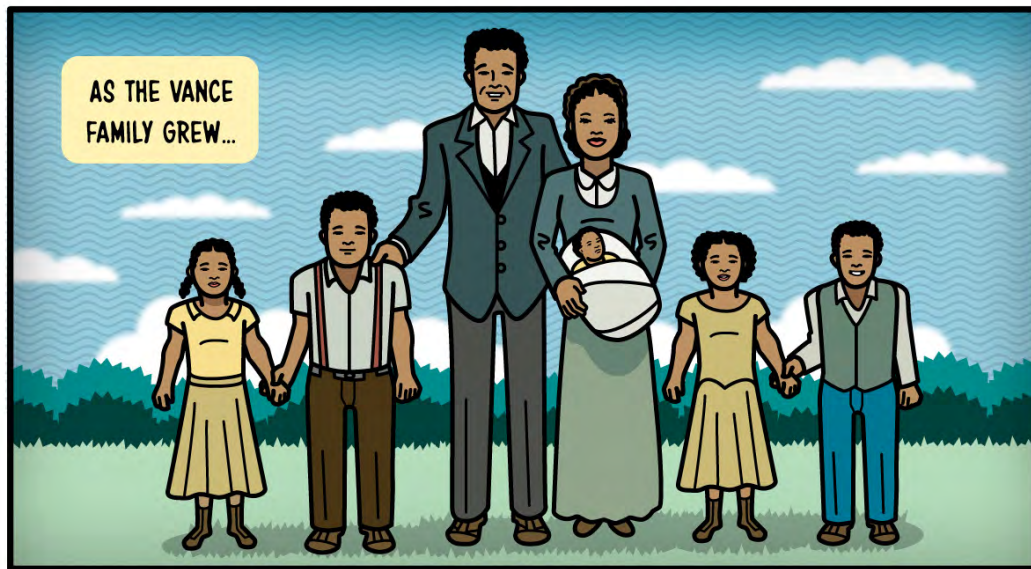


MARIAH AND HENRY HAD  
BOTH FOUND THEIR FREEDOM...



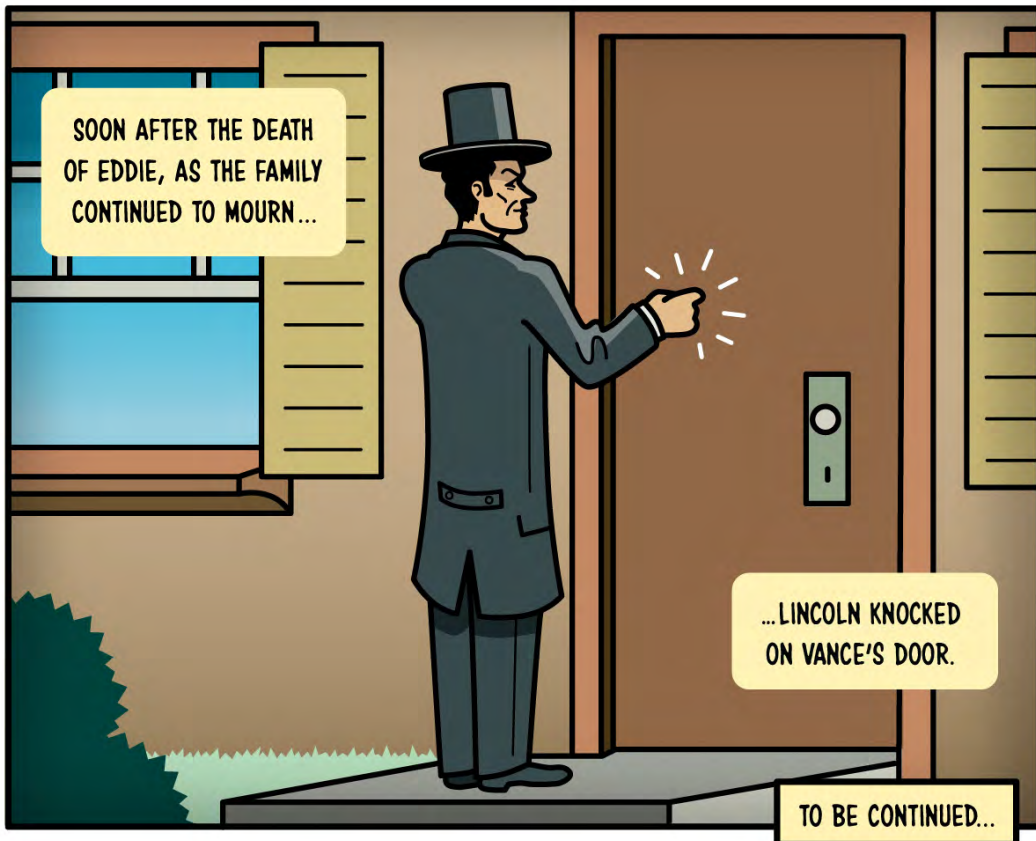
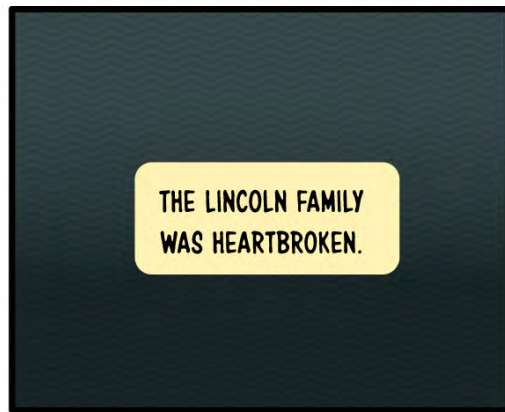
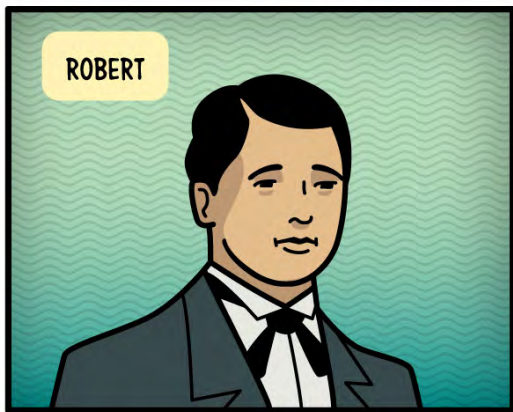
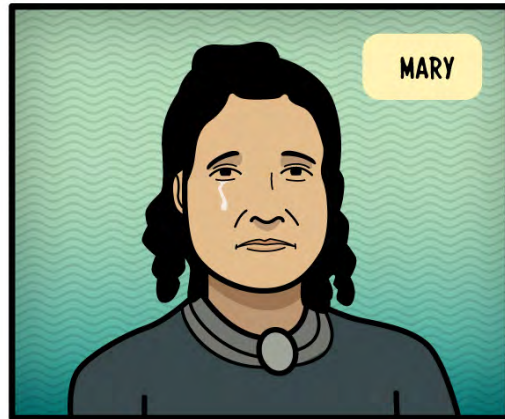
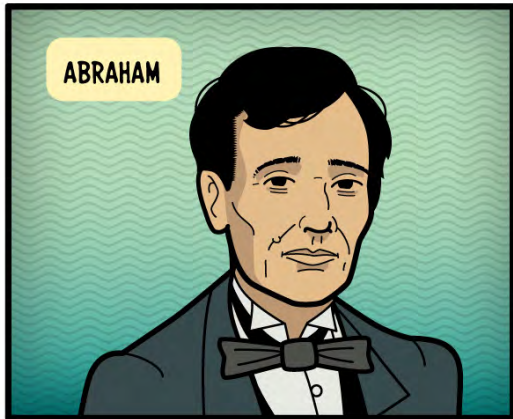
... AND SOON THEY ALSO  
FOUND EACH OTHER.





EDDIE LINCOLN DIED  
OF TUBERCULOSIS AT  
THE AGE OF THREE.







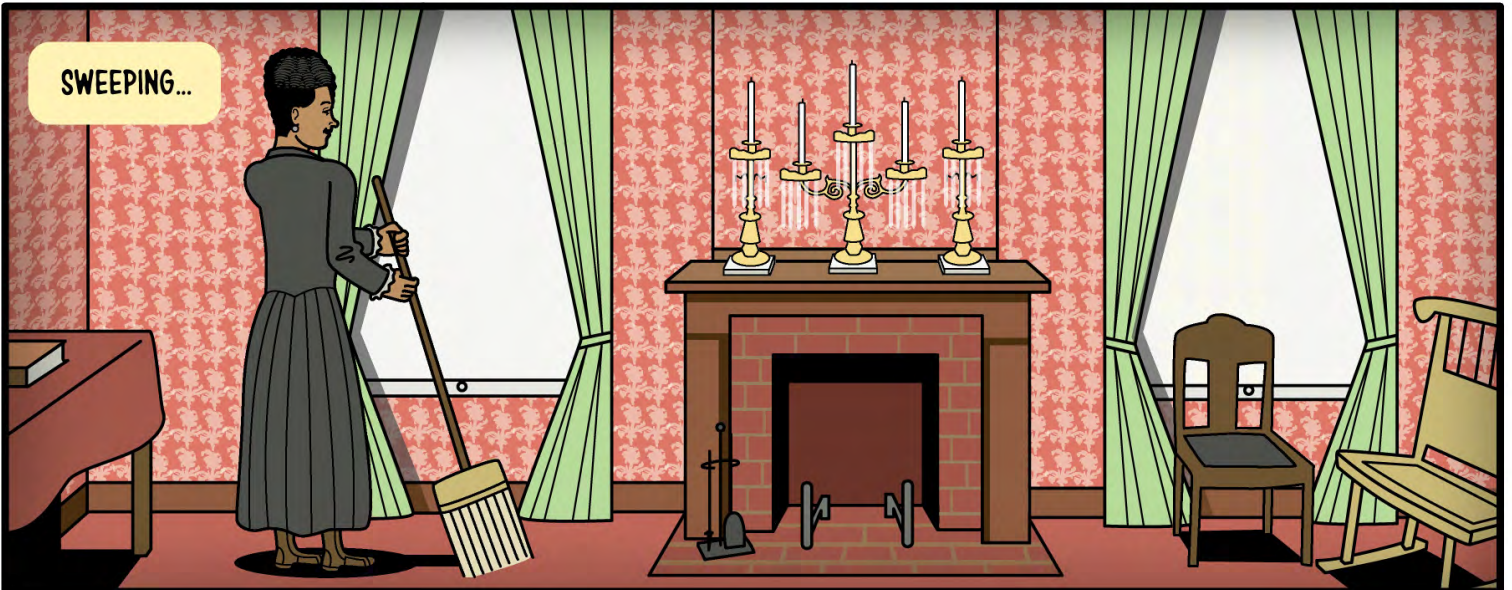
LINCOLN OFFERED  
VANCE A JOB.



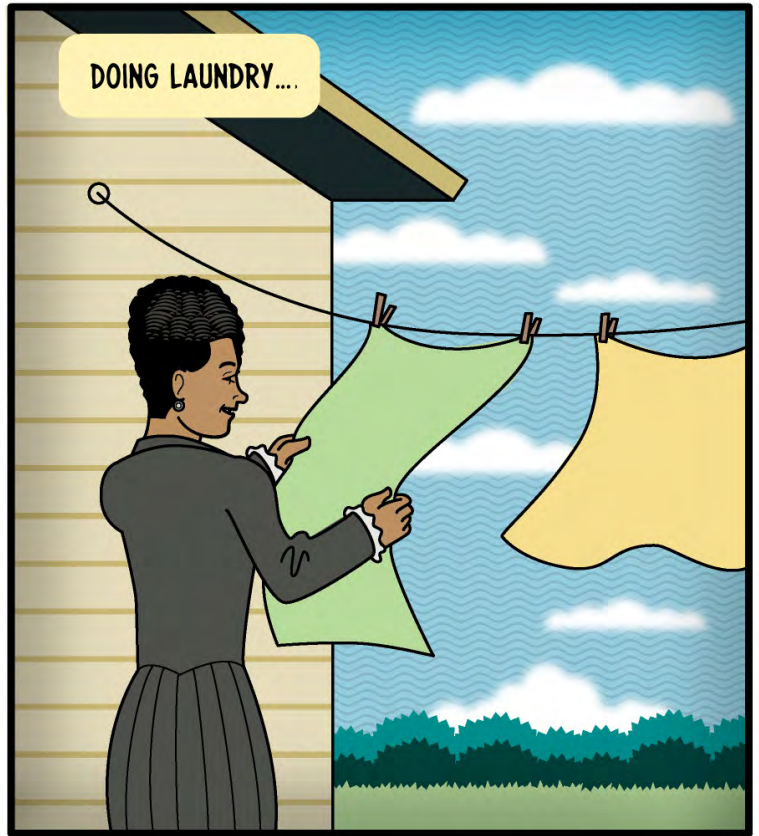
VANCE WOULD LEAVE HER HOME  
EVERY MORNING AND SPEND THE  
DAY WITH THE LINCOLN FAMILY.



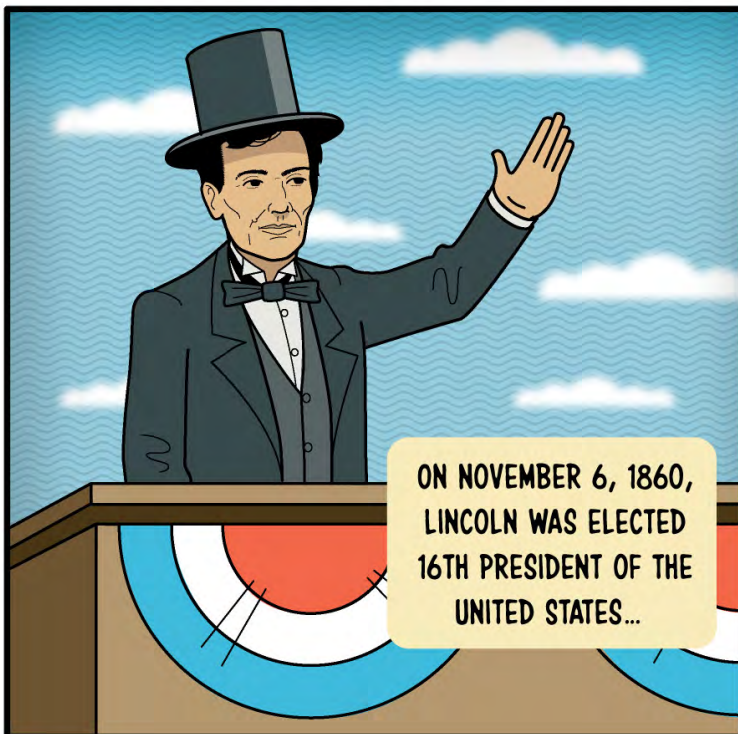
SWEEPING...



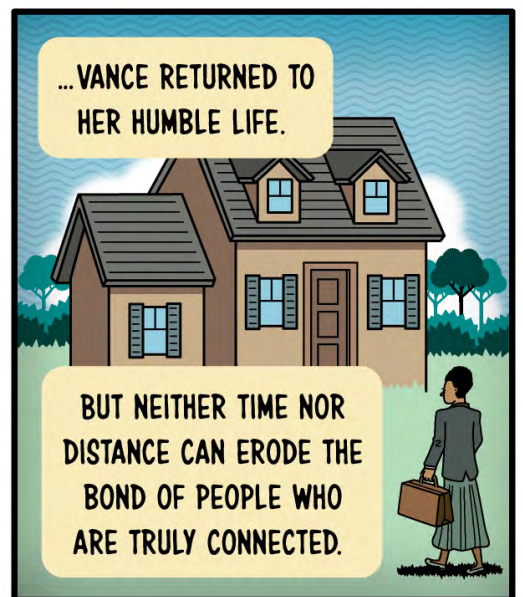
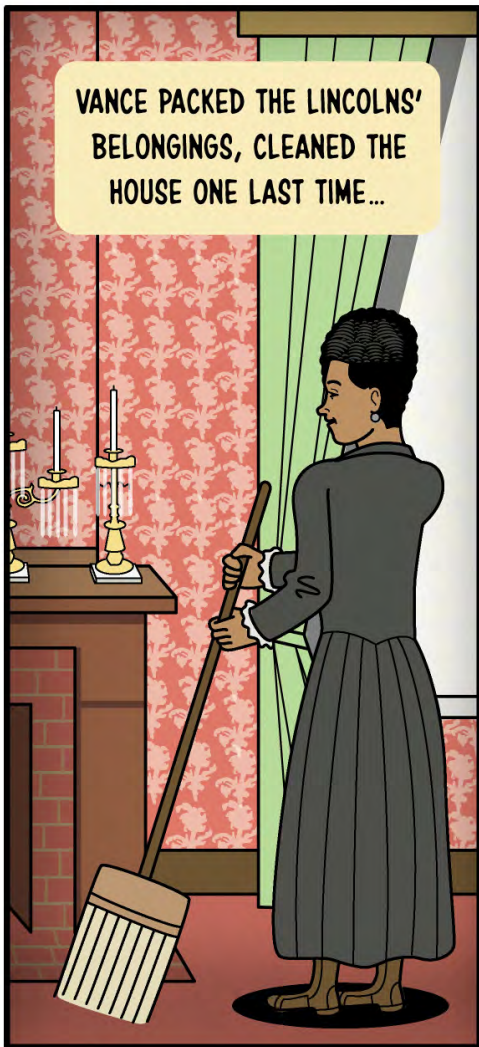














THREE DECADES LATER...

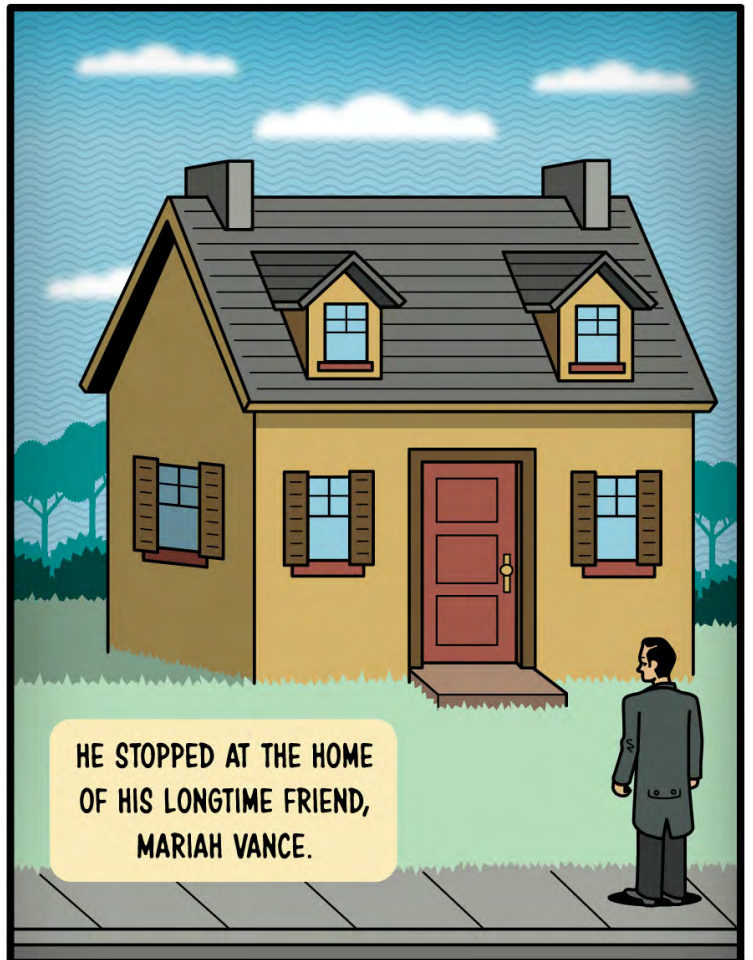
AS HE WAS ATTENDING TO BUSINESS AFFAIRS IN DANVILLE, IL., ROBERT WAS THINKING OF ANOTHER RESIDENT IN THAT TOWN.



SORRY, GENTLEMEN BUT I MUST GO.

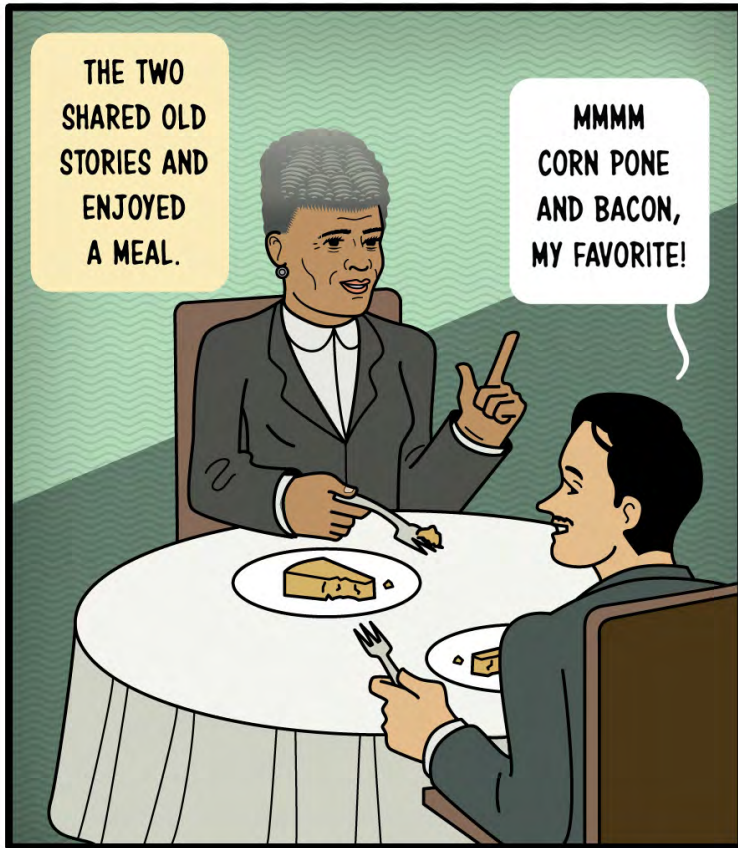


HE KNEW HE COULDN'T LEAVE TOWN WITHOUT PAYING HER A VISIT.

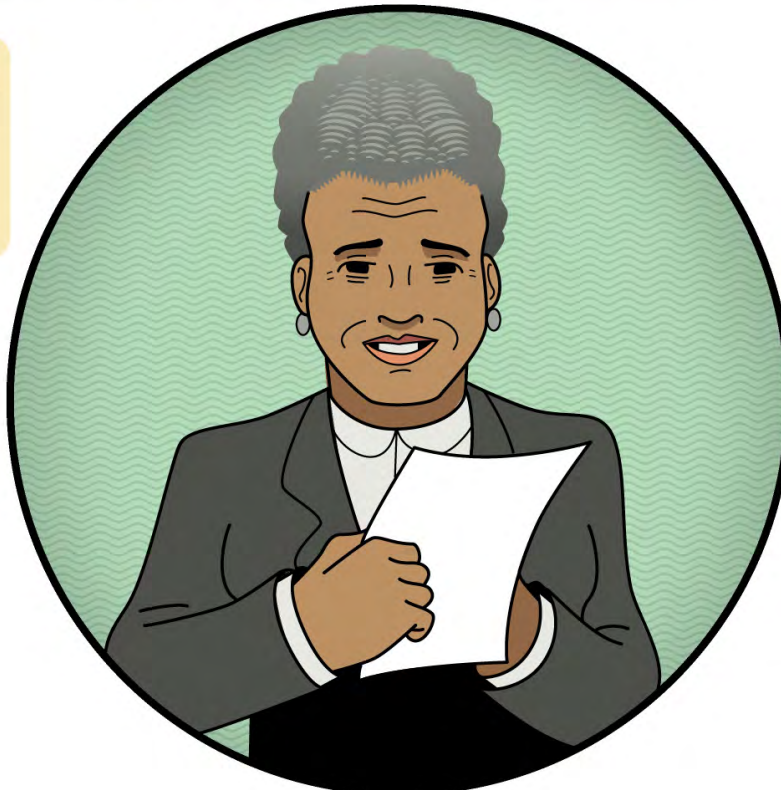


HE STOPPED AT THE HOME OF HIS LONGTIME FRIEND, MARIAH VANCE.





PROVIDING SUPPORT  
TO THE WOMAN  
WHO LONG  
SUPPORTED HIM...



... AND PROVING  
THAT THE POWER  
OF COMPASSION  
CAN NEVER  
BE BROKEN.

THE END





## Test Your Knowledge!

1. How old was Mariah Vance when she entered indentured servitude?
  - a. 9
  - b. 11
  - c. 13
  - d. 15
2. Mariah Vance was required to work without pay for...
  - a. 1 year
  - b. 5 years
  - c. 10 years
  - d. Forever`
3. Mariah Vance married a man named...
  - a. Todd
  - b. Henry
  - c. Eddie
  - d. William
4. What did Mariah Vance's and her husband's mothers have in common?
  - a. They were once enslaved.
  - b. They were all from Illinois.
  - c. They were friends of the Lincolns.
  - d. Nothing
5. Mariah Vance worked at the Lincoln's home...
  - a. Cooking
  - b. Cleaning
  - c. Doing laundry
  - d. All three
6. What city did Mariah Vance eventually live in after leaving Springfield?
  - a. Jacksonville
  - b. Decatur
  - c. Quincy
  - d. Danville
7. Which younger Lincoln Mariah Vance build a close relationship with?
  - a. Robert
  - b. Tad
  - c. William
  - d. Edward
8. What meal did Mariah Vance make that was the favorite of this younger Lincoln?
  - a. Corn pone and bacon
  - b. Soused pig's face
  - c. Beef and lark pie
  - d. Sheep trotters

**Answers on page 99**



### Writing Activity



Mariah Vance faced many challenges growing up, having lost her father and working for many years without getting paid. But she was determined to succeed. Lincoln wrote about that kind of determination saying, “You cannot fail, if you resolutely determine that you will not.”

**What are you determined to achieve or succeed in?**

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**“ You cannot fail, if you resolutely determine that you will not. ”**  
Abraham Lincoln, 1860



## Bonus Questions



The answers to these questions can be found within the “Lincoln’s Springfield” exhibit at Lincoln Home National Historic Site.

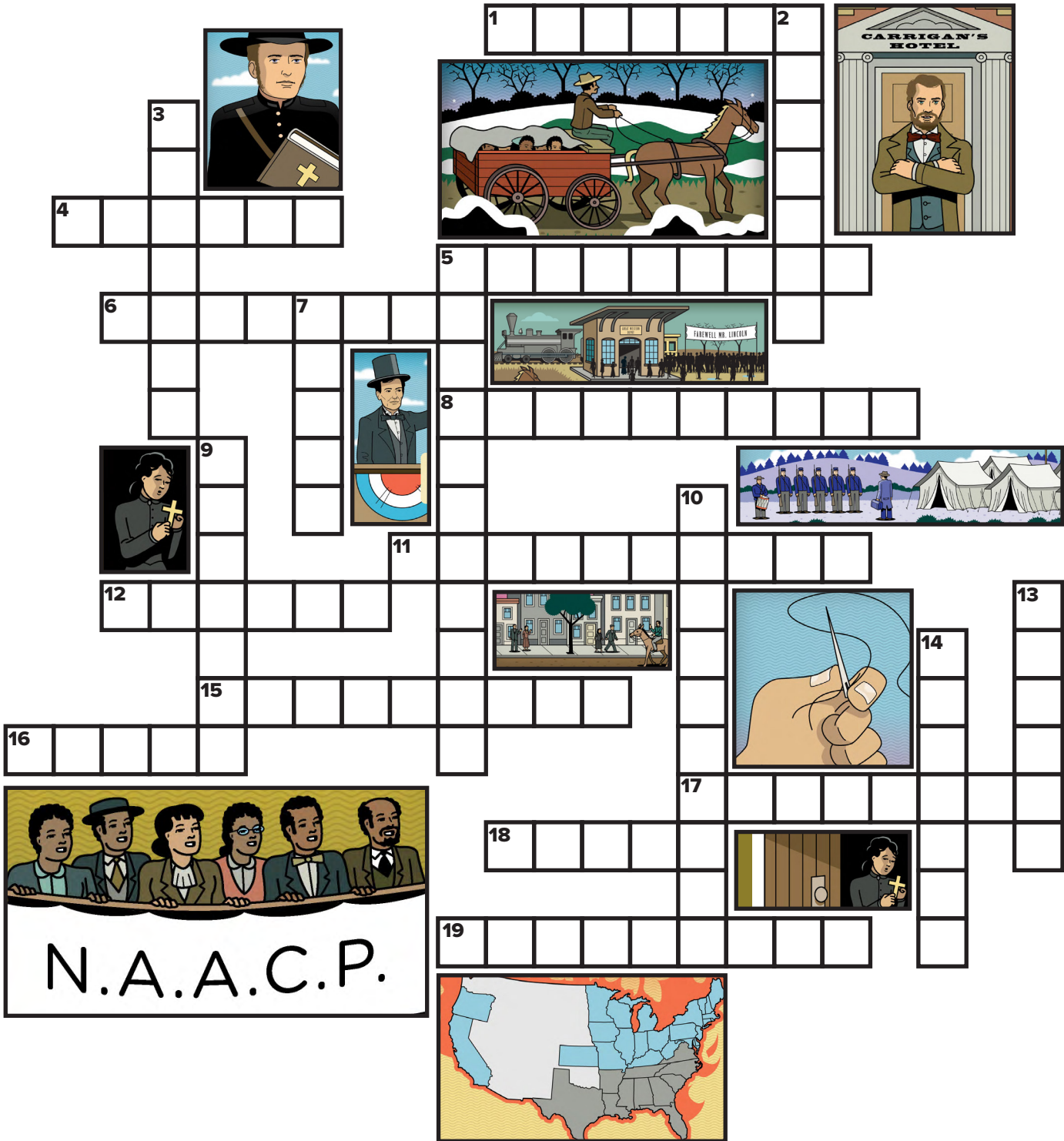
1. What civil rights organization was formed as a result of the Springfield Race Riot?
  - a. The National Association for the Advancement of colored People
  - b. The Freedman’s bureau
  - c. The United Negro College Fund
  - d. Black LiveBonus Questionss Matter
2. Who was Ida B. Wells?
  - a. William Donnegan’s mother
  - b. A civil rights and anti-lynching activist
  - c. She taught all of Lincoln’s children.
  - d. She worked alongside Lincoln in his law office.
3. How old were the cadets in Springfield under the charge of Major Thomas S. Mather?
  - a. 16-20
  - b. 18-22
  - c. 20-24
  - d. 22-26
4. What percentage of Springfield residents were born outside of the U.S. in 1860?
  - a. 13%
  - b. 23%
  - c. 33%
  - d. 43%
5. Which of the following was not a foreign language spoken in Springfield in 1860?
  - a. Spanish
  - b. German
  - c. French
  - d. Portuguese
6. How many places of worship were there in the city of Springfield in 1860?
  - a. 18
  - b. 19
  - c. 20
  - d. 21



Answers on page 99



# Crossword Puzzle





# Crossword Puzzle Clues

## ACROSS

1. A fixed regular sum paid as a salary or allowance.
4. Lose its normal qualities, rot or decay.
5. A ceremony –inducting someone into a new position, especially the President.
6. A member of the clergy attached to a private chapel, institution, ship, branch of the armed forces, etc.
8. A person's usual or principle work or business, especially as a means of earning a living; vocation.
11. One who has legal right or exclusive title to something: owner.
12. A speech or piece of writing that praises someone or something highly, typically someone who has just died.
15. Guides on the Underground Railroad.
16. A young trainee in the armed services or police force.
17. Marked by firm determination.
18. The state of being barred from one's native country, typically for political or punitive reasons.
19. The action of withdrawing formally from membership of a federation or body, especially a state.

## DOWN

2. A person who delivers goods in a wagon.
3. The feeling or expression of reverence and adoration for a deity.
5. Unwillingness to accept views, beliefs, or behavior that differ from one's own.
7. Kill (someone), especially by hanging, for an alleged offense with or without a legal trial.
9. A particular form of a language which is peculiar to a specific region or social group.
10. A person whose job involves sewing clothing.
13. A member of the Religious Society of Friends, a Christian movement founded by George Fox ca. 1650.
14. A person who has been forced to leave their country to escape war, persecution, or natural disaster.

***Answers on page 100***



# Word Search

Find the following words in the puzzle. Words are hidden ↑, ↓, →, ←, and ↘.

CADET

CHAPLAIN

CONDUCTOR

DIALECT

DRAYMAN

EULOGY

EXILE

INAUGURAL

INTOLERANCE

LYNCHED

OCCUPATION

PERISH

PROPRIETOR

QUAKER

REFUGEES

RESOLUTE

SEAMSTRESS

SECESSION

STIPEND

WORSHIP

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



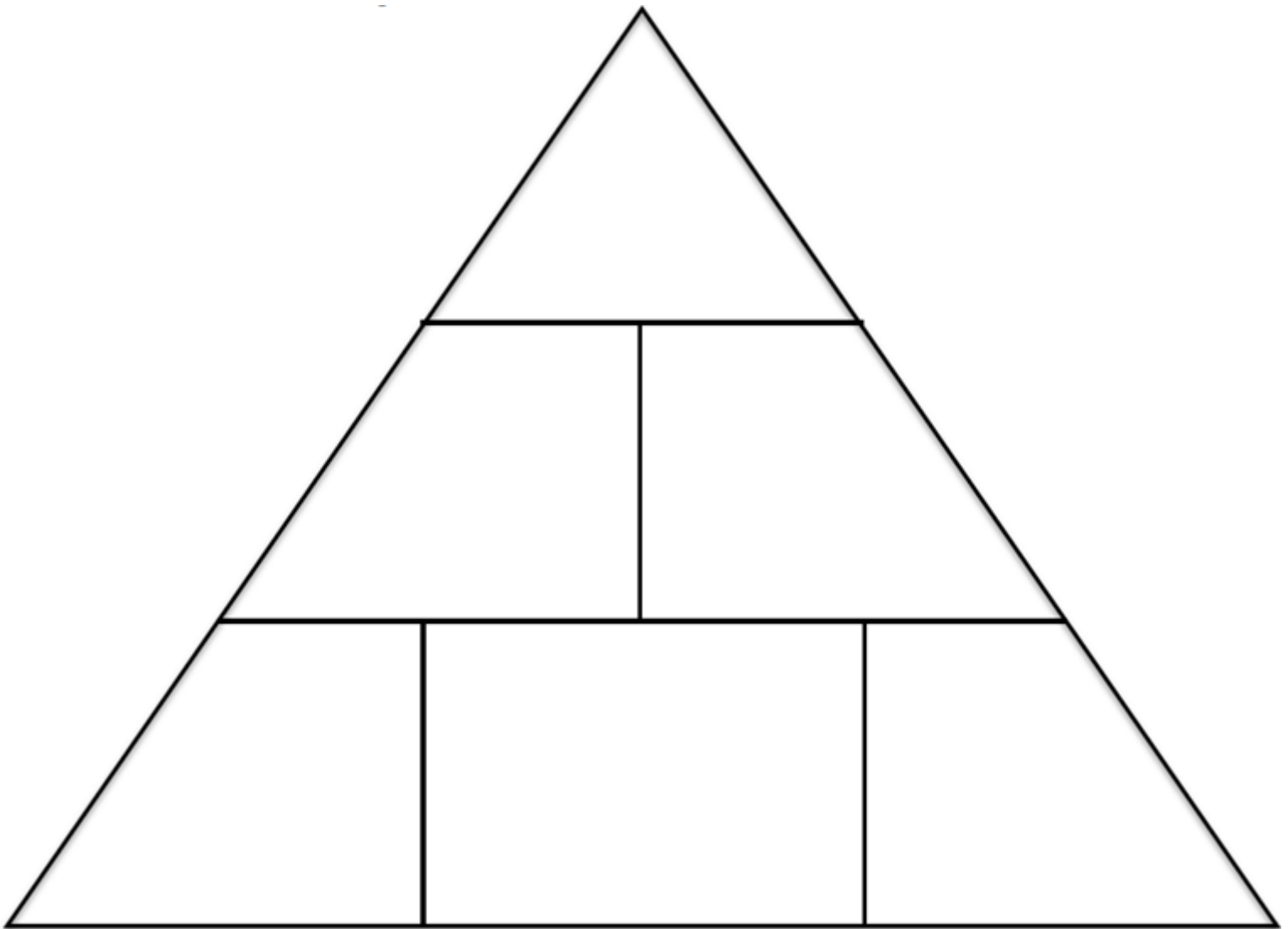
Answers on page 102



## 3-2-1 Summary

Write a summary of the “Lincoln’s Springfield” exhibit using this strategy.

- In the bottom 3 spaces, write three important facts/events from the exhibit.
- In the middle 2 spaces, identify one of the people from the “Lincoln’s Springfield” exhibit, how they interacted with Lincoln or how they persevered.
- In the top triangle write a personal response to something the person said or did. (This reminds me of... I feel that... This makes me think...)

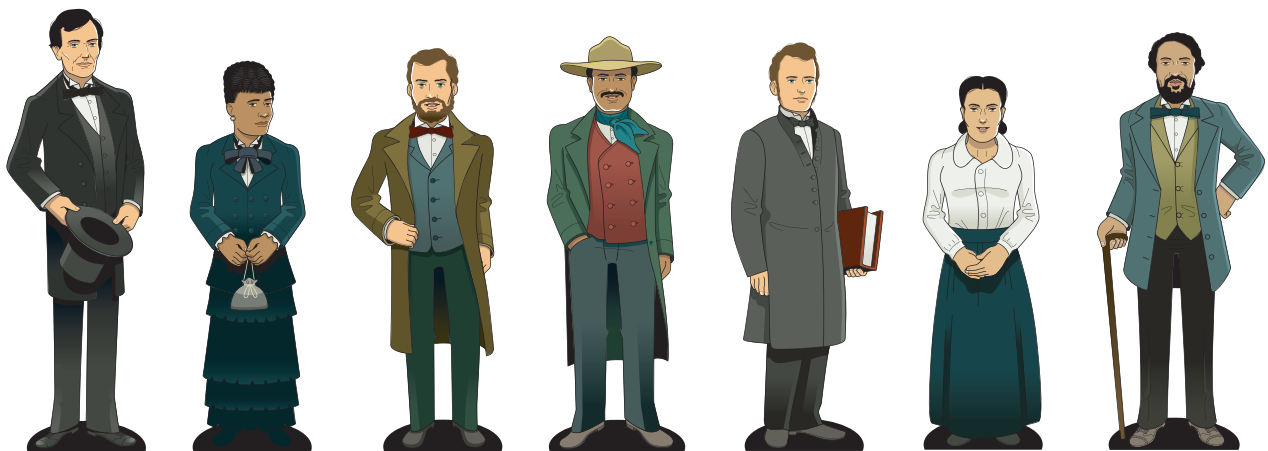




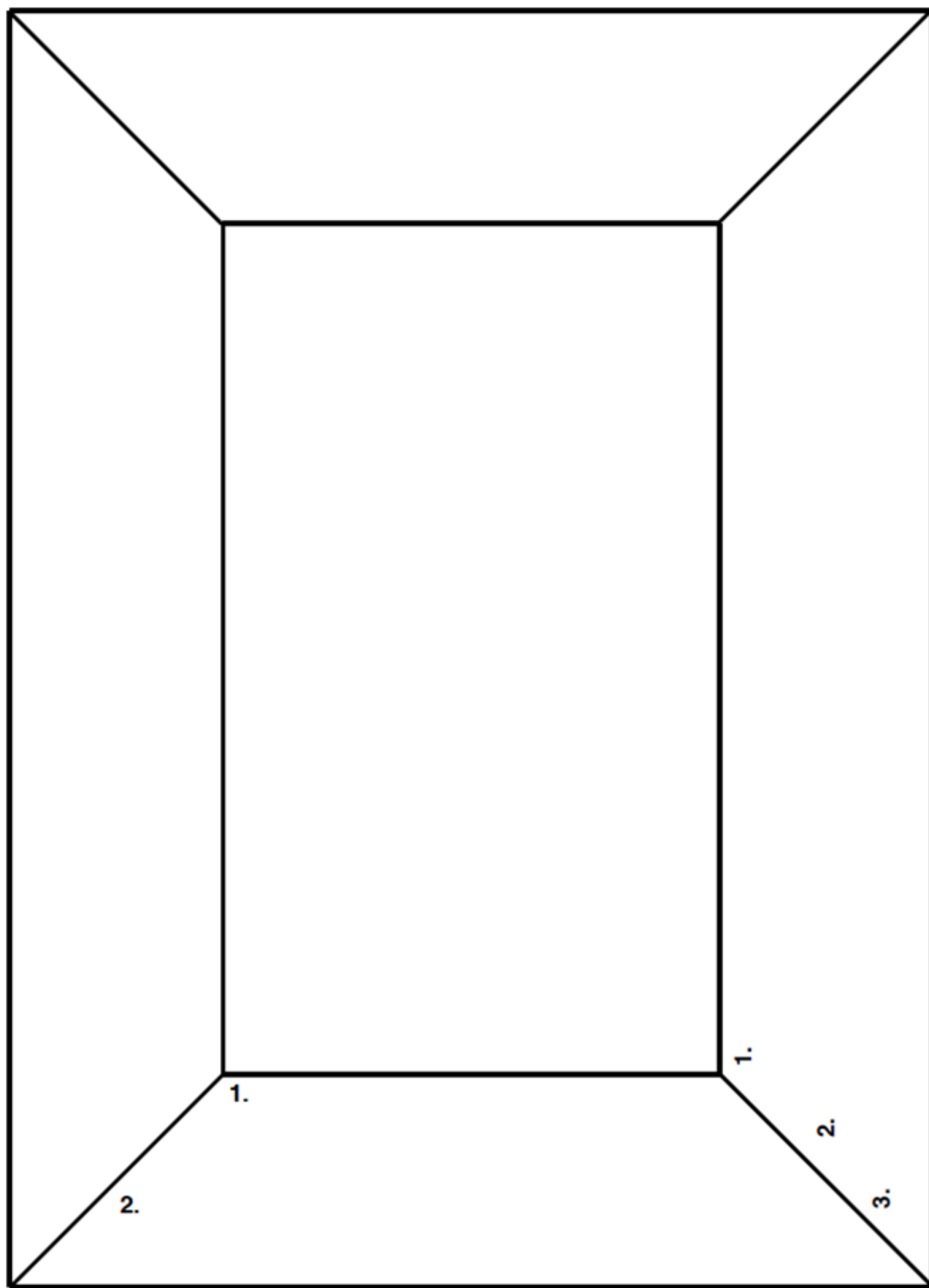
# Picture Frame

Complete the picture frame graphic organizer on the next page for a person using the information gathered at the “Lincoln’s Springfield” exhibit.

- In the **center** box draw or print out a picture of your person
- In the **top** box write your person’s name artistically.
- In the **right** box list three things you learned about your person from the exhibit.
- In the **bottom** box write how your person interacted with Lincoln or how they persevered.
- In the **left** box write a personal response to something the person said or did. (This reminds me of... I feel that... This makes me think...)









## One-Pager

**Represent the information from “Lincoln’s Springfield” exhibit on one side of a single blank white page. This final result should look clean and artistic like a poster (colorful letters, quality artwork, etc.) You may want to first lightly sketch out your draft on notebook paper. Then create a final of your one-pager using ink/colored pencils, etc.**

The page can be laid out however you choose, but should include the following:

1. Three terms you learned from the exhibit along with a short definition.
2. The people involved in Lincoln’s Springfield and how they interacted with Lincoln or how they persevered.
3. Two statements/sentences copied directly from the exhibit that you found interesting.
4. Two questions you make up that are answered from the exhibit.
5. At least two graphic representations (drawings, maps, graphs, symbols, cartoons, Venn diagrams, graphic organizers, etc.) These should tie in with the people you chose above.
6. A personal response/opinion - a comment, a connection, or an interpretation. (This reminds me of... I feel that... This makes me think...)









# Make Your Own Comic Strip

Step-by-Step Instructions are below on how to create your own comic strip. In creating and illustrating the story, think about the “Lincoln’s Springfield” stories and how each person worked through challenges to achieve success and help others. Then create your own comic about someone facing a challenge. It might be a story you made up or it might even be about you. Be sure to have fun and be creative!

## Plan Your Story

- Think about a clear and simple story that fits the topic you chose.
- Decide on a beginning, middle, and end for your story.
- Make sure your story can be told in 5 frames.

## Create a Rough Draft

- Use a pencil to lightly sketch each of the 5 frames.
- Frame 1: Introduce the main character and the initial situation.
- Frame 2: Show the main character encountering a different culture or introduced to a challenge.
- Frame 3: Illustrate the main event or turning point.
- Frame 4: Show the main character reacting to or how the event or challenge is dealt with.
- Frame 5: Conclude with the final outcome or the impact of the interaction.

## Add Details and Dialogue

- Add speech bubbles or thought bubbles to show what characters are saying or thinking.
- Make sure the text is clear and easy to read.
- Include important details in the background to help tell the story.

## Review and Edit

- Check your comic strip for spelling or grammar mistakes.
- Make sure your story is clear and easy to understand.
- Ask a friend or family member to review it and give feedback.

## Finalize Your Comic Strip

- Go over your pencil lines with a pen or marker to make them stand out.
- Erase any unnecessary pencil marks.
- Color your comic strip to make it more engaging and vibrant.



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## Writing Prompts

**On a separate piece of paper, write a series of short essays based on the suggestions below.**

**Springfield's Impact on Lincoln:** Explain how living in Springfield may have influenced Abraham Lincoln's views and character. How might his experiences there shaped his future decisions as president?

**Day in the Life of Lincoln:** Create a short story that has Lincoln interacting with each of the individuals you learned about from the Lincoln's Springfield exhibit.

**Interview with a Springfield resident:** Write an imaginary interview with one of the people you learned about at the Lincoln's Springfield exhibit. What stories would they tell you about Lincoln?

**The Impact of the Exhibit:** After visiting the Lincoln's Springfield exhibit, write a letter to a friend explaining what you found most interesting or surprising. How did the exhibit change your understanding of Abraham Lincoln?

**Lincoln's Legacy:** Reflect on how the Lincoln's Springfield exhibit highlights Abraham Lincoln's legacy. Write a persuasive essay on why it's important for students to learn about Lincoln's life in Springfield and how it can inspire future generations.





# Answer Key

## HENRY CARRIGAN

- 1 Henry Carrigan was born in... **b. 1815**
- 2 Henry Carrigan was a... **a. Hotel owner**
- 3 Henry Carrigan came to Springfield at what age? **c. 25**
- 4 Henry Carrigan . . . **a. Lived next door to Lincoln**
- 5 Abraham Lincoln and Henry Carrigan both belonged to the Democratic Party. **b. False**
- 6 Henry Carrigan won the office of City Marshall. **b. False**
- 7 Henry Carrigan opposed slavery. **a. True**
- 8 Henry Carrigan was arrested for **d. Assault and disorderly conduct**
- 9 Henry Carrigan died in... **a. 1868**

## CHARLOTTE DESOUZA

- 1 Charlotte De Souza was born in... **b. 1843**
- 2 What part of Portugal was Charlotte from? **a. Medira**
- 3 Charlotte De Souza came to Springfield in... **b. 1849**
- 4 There was a poem published about Charlotte De Souza and her family's arrival to Springfield. **a. True**
- 5 The refugees to Springfield established what kind of church? **d. Presbyterian**
- 6 Charlotte De Souza found work as a... **c. Seamstress**
- 7 Charlotte De Souza was hired by Lincoln in... **a. 1860**
- 8 Charlotte De Souza worked      hours a day for the Lincoln's. **d. 11**
- 9 Charlotte De Souza attended the dedication of Lincoln's tomb. **a. True**

## WILLIAM DONNEGAN

- 1 When was William Donnegan born? **b. 1832**
- 2 What state was William Donnegan born in? **c. Kentucky**
- 3 At what age did William Donnegan settle in Springfield? **a. 13**

- 4 William Donnegan's shoe business was located near... **d. Lincoln's Law offices**
- 5 How old was the girl William Donnegan helped escape from Springfield on to freedom? **c. 16**
- 6 How did William Donnegan help the girl escape to freedom? **a. Disguising her as a boy**
- 7 When did the Springfield Race Riot occur? **c. 1908**
- 8 How old was William Donnegan when he died? **d. 84**
- 9 How did William Donnegan die? **b. He was lynched.**

## JAMESON JENKINS

- 1 When was Jameson Jenkinsborn? **b. 1810**
- 2 Where was Jameson Jenkins born? **c. North Carolina**
- 3 Jameson Jenkins was born a slave. **b. False**
- 4 At age 25 Jameson Jenkins moved to what type of community? **c. Quaker**
- 5 Where did Jameson Jenkins meet his second wife Elizabeth? **d. Indiana**
- 6 At what age was Jameson Jenkins when he came to Springfield? **a. 36**
- 7 What year did Jameson Jenkins arrive in Springfield? **d. 1848**
- 8 How did Jameson Jenkins help freedom seekers escape slavery? **b. Using his horse and wagon, he carried them north.**
- 9 Jameson Jenkins drove President-elect Abraham Lincoln to Washington D.C. **b. False**
- 10 What did President-elect Abraham Lincoln do at the Great Western Depot? **c. Delivered his farewell address**

## FRANCIS SPRINGER

- 1 What issue divided the nation and led to the Civil War? **c. Slavery**
- 2 Francis Springer was a... **d. All three**
- 3 What state did Francis Springer not attend school? **c. Ohio**



## LINCOLN'S SPRINGFIELD Answer Key

4. Which of Lincoln's sons was a student of Francis Springer? **a. Robert**
5. Francis Springer was one of Abraham Lincoln's best friends. **a. True**
6. What division of the Union army did Francis Springer join? **a. 10th Illinois cavalry**
7. How old was Francis Springer when he enlisted in the Union Army **d. 51**
8. Francis Springer helped how many refugees from Fort Smith to Springfield? **c. 300**
9. Francis Springer performed Abraham Lincoln's eulogy. **a. True**

### MARIAH VANCE

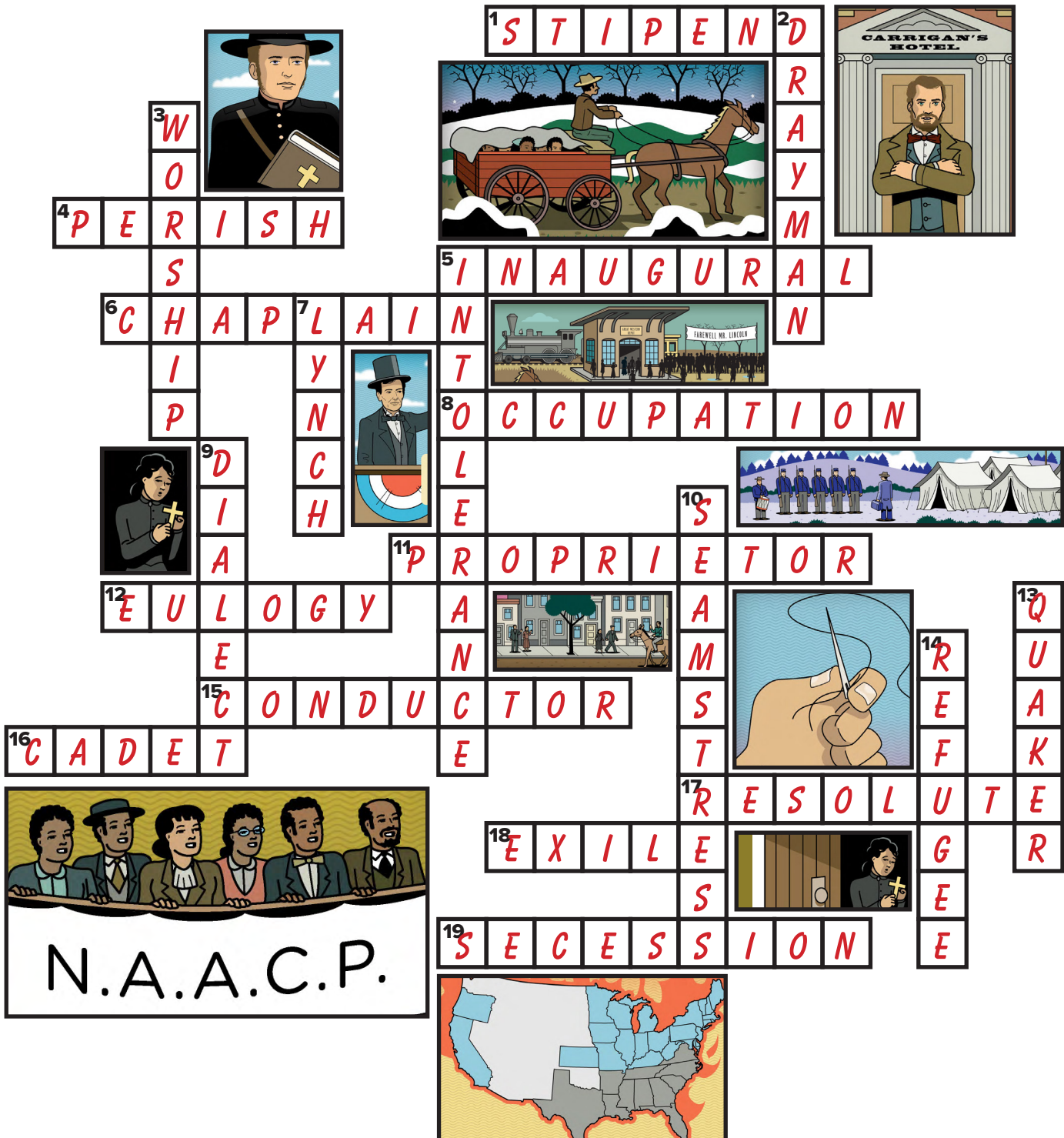
1. How old was Mariah Vance when she entered indentured servitude? **a. 9**
2. Mariah Vance was required to work without pay for... **c. 10 years**
3. Mariah Vance married a man named... **b. Henry**
4. What did Mariah Vance's and her husband's parents have in common? **a. They were once enslaved.**
5. Mariah Vance worked at the Lincoln's home... **d. All three**
6. What city did Mariah Vance eventually live in after leaving Springfield? **d. Danville**
7. Which younger Lincoln Mariah Vance build a close relationship with? **a. Robert**
8. What meal did Mariah Vance make that was the favorite of this younger Lincoln? **a. Corn pone and bacon**

### BONUS QUESTIONS

1. What civil rights organization was formed as a result of the Springfield Race Riot?  
**a. The National Association for the Advancement of colored People**
2. Who was Ida B. Wells? **b. A civil rights and anti-lynching activist**
3. How old were the cadets in Springfield under the charge of Major Thomas S. Mather? **a. 16-20**
4. What percentage of Springfield residents were born outside of the U.S. in 1860? **c. 33%**
5. Which of the following was not a foreign language spoken in Springfield in 1860?  
**a. Spanish**
6. How many places of worship were there in the city of Springfield in 1860? **b. 19**



# Crossword Puzzle Answers





# Crossword Puzzle Answers

## ACROSS

1. A fixed regular sum paid as a salary or allowance. **STIPEND**
4. Lose its normal qualities, rot or decay. **PERISH**
5. A ceremony –inducting someone into a new position, especially the President. **INAUGURAL**
6. A member of the clergy attached to a private chapel, institution, ship, branch of the armed forces, etc. **CHAPLAIN**
8. A person's usual or principle work or business, especially as a means of earning a living; vocation. **OCCUPATION**
11. One who has legal right or exclusive title to something; owner. **PROPRIETOR**
12. A speech or piece of writing that praises someone or something highly, typically someone who has just died. **EULOGY**
15. Guides on the Underground Railroad. **CONDUCTOR**
16. A young trainee in the armed services or police force. **CADET**
17. Marked by firm determination. **RESOLUTE**
18. The state of being barred from one's native country, typically for political or punitive reasons. **EXILE**
19. The action of withdrawing formally from membership of a federation or body, especially a state. **SECESSION**

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3. The feeling or expression of reverence and adoration for a deity. **WORSHIP**
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7. Kill (someone), especially by hanging, for an alleged offense with or without a legal trial. **LYNCH**
9. A particular form of a language which is peculiar to a specific region or social group. **DIALECT**
10. A person whose job involves sewing clothing. **SEAMSTRESS**
13. A member of the Religious Society of Friends, a Christian movement founded by George Fox ca. 1650. **QUAKER**
14. A person who has been forced to leave their country to escape war, persecution, or natural disaster. **REFUGEE**



# Word Search Answers

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



### Common Core Learning Standards for ENGLISH/LANGUAGE ARTS

#### Key Ideas and Details

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events)

#### Craft and Structure

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

#### Text Types and Purposes

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### Comprehension and Collaboration

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

#### Presentation of Knowledge and Ideas

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

#### Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

#### Vocabulary Acquisition and Use

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.



### Illinois Learning Standards for SOCIAL SCIENCE

**SS.IS.4.6-8.MC:** Gather relevant information from credible sources and determine whether they support each other.

**SS.IS.6.6-8.MdC:** Construct explanations using reasoning, correct sequence, examples and details, while acknowledging their strengths and weaknesses.

**S.IS.8.6-8.LC:** Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.

**SS.CV.1.6-8.MdC:** Describe the roles of political, civil and economic organizations in shaping people's lives.

**SS.CV.4.6-8.LC:** Explain the connection between interests and perspectives, civic virtues, and democratic principles when addressing issues in government and society.

**SS.CV.6.6-8.MdC:** Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings.

**SS.G2.6-8.MC:** Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.

**SS.EC.1.6-8.LC:** Explain how economic decisions affect the wellbeing of individuals, businesses and society.

**SS.H.1.6-8.MdC:** Analyze connections among events and developments in broader historical contexts.

**SS.H.1.6-8.MC:** Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

**SS.H.2.6-8.MdC:** Analyze multiple factors that influenced the perspectives of people during different historical eras.

**SS.H.4.6-8.LC:** Explain multiple causes and effects of historical events.

**SS.H.4.6-8.MC:** Organize applicable evidence into a coherent argument about the past.





**“The better part  
of one’s life  
consists of his  
friendships.”**

Abraham Lincoln, 1845