

Abraham Lincoln Presidential Library and Museum  
*President Lincoln.org*

## ***Good Bye to Springfield: Lincoln's Farewell Address*** A Teacher Resource Guide

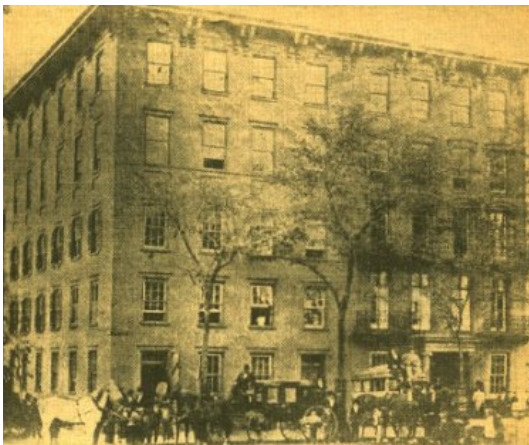


Anyone who has moved out of a home they have occupied for decades can sympathize with Abraham and Mary Lincoln who had innumerable details to attend to before they left Springfield for Washington, D.C. in 1861. They found a renter for their home at Eighth and Jackson – Lucian Tilton, a retired railroad executive who would pay the Lincolns \$350 a year. Lincoln insured the home, valued at \$3,000, with an insurance policy carrying a \$24 annual premium. He designated Robert Irwin of the Springfield Marine & Fire

Insurance Company as his fiscal agent, authorizing him to pay any bills that came in, and listed the Lincoln family assets at just over \$10,000.

Mary burned numerous documents and letters in the alley behind their home. Only souvenir hunters who begged for some of the documents from the President-elect saved some of them from the ash heap.

Robert, Willie and Tad were anxious about the move and what they would have to leave behind. Tad pleaded to take their dog, Fido, to Washington but his father said no: “It would be better for Fido not to come to Washington. A train filled to capacity and lurching and speeding across the country at 30 m.p.h. would be no place for a dog.”



The family's last few days in Springfield were spent at the Chenery House hotel, recently renovated and boasting the latest amenities.

## **Saying Goodbye**

The Lincolns had many goodbyes to say since they had made a lot of friends, both personal and political, during their quarter of a century living in Springfield. One of the last and most poignant was Abraham Lincoln's final meeting with his law partner, William Herndon, whom he had not seen very often during the hectic Presidential campaign. Lincoln confided in Herndon about the ominous direction the country seemed to be taking, plus the constant pressure of everyone who wanted something from the President-elect. "I am sick of office-holding already," he told Herndon.

On the way out, Lincoln looked at the Lincoln & Herndon sign at the entrance and said, "Let it hang there undisturbed. Give our clients to understand that the election of a President makes no change in the firm of Lincoln and Herndon. If I live I'm coming back some time, and then we'll go right on practicing law as if nothing had ever happened."

"I shudder when I think of the tasks that are still ahead," Lincoln added, and indicated that he was convinced he would never return alive. Herndon asked him to put such thoughts out of his head because they were not "in keeping with the popular ideal of a President."

"But it is in keeping with my philosophy," Lincoln said. And then he was gone.

## **Last Day in Town**

Abraham Lincoln's last full day in Springfield concluded with the latest in a very long line of federal job-seekers. Thomas A Marshall, a state senator who had hosted Lincoln just days before during a visit to Coles County, asked Lincoln in a letter for "as good an office as your sense of what is right authorizes." Marshall hinted that his investments in the South had been ruined because Lincoln had been elected and had so far refused to compromise on any of the issues that threatened to tear the nation apart. Marshall therefore felt Lincoln owed him a job.

*New York Herald* correspondent Henry Villard made this final dispatch from Springfield on the day before the Inaugural train departed: "The path he is about to walk on may lead to success, glory, immortality, but also to failure, humiliation and curses upon his memory. He may steer clear of the rock of disunion and the shoal of dissension among those that elevated him to the office he is about to assume, and safely conduct the Ship of State from amidst the turbulence of fanaticism and lawlessness to the port of peace and reunion. But he may, on the other hand, take his place at the helm of the craft only to sink with it."

## **The Morning of Departure**

February 11, 1861, the day before Abraham Lincoln's fifty-second birthday, dawned cloudy and drizzly, but was an improvement over the cold, snowy weather that had preceded it. "Hard King Frost and soft Queen Thaw" had come "to a tussle," as *Harper's Weekly* put it.

Abraham Lincoln had breakfast at the Chenery House then walked into the hotel office to get his luggage ready for the impending train trip. Lincoln used a rope to tie shut his family's packed suitcases and a handful of Chenery House note cards to label each bag with the simple address, "A. Lincoln, White House, Washington D.C." Jameson Jenkins, an African American porter and family friend, placed the bags in a cart and took them to the train station.

Lincoln climbed aboard a carriage and traveled the muddy streets to the newly remodeled Great Western depot on the east end of town, just a few blocks from the family's former home. A group of well-wishers followed the carriage but Lincoln said little. His secretary John Nicolay said the "stormy morning" made the mood one of "subdued anxiety, almost of solemnity."



The first thing Lincoln saw at the depot, besides the "vast concourse" of about one thousand friends and neighbors who had gathered to see him off, was the train. It consisted of a modern Rogers locomotive with a towering funnel stack, a baggage car, and a bright yellow passenger car adorned with patriotic bunting.

The crowd cheered and shouted words of encouragement as Lincoln proceeded into the depot and shook dozens of hands. Although the crowd was large, Lincoln would later recount it was full of people "almost all of whom I could recognize."

Abraham Lincoln bid farewell to his wife about 8 a.m. – she was going to shop in St. Louis and would join her husband's train in Indianapolis. Then the crowd parted as Lincoln and his entourage moved to board the train.

### **The Entourage**

- Lincoln's son Robert and Robert's school friend George Latham
- Lincoln's young secretaries John Nicolay and John Hay
- His brother-in-law, Dr. William S. Wallace
- Political supporters Norman Judd, David Davis, Orville Browning, Ozias Hatch, and Jesse Dubois
- William H. Johnson, an African American friend who performed odd jobs for the Lincolns in Springfield and served as a valet on the train trip
- Elmer Ellsworth, a militiaman and law student Lincoln had befriended
- Ward Hill Lamon, a former law associate now serving as Lincoln's bodyguard
- Educator Newton Bateman
- Former Belleville legal colleague William H. Underwood
- Quincy attorney Joseph Jackson Grimshaw
- Democratic politician William Morrison
- Longtime friend William Butler

- John J.S. Wilson, who had manned the telegraph office on Election Night and would now assume responsibility, using a portable telegraphy machine he planned to carry on board, for receiving messages confirming safe passage en route
- Railroad superintendent F.W. Bowen, who personally oversaw the journey while it proceeded along his Great Western tracks. “This train will be entitled to the road, and all other trains must be kept out of the way. Carefulness is particularly enjoined.”
- Banker Robert Irwin
- Governor Richard Yates of Illinois, who had called out state militia to guard trestle bridges along the route
- Governor Oliver P. Morton of Indiana

### The Journalists

- Henry Villard, *New York Herald*
- Joseph Howard, Jr., *New York Times*
- T.C. Evans, *New York World*
- O.H. Dutton, *New York Tribune*
- Henry M. Smith, *Chicago Tribune*
- Henri Lovie, *Frank Leslie’s*
- W.G. Terrell, *Cincinnati Gazette*
- Uriah Hunt Painter, *Philadelphia Inquirer*
- No fewer than five correspondents from the *Associated Press*: J.R. Drake, S.D. Page, J.H.A. Boone, A.W. Griswold, and Theodore Stager
- John Hay, travelling principally as an aide to Lincoln, who doubled as a correspondent for the *Missouri Democrat* and the *Illinois Daily State Journal*

### The Farewell

The train bells clanged at 8 a.m. Lincoln climbed the steps of the rear passenger car and turned to face the crowd. He removed his signature stove pipe hat; the men in the crowd followed suit by removing their hats in the cold drizzle. Then, even though he had prepared no written remarks, Lincoln spoke:



My friends – No one, not in my situation, can appreciate my feeling of sadness at this parting. To this place, and the kindness of these people, I owe every thing. Here I have lived a quarter of a century, and have passed from a young to an old man. Here my children have been born, and one is buried. I now leave, not knowing when, or whether ever, I may return, with a task before me greater than that which rested upon Washington. Without the assistance of that Divine Being, who ever attended him, I cannot succeed. With that assistance I cannot fail. Trusting in Him, who can go with me, and remain with you and be every where for good, let us confidently hope that all will yet be well. To His care commending you, as I hope in your prayers you will commend me, I bid you an affectionate farewell.

Accompanying Lesson Plans:

Shopping on an 1861 Budget  
Grades 3-6

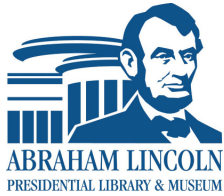
Tag Sale: 8<sup>th</sup> and Jackson Streets  
Grades 6-12

Listening to Remember  
Grades 7-9; Adaptation for grades 3-6

Lincoln's Entourage to the White House: A Student Research Activity  
Grades 7-12

Miles to Go...  
Grades 6-8

Exploring 19<sup>th</sup> Century Newspaper Editorials  
Grades 10-12



## Shopping on an 1861 Budget

Grade Levels: 3-6

### Illinois Learning Standards:

1.C.1f; 1.C.2f; 1.C.3f;  
6.B.1; 6.B.2; 6.D.2; 6.D.3; 10A.1a; 10.A.1b; 10.A.2a; 10.A.2c; 10.A.3c; 10.B.1b; 10.B.1c;  
10.B.2b; 10.B.2d; 10.B.3; 3C.1b; 5.c.2b; 5.c.3c; 15B.1; a5.B.2a; 15.B.2b; 15.B.3a; 16.A.1a;  
16.A.2c

### Objectives:

- Understand basic concept of budget
- Create basic budget
- Make choices defined by monetary parameters
- Compare cost increases over time

### Materials Needed:

Selected Price Chart 1853-1862 included in this lesson  
Shopping Budget Worksheet included in this lesson  
Computer with internet access

### Background:

As a hard-working successful lawyer, Abraham Lincoln was able to provide a comfortable home and lifestyle for his family. His wife Mary, raised in a family of comfortable means, was used to many of the finer things in life. However, given her husband's middle-class income, Mary Lincoln purchased less fashionable and costly items - walnut and mahogany furniture and cotton damask instead of silk - to outfit his residence. Filled with furniture, ornaments, and knick knacks popular in the Victorian era, Lincoln's home was described by visiting journalists as modest, comfortable, informal and unpretentious, just as he was.

The cost of furnishing a house in the 19<sup>th</sup> century was considerably less than what modern-day home-owners experience. However, several of the variables to be considered remain the same: size of house, number of rooms, size of family, and of course the household budget.

### Activity Procedure:

- Research and discuss the various rooms in the average 19<sup>th</sup> century house.
- Discuss need/use of particular household furniture pieces.
- Discuss how furniture is obtained. Is it purchased locally, ordered, obtained at tag sales, given by or inherited from family?
- Distribute the **Selected Price Chart** included in this lesson and instruct students to choose one room or space to equip, such as a bedroom, nursery, kitchen, scullery, parlor, workshop, dining room, sitting room, or hallway.
- Discuss “budgets”
  - Definition (income vs. expenditures)
  - purpose
  - benefits
- Assign students an 1861 budget of \$50.00 for shopping.
- Using the **Selected Price Chart** as a guide, students will select items to purchase within their budget.
- Students will complete the **19<sup>th</sup> Century Shopping Budget** included in this lesson. Use the inflation calculator found at: <http://westegg.com/inflation/> to calculate the current value of items purchased.
- Discuss items purchased. Did all students purchase the same items?
- Students should defend their priorities and rationale.

### Extension:

- Assign students a 21<sup>st</sup> century budget of \$1171.00—the equivalent of \$50.00 in 1861
- Students will “purchase” items for one room of a 21<sup>st</sup> century home.
- Using current newspaper, magazine, and internet advertisements, students will create a poster displaying their room filled with images of the modern-day items they purchased with \$1171.00. Label cost of each item.
- Students will complete the **21st Century Shopping Budget** included in this lesson; use the inflation calculator found at <http://westegg.com/inflation/> to calculate the 19<sup>th</sup> century converted value of items purchased.
- Discuss items purchased and how much/little students were able to purchase in comparison to the 19<sup>th</sup> century “shopping spree.”
  - What criteria were used for selecting furniture to purchase?
  - Did students have sufficient funds to make their needed purchases?
  - Did they have to omit some purchases or purchase cheaper items?
  - What did you learn about creating and following a budget?
  - Did students spend all their money?
- Display posters.

## Selected Price Chart, 1853-1862

Source: Derks, Scott and Tony Smith. *The Value of a Dollar: Colonial Era to the Civil War, 1600-1865, Millerton, N.Y.:* Grey House Pub., 2005.

Child's shoes	1853	.26	Umbrella	1861	.25
Gloves, wool	1853	.14	Parasol	1853	.20
Hat	1860	2.00	Lantern	1859	.80
Axe	1859	2.00	Looking glass	1853	1.50
Box	1859	1.66	Picture	1865	1.50
Bucket	1859	.50	Pitcher	1862	4.00
Water can	1860	.25	Poker	1862	.20
Churn	1861	.75	Quilt	1856	2.00
Hammer	1852	.25	Rug	1858	2.00
Ladder	1856	1.00	Salt cellar	1862	.25
Milk pan	1862	.05	Scuttle	1862	.31
Shears	1853	.78	Spittoon	1859	.10
Wheelbarrow	1856	4.00	Ticking	1854	.16
Wrench	1859	.25	Trunk	1859	2.50
Bed, featherbed, bolster, 2 pillows	1854	18.00	Washboard	1854	.20
Bureau	1852	9.00	Sausage grinder	1862	2.00
Chair, cane seat rocking	1859	4.00	Sausage stuffer	1860	1.00
Clock	1859	50.00	Cleaver	1860	.50
Footstool	1862	1.00	Bell, table	1862	.50
Sofa	1859	15.00	Bottle	1861	.03
Stool	1862	.25	Bowl, glass	1856	1.50
Towel rack	1862	.25	Broom	1862	.75
Washstand	1862	6.00	Candles, 1 lb.	1860	1.00
Bed pan	1854	.50	Clothes line & basket	1860	.10
Bedspread	1854	.50	Counterpane	1862	4.00
Basket, clothes	1862	.50	Demijohn	1862	.25
Firedogs	1853	1.30			



Candelabra	1865	.50	Crock	1852	.04
Chest	1854	.25	Comforter & blanket	1859	2.50
Waful (sic) iron	1853	.05	Commode	1862	1.00
Tea Kettle	1854	1.75	Dutch oven	1857	.10
Coverlet	1853	7.00	Bake an	1856	.15
Cup	1862	.25	Pie dish	1862	.15
Silver cream cup & tumbler	1862	5.00	Sieve	1862	.10
Writing desk	1853	.50	Preserve dish	1856	.25
Saddle blanket	1853	.50	Fender	1856	2.00
Halter	1859	1.40	Fire iron	1859	2.50
Harness	1859	4.00	Dozen Wine glasses	1856	1.00
Saddle	1858	6.00	Stone jug	1854	.10
Pad lock	1859	.37	Step ladder	1862	.50
Book	1851	1.75	Silver ladle	1862	.10
Lamp	1861	.25	Lantern	1859	.80
Ash pail	1859	.25	Painting	1856	5.00
Wash pan	1859	.50	Wash pot	1856	2.00
Scales	1856	.50	Sheets	1854	1.00
Table cloth	1862	1.00	Vase	1862	.50
Barrel	1858	.50	Box	1859	1.66
Brush	1853	.25	Chain	1858	2.00
Chisel	1853	.20	Crowbar	1854	.75
Hatchet	1859	.25	Candle molds	1853	.25
Nails, 1 lb.	1857	.10	Milk pan	1862	.05
Shovel	1859	1.50	Table	1854	2.50
Trundle bed	1861	.10	Book case	1852	.05
Clock	1856	10.00	Cupboard	1852	1.50
Desk	1862	1.00	Divan	1865	5.00
Hat rack	1865	5.00	Candle stick	1859	.15
Secretary	1854	9.00	Settee	1853	3.00
Sideboard	1859	6.00	Basin, mug & pitcher	1862	1.00
Bell	1862	.50	Candlestick	1862	.15
Blacking brushes	1853	.16	Chamber bucket	1862	.50

# 19<sup>th</sup> Century Shopping Budget

Name \_\_\_\_\_

Room Furnished \_\_\_\_\_

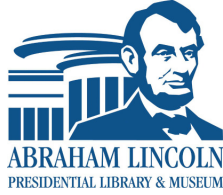
19 <sup>th</sup> century item (s) purchased	What is it? (modern equivalent)	Intended use	19 <sup>th</sup> century price per unit	21 <sup>st</sup> century converted price per unit	\$50.00 Beginning balance
					<b>Balance</b>
<b>Example: Counterpane</b>	<b>Bedsread</b>	<b>cover on bed</b>	<b>\$4.00</b>	<b>\$94.38</b>	<b>\$46.00</b>

## 21<sup>st</sup> Century Shopping Budget

Name \_\_\_\_\_

Room Furnished \_\_\_\_\_

21 <sup>st</sup> century item (s) purchased	Intended use	21 <sup>st</sup> century price per unit	19 <sup>th</sup> century converted price per unit	\$1171.00 Beginning balance
				<b>Balance</b>
<b>Example:</b> Blu-ray player	Watch movies	\$169.99	\$7.20	\$1001.01



## Tag Sale: 8<sup>th</sup> and Jackson Streets Grade Levels: 6-12

### Illinois Learning Standards:

3.B.1b; 3.A.3; 3.C.1a; 3.C.2a; 3.C.3a;  
4.B.1b;  
6.C.1a;  
7.A.2b; 7.C.4c;  
10.B.1b

### Objectives:

- Write a clear composition for a specific purpose
- Personify emotion through objects
- Use imaginative writing to portray historic facts
- Identify 19<sup>th</sup> century lifestyle

### Background:

The period between Lincoln's election to the Presidency and his departure from Springfield was filled with intense activity and anticipation. Like any family who relocates, the Lincolns had to make preparations for their move to Washington, D.C. Their home, located at 8th and Jackson Streets in Springfield, Illinois, had to be rented out and the contents stored, sold, or transported to the White House.

On January 29, 1861, a very small newspaper ad appeared in the *Daily Illinois State Journal* announcing a private sale.

**A T PRIVATE SALE—THE FURNITURE**  
consisting of Parlor and Chamber Sets, Carpets, Sofas,  
Chairs, Wardrobes, Bureaus, Bedsteads, Stoves, China,  
Queen-ware, Glass, etc., etc., at the residence, on the corner  
of Eighth and Jackson streets, is offered at private sale,  
without reserve. For particulars, apply on the premises at  
once. Jan 29 61.

“At Private Sale—the Furniture consisting of Parlor and Chamber Sets, Carpets, Sofas, Chairs, Wardrobes, Bureaus, Bedsteads, Stoves, China, Queensware, Glass, etc., etc., at the residence on the corner of Eighth and Jackson streets is offered at private sale without reserve. For particulars apply on the premises at once.”

The Lincolns sold many household items that day but only one bill of sale from Samuel H. Melvin exists in its original form. Melvin was a wholesale and retail dealer in drugs and medical supplies in Springfield.

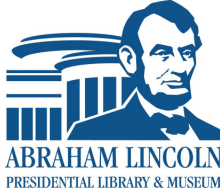
<u>S. H. Melvin</u>	<u>Bot. of A. Lincoln</u>
6 Chairs @ 2.00	12.00
1 Spring Mattress	26.00
1 Wardrobe	20.00
1 Whatnot	10.00
1 Stand	1.50
9-1/2 Yds. Stair Carpet .50	4.75
4 Comforters @ 2.00	<u>8.00</u>
	82.25

Unwilling to leave their home unoccupied, the Lincolns rented the dwelling to Lucian Tilton, president of the Great Western Railroad, for \$350 dollars a year. Two days later the Lincoln family moved into a local hotel, the Chenery House, where they stayed until it was time to leave Springfield.

**Activity Procedure:**

All objects have a creator, a first owner and a last or current owner. Sometimes we know a lot about an artifact’s history; sometimes we have to fill in the gaps. This can be done with factual, well-researched information or through creative imagination. The purpose of imaginary history is to bring an object to life and create a story that is believable.

- Each student will choose an item sold at the Lincoln tag sale and assume its identity (Students will become a carpet, a chair, a piece of china, etc.)
- Students will write a short narrative, story, or poem (at least eight lines) describing life in the Lincoln home from the perspective of the item.
  - Students will put themselves in the place of the object; they become the object by writing in first person.
  - What did the object experience living in the Lincoln home?
  - Who came to call in the Lincoln’s home?
  - How does the object feel about being sold by the Lincolns?
  - Include entries like who used the item, how it was cared for, where it was located, and what it saw or heard.
- Students will read their narratives aloud to classmates.



## Listening to Remember

Grade Levels: 7-9; Adaptation 3-6

### Illinois Learning Standards:

1.A.3b; 1.B.3d; 1.B.4c; 1.C.3c; 1.B.4b; 1.C.4b;  
4.A.1a; 4.A.1b; 4.A.2b; 4.A.3b; 4.B.2b;  
16.A.3a; 16.A.3b; 16.A.3c; 16.A.4b

### Materials Needed:

Computer with internet access

Three versions of Abraham Lincoln's Farewell Address included in this lesson

### Objectives:

- Examine the rhetorical form of Abraham Lincoln's Farewell Address
- Identify qualities that comprise an effective speech:
  - Content (who, what, where, when, structure)
  - Mechanical (where to stand, where to look, hand gestures, tone of voice)
  - Emotion (attention getter; use it immediately; tell a story, emphasize with a pause, ask questions; the higher the emotional content, the greater the impact)
- Demonstrate difference in "hearing" and listening"
- Understand importance of careful listening

### Background:

Early in the morning of February 11, 1861, on what was to be his last day in Springfield, Abraham Lincoln made his way to the Great Western Railway Depot where more than one thousand people waited in the cold rain to say good bye. Lincoln, surprised at the size of the crowd, did not have any formal comments prepared. However, at the crowd's insistence, he delivered a spontaneous, emotional farewell that moved many in the audience to tears.

The numerous reporters in attendance had been told there would be no speech, so they were surprised and unprepared when one was delivered. Consequently, three versions of Lincoln's Farewell Address were recorded following his remarks. Each version is documented in Roy Basler's *Collected Works of Abraham Lincoln, Volume 4*, and can be accessed at:

<http://quod.lib.umich.edu/cgi/t/text/text-idx?c=lincoln;cc=lincoln;type=simple;rgn=div1;q1=farewell%20address;singlegenre=All;view=text;subview=detail;sort=occur;idno=lincoln4;node=lincoln4%3A306>

**Version A** represents Lincoln's attempt to recall his exact comments after several newspaper correspondents asked him for a copy of the speech while on the departing train. Lincoln penciled in the first four lines and then handed the paper to his private secretary, John G. Nicolay, to complete while he dictated his recollections.

My friends—

1. No one, not in my situation, can appreciate my feeling of sadness at this parting.
2. To this place, and the kindness of these people, I owe every thing.
3. Here I have lived a quarter of a century, and have passed from a young to an old man.
4. Here my children have been born, and one is buried.
5. I now leave, not knowing when, or whether ever, I may return, with a task before me greater than that which rested upon Washington.
6. Without the assistance of that Divine Being, who ever attended him, I cannot succeed.
7. With that assistance I cannot fail.
8. Trusting in Him, who can go with me, and remain with you and be every where for good, let us confidently hope that all will yet be well.
9. To His care commending you, as I hope in your prayers you will commend me, I bid you an affectionate farewell.

**Version B** was originally published in *Harper's Weekly* and other eastern newspapers. This version was later made into a broadside and distributed after Lincoln's death in April 1865.

My Friends:

1. No one not in my position can appreciate the sadness I feel at this parting.
2. To this people I owe all that I am.
3. Here I have lived more than a quarter of a century; here my children were born, and here one of them lies buried.
4. I know not how soon I shall see you again.
5. A duty devolves upon me which is, perhaps, greater than that which has devolved upon any other man since the days of Washington.
6. He never would have succeeded except for the aid of Divine Providence, upon which he at all times relied.
7. I feel that I cannot succeed without the same Divine aid which sustained him, and on the same Almighty Being I place my reliance for support, and I hope you, my friends, will all pray that I may receive that Divine assistance without which I cannot succeed, but with which success is certain.
8. Again I bid you an affectionate farewell.

**Version C** originally appeared in the *Illinois State Journal* the day after Lincoln left Springfield.

- Friends,
1. No one who has never been placed in a like position, can understand my feelings at this hour, nor the oppressive sadness I feel at this parting.
  2. For more than a quarter of a century I have lived among you, and during all that time I have received nothing but kindness at your hands.
  3. Here I have lived from my youth until now I am an old man. Here the most sacred ties of earth were assumed; here all my children were born; and here one of them lies buried.
  4. To you dear friends, I owe all that I have, all that I am.
  5. All the strange, chequered past seems to crowd now upon my mind.
  6. To-day I leave you; I go to assume a task more difficult than that which devolved upon General Washington.
  7. Unless the great God who assisted him, shall be with and aid me, I must fail. But if the same omniscient mind, and Almighty arm that directed and protected him, shall guide and support me, I shall not fail, I shall succeed.
  8. Let us all pray that the God of our fathers may not forsake us now.
  9. To him I commend you all—permit me to ask that with equal security and faith, you all will invoke His wisdom and guidance for me.
  10. With these few words I must leave you—for how long I know not.
  11. Friends, one and all, I must now bid you an affectionate farewell.

**Activity Procedure:**

**Part I**

Provide each student with a copy of each of the three versions of the Farewell Address. Compare and contrast each version by reading each numbered sentence and comparing it to the same numbered sentence in each version.

- Are there unfamiliar words? Define and discuss their context.
- Are there differences in the text in the three accounts? Read and discuss examples.
- How do these differences affect the meaning of the text?
- What are the similarities?
- What themes are consistent in each version?
- List some reasons why there were different accounts of the Address.
- How has technology made it easier to insure better accuracy in reporting public verbal communication?

**Part II**

Students should choose and discuss Lincoln’s words and phrases that relate to the following themes:

- Remembrance
- Emotion
- Faith and Providence



### **Part III**

Discuss how Lincoln effectively used content and emotion in Version A (the official version).

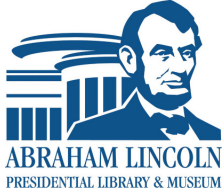
#### **Adaptation for Lower Grades: (3-6)**

Give each student Version A copy of the Farewell Address and discuss the general circumstances of the event and Address. Teacher should read Version A to students while they follow along. Discuss the fact that after Lincoln gave the Address, three accounts—*all different*—were reported. Discuss how, although people listen to the same thing, sometimes what we hear and remember varies from one person to another. Such was the case with Abraham Lincoln’s Farewell Address.

Demonstrate how this happens by playing the “Telephone Game” with students. Students stand in a circle; teacher starts game by whispering a complete sentence to one student; that student whispers the same sentence to the person to his right. That student whispers the same to the student on his right, etc. until the “sentence” has made it all the way around the circle. NOTE: each person can only whisper the sentence one time (including the teacher). The last person to receive the whispered sentence repeats the sentence out loud. Was it the same sentence as what the teacher started with or did it get “edited?”

Discuss:

- the difference in “hearing” and “listening”
- particular listening skills (eye contact, sitting still, acknowledging speaker, etc.)
- barriers to good listening: (noise; language differences or accents; worry, fear, or anger; lack of attention span)
- possible negative results from not listening carefully in school, with friends, at home, in business
- why being a “careful listener” is a life skill.



## **Lincoln's Entourage to the White House: A Student Research Activity**

**Grade Levels: 7-12**

### **Illinois Learning Standards:**

1.A.3a; 1.A.3b; 1.A.3d; 1.B.4a; 1.B.4b; 1.B.4c; 1.B.5c; 1.B.5d; 1.C.3a; 1.C.3d; 1.C.4b;  
1.C.5a; 1.C.5b;  
3.A.3; 3.A.5; 3.C.5a;  
5.A.3a; 5.A.4a; 5.A.5a; 5.B.3a; 5.B.4a; 5.B.4b; 5.B.5a;  
14.E.3; 14.D.4;  
16.A.3a; 16.A.3a; 16.A.3c; 16.B.5a;  
18.B.3a; 18.B.4

### **Objectives:**

- Research historic figures via historical sources and collect particular data
- Determine the role of select people in a particular setting
- Support discussion points with use of personal research information, interpretation, and inferences
- Understand how political position can be influenced and affected by outside interests

### **Materials Needed:**

Computers with Internet access  
Access to library for research

### **Background:**

Abraham Lincoln did not travel alone on the train that took him from Springfield to Washington, D.C. in 1861. He took with him a select group of men representing different political parties and various walks of life – a banker, two governors, a railroad superintendent, lawyers, and others, including family. What follows is a partial list of people who accompanied Mr. Lincoln.

- Mary, Robert, Willie, and Tadd Lincoln (Mary, Willie, and Tadd were on a separate train.)
- Robert's school friend George Latham
- Lincoln's young secretaries John Nicolay and John Hay
- His brother-in-law, Dr. William S. Wallace
- William S. Wood – New York lawyer and organizer of the trip
- Political supporters Norman Judd, David Davis, Orville Browning, Ozias Hatch, and Jesse Dubois
- William H. Johnson, an African-American friend who performed odd jobs for the Lincolns in Springfield and served as a valet on the train trip
- Elmer Ellsworth, a militiaman and law student Lincoln had befriended
- Ward Hill Lamon, a former law associate now serving as Lincoln's bodyguard
- Newton Bateman, Educator
- Longtime friend William Butler
- Railroad superintendent F.W. Bowen, who personally oversaw the journey while it proceeded along his Great Western tracks. "This train will be entitled to the road, and all other trains must be kept out of the way. Carefulness is particularly enjoined."
- Robert Irwin, Banker
- Governor Richard Yates of Illinois who had called out state militia to guard trestle bridges along the route
- Governor Oliver P. Morton of Indiana
- Security

Who were these people and why were they chosen to accompany the president? This would be a very long journey; many of these men were businessmen; what would make them want to make this trip? Was it the prestige? Were they seeking positions in Lincoln's administration? Were they hoping to influence Lincoln regarding policy? Where were Mary Lincoln, Willie and Tad? Did they join the entourage at any point? How might Mary's arrival affect the "Men Only" environment on the train?

**Activity Procedure:**

Students should review the list of Lincoln's entourage and research each name to determine the following:

- Who was this person?
- What did he do?
- What was his relationship to Lincoln and why was he included on the historic train ride? Did he have a particular personal agenda?
- What was the itinerary on the train? Was it primarily a social event?
- Did each "guest" get an audience with the newly elected president?
- Which of these men went on to an appointed role in Lincoln's administration?

Each student should prepare his research results and refer to them when discussing the following:

- Individuals included in the entourage and each one's particular role in Lincoln's departure to Washington.

- Any apparent hierarchy given to certain members of the entourage.
- Advantages Lincoln might have had by spending time with these select people prior to arriving at the White House.
- Particular issues of the time that might have been addressed.
- How Lincoln's farewell/departure process compares/differs from that of modern day presidents.

**Additional Resources:**

Information regarding some of the people who accompanied Abraham Lincoln on his inaugural journey may be accessed through the following links:

National First Ladies Library

<http://www.firstladies.org/default.aspx>

Mr. Lincoln's White House

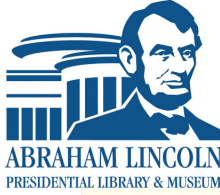
<http://www.mrlincolnwhitehouse.org/index.asp>

Mr. Lincoln & Friends

<http://www.mrlincolnandfriends.org/index.asp>

Abraham Lincoln's Classroom

<http://www.abrahamlincolnclassroom.org/>



**Miles to Go...**  
**Grade Levels: 6-8**

**Illinois Learning Standards:**

1.A.2a; 1.A.2b; 1.A.3a; 1.A.3b; 1.B.2a; 1.B.2b; 1.B.3a; 1.B.3c;  
 1.C.2a; 1.C.2b; 1.C.2c; 1.C.2d; 1.C.2f; 1.C.3a; 1.C.3b; 1.C.3c; 1.C.3d; 1.C.3f; 4.B.2b;  
 4.B.3.b; 5.A.2a; 5.A.3a; 5.B.2b; 5.B.3b; 5.C.2b; 5.C.3c; 16.A.2a; 16.A.2b;  
 16.A.3b; 17.A.2b; 17.A.3b

**Objectives:**

- Develop map reading skills
- Recognize reduced representation of the real world (map symbols)
- Identify specific locations
- Understand concept of proportionate scale

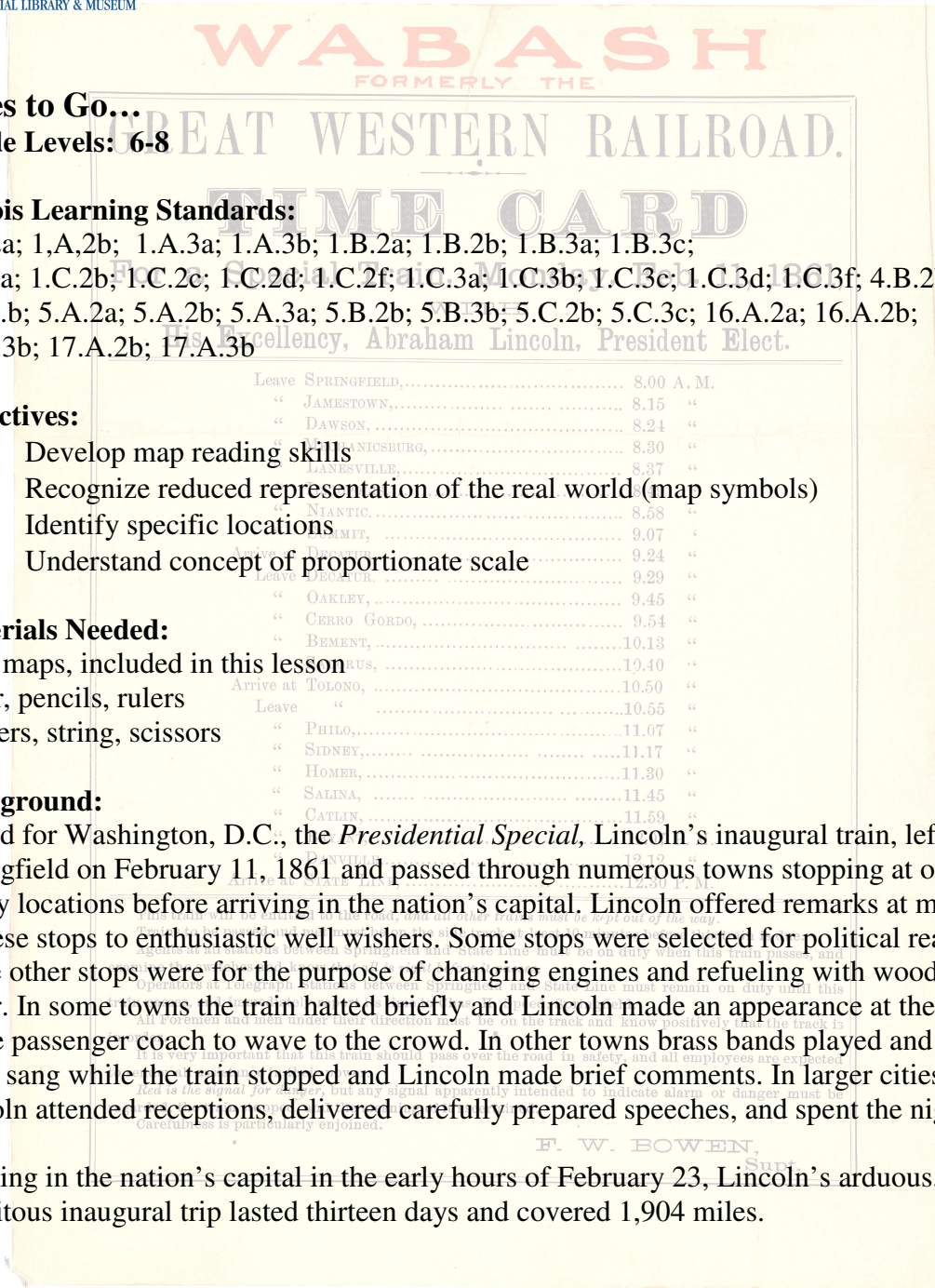
**Materials Needed:**

State maps, included in this lesson  
 Paper, pencils, rulers  
 Stickers, string, scissors

**Background:**

Bound for Washington, D.C., the *Presidential Special*, Lincoln's inaugural train, left Springfield on February 11, 1861 and passed through numerous towns stopping at over eighty locations before arriving in the nation's capital. Lincoln offered remarks at many of these stops to enthusiastic well wishers. Some stops were selected for political reasons while other stops were for the purpose of changing engines and refueling with wood and water. In some towns the train halted briefly and Lincoln made an appearance at the rear of the passenger coach to wave to the crowd. In other towns brass bands played and glee clubs sang while the train stopped and Lincoln made brief comments. In larger cities Lincoln attended receptions, delivered carefully prepared speeches, and spent the night.

Arriving in the nation's capital in the early hours of February 23, Lincoln's arduous, circuitous inaugural trip lasted thirteen days and covered 1,904 miles.



## Activity Procedure:

### Part I

- In order to comprehend the railroad trip Lincoln took to the White House, students will create a mini-map depicting the route Lincoln took from Springfield, Illinois to Washington, D.C., using the timeline obtained from *The Lincoln Inaugural Train: the 1861 Journey to Washington*, by Scott D. Trostel.
- Print out the maps of Illinois, Indiana, Ohio, Pennsylvania, New York, New Jersey, and Maryland, provided in this lesson. Working in small groups, teacher and students will geographically assemble the maps and display them in the classroom.
- Beginning in Springfield, Illinois, trace the route Lincoln took to get to the White House using the time frame recorded below.
- Teacher will mark each city with a sticker and then connect each city with a string or yarn to delineate the route Lincoln took.
- As a class, review the time frame and discuss what Lincoln did in each city.

### Time Frame of Lincoln's Inaugural Journey

**February 11, 1861** Springfield, Illinois to Indianapolis, Indiana, via Lafayette. Last time Abraham Lincoln saw Springfield. First assassination attempt prevented.

**February 12, 1861** Indianapolis to Cincinnati, Ohio. Lincoln celebrates his fifty-second birthday. Over 100,000 people present in Cincinnati. Lincoln learns of an assassination plot planned in the Baltimore, Maryland area.

**February 13, 1861** Cincinnati, to Columbus, via Xenia, Ohio. Dayton route avoided because of radical Copperhead faction. Second assassination attempt prevented.

**February 14, 1861** Columbus to Allegheny City/Pittsburgh, Pennsylvania, via Mingo Junction and Yellow Creek, Ohio. Passed through five tunnels and delayed nearly four hours by blocked tracks near Freedom, Pennsylvania.

**February 15, 1861** Allegheny City/Pittsburgh to Cleveland, Ohio, via Yellow Creek. Bad weather. Cannon breaks glass in restaurant where presidential party was dining.

**February 16, 1861** Cleveland to Buffalo, New York, via Erie, Pennsylvania.

**February 17, 1861** Day of Rest and worship at Buffalo.

**February 18, 1861** Buffalo to Albany, New York, via Rochester. Snow storm along route.

**February 19, 1861** Speeches at Albany.

**February 20, 1861** Albany to New York City, via Troy and East Albany along the east side of the Hudson River.

**February 21, 1861** Sailed across the Hudson River in a ferry boat. New York City to Philadelphia, Pennsylvania via Jersey City, Newark and Trenton, New Jersey. Speaks at New Jersey Statehouse and arrives in Philadelphia late afternoon.

**February 22, 1861** Philadelphia to Harrisburg, Pennsylvania, via Paoli. Speaks at Independence Hall early in the morning then raises U.S. flag. Inaugural Train departs for Harrisburg at 9:00 a.m. Lincoln speaks to Pennsylvania Legislature. Lincoln leaves Harrisburg for Philadelphia on another train, via Wilmington, Delaware and Baltimore, Maryland to avoid assassination plot.

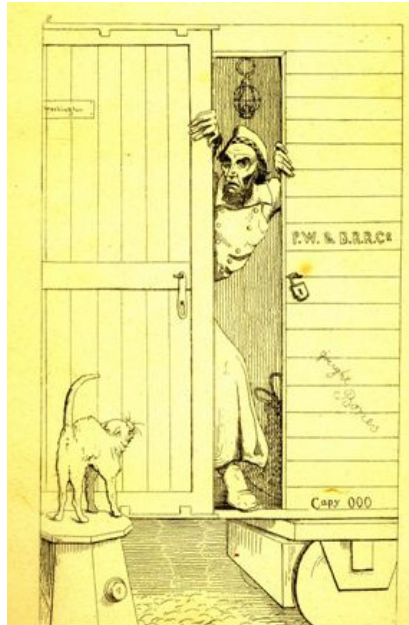
**February 23, 1861** Arrives in Washington, D.C. under Pinkerton guard. Without Lincoln onboard, the inaugural train completes the final leg of the journey from Harrisburg, Pennsylvania to Washington, D.C., via York, Pennsylvania and Baltimore. Third assassination attempt prevented.

## **Part II**

- Students should research the events of February 22, 1861, when Abraham Lincoln, wearing a disguise, left the inaugural train and was secreted to a different train.
- Discuss what happened to cause the abrupt switch. What was the assassination plot? How was the plot uncovered? How did Lincoln actually get to Washington, D.C.? What happened to the other people traveling with him on the inaugural train? Was anyone caught and prosecuted for the conspiracy?



**The Flight of Abraham**  
*Harper's Weekly*  
**March 9, 1861**  
Creator, John McLenan



**The Passage through Baltimore**  
private engraving  
**March 1861**  
by Adalbert Volck

**Additional Resources:**

Information about Abraham Lincoln's inaugural journey may be accessed at:  
"Lincoln on the Rails: Tracing the Journey from Springfield to Washington"

[http://www.nytimes.com/interactive/2011/02/10/opinion/20110211\\_Lincoln\\_Train.html](http://www.nytimes.com/interactive/2011/02/10/opinion/20110211_Lincoln_Train.html)

Harper's Magazine, Vol. 37, 1868.

[http://books.google.com/books?id=If0vAAAAMAAJ&pg=PA123&dq=The+Baltimore+Plot+To+Assassinate+Abraham+Lincoln&as\\_brr=1&cd=1#v=onepage&](http://books.google.com/books?id=If0vAAAAMAAJ&pg=PA123&dq=The+Baltimore+Plot+To+Assassinate+Abraham+Lincoln&as_brr=1&cd=1#v=onepage&)

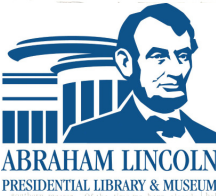


**Extension:**

In order for students to calculate the distance of 1904 miles on a map, teachers should engage them in the following activity:

- Working in small groups, students will plan a 1904 mile (plus or minus 10 miles) trip within the confines of their state, beginning and ending in their hometown.
- Students will locate their hometown on a current state map and plot their route, going in any direction, noting their direction of travel and showing mileage traveled between stops. The roundtrip mileage must come as close to 1904 miles as possible.
- Students must include “stops” in at least ten of the following locations/attractions along their trip:
  - historic site
  - museum
  - university
  - state capital
  - state park
  - airport
  - lake, pond or river
  - recreational area
  - landform unique to the state
  - woodland area or National forest
  - built-up area
  - campground
  - cemetery
  - railroad yard
  - hospital
  - at least one rest stop
- In addition the journey must encompass travel over the following:
  - 300 miles or more on a state route
  - 300 miles or more on an interstate highway
  - 50 miles on a county highway
  - 10 miles on a scenic byway (if available)
- Students will record the trip mileage on a Trip Log
- Each group will make an oral presentation of their trip while the class follows along with individual maps.





ABRAHAM LINCOLN PRESIDENTIAL LIBRARY & MUSEUM

Abraham Lincoln Presidential Library and Museum President Lincoln.org

SPRINGFIELD, FRIDAY EVENING, APRIL 14, 1865.

Exploring 19th Century Newspaper Editorials

Illinois Learning Standards:

1.B.45; 1.B.4c; 1.B.5d1; 1.C.4b; 1.C.4d; 1.C.4e; 1.C.5b; 1.C.5c; 1.C.5d; 1.C.5e; 14.D.5; 16.A.4b; 16.B.4

Objectives:

- Conduct research using on-line newspaper editorials
Evaluate newspaper editorials as primary source material
Differentiate partisan nature of editorial perspectives
Analyze similarities and differences of 19th century newspaper editorials

Materials Needed:

Computer with internet access
Newspaper Editorial worksheet included in this lesson
Pencils, pens

Background:

America in the 1860s was a nation of newspaper readers. It was also a nation divided by regionalism, economics and slavery. In 1860 the estimated annual newspaper circulation amounted to 927 million individual copies. Most newspapers, whether they were moderate, conservative, Democrat, Republican, Radical Republican, business or commercial journals, white or black abolitionist newspapers, or Know-Nothing papers, reported from a partisan perspective, combining subjective editorial opinions with hard news. Their slanted editorial content helped fan the uneasy political climate growing in the United States. Abraham Lincoln, as President-elect, knew that any words he spoke were subject to being twisted and distorted by the partisan press and could add to sectional tensions. Therefore, he either carefully addressed the people he spoke to along his inaugural journey to Washington, D.C., or he prudently remained silent about the impending secession crisis.

One example of partisan reporting appeared in the two local Springfield, Illinois newspapers, the Illinois State Register and the Daily Illinois State Journal, both reporting on Lincoln's farewell to Springfield on February 11, 1861. According to the Register, the official Democratic newspaper in Illinois:

BY TELEGRAPH. THE LATEST BY TELEGRAPH. LAST NIGHT'S DISPATCHES. IMPORTANT ORDER FROM THE WAR DEPARTMENT. Drafting and Recruiting to be Stopped

TO VISIT JOHN. SHERMAN MOVING TOWARD Reduction in Army and Navy Expenses. LATER FROM EUROPE.

Satisfaction Demanded of the Portuguese Government for Firing into the Niagara. New York, April 14.—The Daily Express says that the Portuguese government has been notified that the firing into the Niagara River is considered an act of aggression.

Washington, April 14.—The Daily Express says that the President has ordered that the draft of men for the army be stopped until the government has decided upon a course of action. The President also ordered that the recruitment of men for the navy be stopped until the government has decided upon a course of action.

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ROSS, THOMPSON & CO. CAPITAL, PENNSION & INSURANCE AGENCY. OFFICE ON WEST SIDE OF THE STREET. Springfield, Illinois.

WILLIAM J. CONKLING, Law, Pension and Bounty Land Office. SPRINGFIELD, ILLINOIS.

HAVING FOR MANY YEARS PAST BEEN established in the city of Springfield, Illinois, I have the honor to announce that I have now opened a new branch office in the city of Springfield, Illinois, for the purpose of receiving applications for pensions and bounties.

WILLIAM J. CONKLING, Law, Pension and Bounty Land Office. SPRINGFIELD, ILLINOIS.

NOTICE. THE BOARD OF SUPERINTENDENTS OF THE COMMON SCHOOLS OF THE CITY OF SPRINGFIELD, ILLINOIS, has the honor to announce that the annual meeting of the board will be held on the 15th day of April, 1865, at 10 o'clock, A.M., in the City Hall.

NOTICE. THE BOARD OF SUPERINTENDENTS OF THE COMMON SCHOOLS OF THE CITY OF SPRINGFIELD, ILLINOIS, has the honor to announce that the annual meeting of the board will be held on the 15th day of April, 1865, at 10 o'clock, A.M., in the City Hall.

The president elect and suite left this city at 8 o'clock yesterday morning, by a special train, for Indianapolis. A large crowd of his personal and political admirers assembled at the depot to bid him God-speed on his journey to the seat of government. As he entered the car he was greeted with three cheers, which he acknowledged in a few appropriate remarks that were made inaudible to a large portion of the crowd by the incorrigible hissing of the locomotive. The iron horse was then let loose, and darting off with electric speed, soon became lost to sight in the distance.

The *Journal*, the Republican newspaper, which had long supported and advanced Lincoln's political ambitions, devoted two columns to Lincoln's farewell to Springfield:

Long before the hour appointed for the departure of the special train provided for Mr. Lincoln and suit, hundreds of his friends and fellow-citizens, without distinction of party, had assembled at the station of the Great Western Railway to tender him their respects, grasp once more that honest hand, and bid him God speed on his eventful journey. A subdued and respectful demeanor characterized the vast assemblage. All seemed to feel that they were about to witness an event which, in its relations to the future, was of no ordinary interest.

At precisely five minutes before eight o'clock, Mr. Lincoln, preceded by Mr. Wood, of New York, slowly made his way from his room in the station, through the expectant masses which respectfully parted right and left at his approach to the car provided for his use. At each step of his progress towards the car, friendly hands were extended for a last greeting. On reaching the platform of the car, Mr. Lincoln turned toward the people, removed his hat, paused for several seconds, till he could control his emotions, and then slowly, impressively, and with profound emotion, uttered the following words:

"Friends, no one who has never been placed in a like position, can understand my feelings at this hour, nor the oppressive sadness I feel at this parting. For more than a quarter of a century I have lived among you, and during all that time I have received nothing but kindness at your hands. Here I have lived from my youth until now I am an old man. Here the most sacred ties of earth were assumed; here all my children were born; and here one of them lies buried. To you dear friends, I owe all that I have, all that I am. All the strange, chequered past seems to crowd now upon my mind. To-day I leave you; I go to assume a task more difficult than that which devolved upon General Washington. Unless the great God who assisted him, shall be with and aid me, I must fail. But if the same omniscient mind, and the same Almighty arm that directed and protected him, shall guide and support me, I shall not fail, I shall succeed. Let us all pray that the God of our fathers may not forsake us now. To him I commend you all—permit me to ask that with equal security and faith, you all will invoke His wisdom and guidance for me. With these few words I must leave you—for how long I know not. Friends, one and all, I must now bid you an affectionate farewell."

It was a most impressive scene. We have known Mr. Lincoln for many years; we have heard him speak upon a hundred different occasions; but we never saw him so profoundly affected, nor did he ever utter an address, which seemed to us as full of

simple and touching eloquence, so exactly adopted to the occasion, so worthy of the man and the hour. Although it was raining fast when he began to speak, every hat was lifted, and every head bent forward to catch the last words of the departing chief—When he said, with the earnestness of a sudden inspiration of feeling, that *with God’s help he should not fail*, there was an uncontrollable burst of applause.

At precisely eight o’clock, city time, the train moved off, bearing our honored townsman, our noble chief, Abraham Lincoln to the scenes of this future labors, and, as we firmly believe, of this glorious triumph. God bless honest Abraham Lincoln!

### **Activity Procedure:**

#### **Part I**

Students will compare and contrast the articles from the *Illinois State Register* and the *Daily Illinois State Journal* found in the lesson plan. Without being prompted by the teacher, students read the *Illinois State Register* article first and determine if the article is written from a Republican or Democrat point of view. Then students read the *Daily Illinois State Journal*. Does their evaluation of the *Illinois State Register* article stay the same?

Discuss differences in the articles such as length; detail; emotion; personal vs. impersonal; emphasis on speech content.

#### **Part II**

Students will read and evaluate the suggested editorials published in early 19th century newspapers accessed through the following link:

<http://www.historians.org/projects/SecessionEditorials/index.htm>

1. *Columbus Daily Ohio State Journal*, January 5, 1861, “Forbearance Has Ceased to Be a Virtue” (Ohio)
  2. *New York Daily News*, January 9, 1861, “No Compromise” (New York)
  3. *Cannelton Reporter*, January 31, 1861, “Indiana Wants Peace” (Indiana)
  4. *Cincinnati Daily Enquirer*, February 10, 1861, “Letter to Hon., Abraham Lincoln” (Ohio)
  5. *Philadelphia Morning Pennsylvanian*, February 18, 1861, “Two Inaugurations—Two Republics—Two Presidents” (Pennsylvania)
  6. *New Orleans Daily Crescent*, February 21, 1861, “The Northern President” (Louisiana)
  7. *Quincy Daily Whig and Republican*, March 7, 1861, “The Treason and the Traitors” (Illinois)
  8. *Salem Washington Democrat*, April 18, 1861, “War Began” (Indiana)
  9. *Kenosha Democrat*, April 19, 1861, “War” (Wisconsin)
  10. *Providence Daily Journal*, April 26, 1861, “Young Men!” (Rhode Island)
- Teacher will select particular newspaper editorials for students to read.

- Working in small groups, students will read an editorial and determine the perspective of the newspaper by completing the Newspaper Editorial worksheet included in this lesson. Discuss advantages in reading different newspapers.

## **Newspaper Editorial Worksheet**

**What is the name, date, and place of publication of the newspaper?**

**What is the title and topic of this editorial or column?**

**What is the partisan perspective of this newspaper? Does this editorial support Abraham Lincoln and the Union, the secession movement and the Confederacy, or compromise?**

**What, if any, details are used to support this stand?**

**Are persuasive arguments used? How are they successful?**

**Identify the objective/factual information.**

**Identify the subjective/personal opinion. Does the editorial contain inaccuracies, biases, sensational or unbalanced opinions?**

**Describe the point of view, tone, and language of the editorial. Is it rational and balanced or emotional and reactive? How would you categorize the language? Emotional, bombastic, flowery, detached?**

**What was your reaction to the editorial? Any surprises?**