

# **Travel Then and Now**

## **“In the Footsteps of Lincoln”**

### **Illinois Geographic Alliance 2007 Summer Institute**

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#### **Overview**

Abraham Lincoln and the other settlers of his time adapted to the geography of Illinois. The land influenced how people lived and how they traveled. The students will do an opening activity to learn background information about Lincoln and Illinois of the 1830's. A second activity will focus on one aspect of geography—movement of people. A concluding activity will ask students to synthesize what they have learned.

#### **Grade Level- 5-8**

#### **Time Needed- 5 to 7 days**

#### **Illinois Learning Standards**

- Social Science
  - 17.A.2b Use maps and other geographic representations to gather information about people, places, and environments.
  - 17.C.2b Describe the relationship among location of resources, population distribution, and economic activities (e.g. transportation, trade, communications).
- Language Arts
  - 1.B.2b Identify structure (e.g. description, compare/contrast, cause/effect, sequence) of nonfiction texts to improve comprehension
  - 3.C.3a Compose narrative writing for a specified audience.

#### **Objectives**

- Students will be able to:
  - Explain the events in the life of Abraham Lincoln while he was a resident of New Salem.

- Compare/contrast the types of transportation in the 1830's to the present.
- Compare/contrast early maps of Illinois to a current map.
- Write a series of journal entries about a journey taken in 1830's Illinois. Reflect on how the same journey taken today would be different.

### Teaching Materials

- Selected readings for students:
  - *Abraham Lincoln, From Pioneer to President*; by E.B. Phillips; Sterling Publishing Co.; 2007  
(Chapters 2&3, page 12-27)
  - *Abraham Lincoln, the Boy the Man*; by Lloyd Ostendorf; Wagner Office Systems; 1962  
(pages 53-71)
  - *In Their Own Words, Abraham Lincoln*; by George Sullivan; Scholastic Inc.; 2000  
(Chapter 3, pages 22-30)
  - *Lincoln, A Photobiography*; by Russell Freedman; Scholastic Inc; 1987  
(Pages 17-25)
- Student worksheets/ teacher resources (in attachments):
  - Activity #1
    - Story in a Bag- suggested New Salem “artifacts” (photo)
    - Story in a Bag- teacher script
    - Student Questions- “Abraham Lincoln in New Salem”
    - Teacher Key- “Abraham Lincoln in New Salem”
    - Teacher Resource- “Compiled List of Facts” from Lincoln biographies
  - Activity #2
    - Student Chart- “Transportation in the 1830's and Now”
    - Teacher Key- “Transportation in the 1830's and Now”
    - Teacher Resource- “Rivers, Roads, and Settlers...”  
for background information
  - Activity #3
    - Student Instructions- “Journal Writing” assignment
- Visual Materials:
  - “New Salem” (photos)
  - “Illinois Prairie” (photos)
  - Map 1- Routes of Early Pioneers into Illinois
  - Map 2- Wagon Trails in Illinois 1819-20

- Map 3- Illinois Highways in 1832  
(See attachments for first 5 above)
- Student Atlases
- Current Illinois road map
- Timeline of Lincoln's New Salem years (class product)

### **Advanced Preparation**

1. Create the "Story in a Bag" with "artifacts" from Lincoln's New Salem.  
(The "money" was made by spray painting heavy cardboard cut-outs with metallic paint. The barrel was made by gluing paper stripes over a small jar.)
2. Gather 6 or 7 copies of each selected Lincoln biography, enough for one per student.
3. Duplicate student materials:
  - Student Questions- "Abraham Lincoln in New Salem"
  - Student Chart- "Transportation in the 1830's and Now"
  - Maps 1-3 of early Illinois
  - Student Instructions- "Journal Writing" assignment
4. Collect visuals:
  - Photos of New Salem
  - Photos of Illinois prairie
  - A few current Illinois road maps and student atlases
5. Prepare a timeline on the wall (1830-1838).
6. Read background information for teacher:
  - Activity #1- "Compiled List of Facts" from the selected Lincoln biographies.
  - Activity #2- "Rivers, Roads, and Settlers: Migration and Settlement in the Prairie State" by Nicole Etcheson; 2002  
(See attachments for Teacher Resources)

### **Procedures for Activity #1- Learning about Lincoln**

1. Use the "Story in a Bag" to introduce students to Lincoln's New Salem. (See attachments for Teacher Resource: Activity #1 "Story in a Bag" for an explanation of all items.)
2. Further help students visualize New Salem and its surroundings:
  - Display photos of the restored village
  - Display photos of Illinois prairie.
3. Assign each student to read the selected pages of one of the suggested Lincoln biographies.

4. The following day have students talk about the assigned readings in groups. Distribute the “Abraham Lincoln in New Salem” questions. The role of recorder will be rotated with each question until all questions have been done by the group.
5. Create a class timeline of Lincoln’s New Salem years during a whole-class discussion. (See attachment in Teacher Resources: Activity #1- Teacher Key and “Compiled List of Facts” for background.) Give each student ¼ sheet of white construction paper. As the events of Lincoln’s life are discussed, randomly select students in turn to record each fact. These will later be placed in a timeline next to the correct year.

### **Assessing Activity #1**

- Answers to groups questions
- Class timeline

### **Procedures for Activity #2-Comparing Travel in the 1820/1830’s to the Present**

1. Distribute the 3 maps of early Illinois highways. Discussion should center around the following questions:
  - a.) What defines the borders of Illinois?  
(The Mississippi, Ohio, and Wabash Rivers and Lake Michigan are natural boundaries. Broken lines represent boundaries drawn by the U.S. government.)
  - b.) How did the first white settlers come to Illinois?  
(Many settlers came on flatboats via the Ohio, Illinois, and Mississippi Rivers. Many others walked and rode into Southern Illinois.)
  - c.) Where do you think the first settlers into Illinois primarily lived? Why?  
(The population was mainly in southern Illinois. The waterways brought the first settlers.)
  - d.) What change do you see between 1819-20 and 1832?  
(The road system is moving northward.)
  - e.) The 1832 map shows the “highways” in that year. What do you think these highways were like?  
(They were dirt roads that were impassable several months of each year.)
2. Ask the students to make a legend for the 1832 map. They should use an atlas where necessary.
  - a.) Outline the rivers shown on the map in blue and label them.

- b.) Outline the highways in green.
  - c.) Color the dots for the cities red. Label Springfield, Vandalia, St Louis, Chicago, and at least 5 other towns. (Teacher can specify towns.)
  - d.) Label Lake Michigan
  - e.) The map legend should show symbols for the rivers, roads, cities and man-made borders.
3. Give groups of students a current Illinois road map. They will compare this map to their 1832 Illinois map. Ask how the two maps are different.  
(The population is denser in northern Illinois today. People have made many more changes to the environment.)
4. Distribute copies of “Transportation in the 1830’s and Now” chart. Students may want to refer to their novels or the timeline created by the class to help complete the chart. When done, ask the following discussion question:  
What difficulties do you think the settlers had with each type of transportation available to them compared to its modern day counterpart?
- Horse- The rate of travel was about 4 miles/hour. The animal needed to be shod and fed.
  - Wagon- On a good day a family might go 16-20 miles. Wagon wheels could break or bog down in muddy roads. Rivers had to be forded or ferried across.
  - Ferry- Settlers had to pay to use a ferry. At New Salem the ferryman charged \$.03 for each head of cattle and \$.50 for a team and wagon.
  - Flatboats- A flatboat went with the current. On a return trip upriver, they used poles to push it and ropes to tow it. There was danger in river obstacles and currents.
  - Steamboat- They were invented about the time that Illinois became a state in 1818. Steamboats shortened the return trip up river, but they were more expensive to use. There was a danger of overheated boilers and fires from sparks.
  - Stagecoach—New Salem was a stagecoach stop.

NOTE: In 1836, the 96 mile Illinois & Michigan Canal was begun. When finished in 1848, it connected Chicago to LaSalle, and thus the Great Lakes to the Mississippi. Railroads were crossing Illinois in the 1850's.

### **Assessing Activity #2**

The completed 1832 Illinois map:

- Rivers and cities should be correctly identified and spelled.
- The map key should reflect Illinois rivers, roads, cities, and man-made borders.

### **Procedures for Activity #3- Synthesizing**

1. Ask students the following question: If you lived in 1832, what factors would influence how far you traveled and how often you traveled?
2. Tell students that they will plan a journey from one place in Illinois to another. Distribute the Students Instructions for "Journal Writing."
3. Student may use these materials as references:
  - Their 1832 Illinois map
  - The class-created timeline of "Lincoln in New Salem" facts
  - The display of New Salem "artifacts" and photos
  - Lincoln biographies

### **Assessing Activity #3**

Student journals must include the following:

- 5 to 10 facts about Lincoln
- 5 to 10 facts about life in the 1830's
- First person narrative style
- An illustrated cover

### **Extending the Activity**

1. Hang journals beneath the timeline for others to read or students may share their journals aloud with the class.
2. Ask the class to reflect. What would be different about planning the same trip today?

### **Alternative Activity Ideas**

1. Each student could illustrate one event in Lincoln's life on a 6X6" square of paper. These could be assembled into a class quilt.

2. Retell an event from Lincoln's life from a different viewpoint. For example, write about Abe's wrestling match with Jack Armstrong from Jack's point of view.
3. Write a paragraph or two on a related topic: Chief Black Hawk, the Whig Party, the invention of the steamboat, the Conestoga wagon, Vandalia, Abe's boyhood in Kentucky and Indiana, big bluestem grass, an animal native to Illinois, the Illinois & Michigan Canal, the National Road.

#### **Sources for Maps**

- Corliss, Carlton J., "Description of Bounty Lands," *Trails to Rails*, (1819), Chicago, Illinois, Illinois Central System, 1934
- Pygman, C.H. and Prater, John, *Exploring Illinois*, Follett Publishing Co., 1955
- Suttles, Dennis and Stowell, Daniel L., Editors, *From Courtroom to Classroom: The Lincoln Legal Papers Curriculum*, 2002

## Journal Writing

### PLAN

You will take a journey from one place in Illinois to another. New Salem must be the beginning or the ending point. Planning should include the following:

- Where will you begin and end your trip?
- What is the reason for your trip?
- What kind of transportation(s) will you use?
- What things will you need to take with you? (You may only use items available in 1832.)
- What path will your journey take?
- What things or people will you see along the way?
- How do you spend your time on the road?

### REFER TO

To help in the planning of your journey, you can look again at these resources:

- your 1832 IL map
- the timeline of "Lincoln in New Salem" facts
- the display of New Salem "artifacts" and photos
- any of the biographies read by the class

### CREATE

When you have gathered your facts and creative ideas, write a day by day journal of your trip.

### MUST HAVES

Your journal must include the following:

1. 5 to 10 facts about Lincoln
2. 5 to 10 facts about life in the 1830's  
For example, you might write "I went to the blacksmith's shop to have my horse shod."
3. Be a first person narrative. (Use I, me, my, us.)
4. An illustrated cover

Date due- \_\_\_\_\_

Student signature- \_\_\_\_\_



Activity #1- Teacher Resource

# Story in a Bag

New Salem



## Story in a Bag

1. Tell students that they will learn about the life of Abraham Lincoln when he first came to Illinois as a young man. He was 21 when he arrived at the village of New Salem and spent 6 years there. Pull items out of the bag and tell a story about each to make New Salem come alive.

(These facts are not in the selected readings.)

- a.) Money- New Salem had a population of 100. It was founded for commerce. There were several types of businesses. People often traded for what they needed or paid with coins which were soft enough to cut: \$1=8 bits, \$.50=4 bits, \$.25=2 bits, and the smallest was the picayune \$.12 ½ =1 bit. At that time, stagecoach travelers could get a meal and stay the night at Rutledge's tavern for #.37 ½ or 3 bits.
- b.) Barrel- Another businessman was the cooper or the barrel maker. Barrel making was important to village economy because almost all produce was shipped by barrel. A barrel cost \$.40 to \$1.
- c.) Corn- Corn and wheat were ground into flour at the gristmill. The owners had to get permission from the state legislature to dam the Sangamon River for the purpose of powering the mill.
- d.) Logs- New Salem's buildings were made with logs, except for one frame structure. As New Salem began to decline in the late 1830's, those leaving took their homes with it them. It was far easier to deconstruct and move a log home than begin making logs again.
- e.) Bell- Mentor Graham ran a subscription school and was paid in goods such as corn, firewood, chickens. The school was called a "blab" school because the students repeated their lessons aloud over and over again. People said that the sound from the school could be heard a mile away.
- f.) Switch- Mentor Graham expected learning and good behavior. A distracted student would get a tap on the head from his stick. An unruly child would get a spanking.
- g.) Buckeye- This might be carried in the pocket for good luck. People of the time also thought it would prevent arthritis.

## Activity #1- Student Questions

### Abraham Lincoln in New Salem

1. What series of events caused Abe to move to New Salem?
2. How did the settlers change the environment?
3. What did Abe like to do on his days off?
4. Abe found that he like using his mind. Who helped Abe with his “education.”
5. Abe ran for the Illinois Legislature for the first time in 1832. What caused him to lose?
6. How might Abe have gotten the nickname Honest Abe?
7. What other jobs did Abe have?
8. What types of transportation were used?

## Abraham Lincoln in New Salem

- 1. What series of events caused Abe to move to New Salem?**  
(Abe was hired by Denton Offutt to take a flatboat to New Orleans -1831. Abe saw New Salem for the first time when the flatboat caught on the dam. On returning from New Orleans, Denton hired Abe to work in his general store-1831.)
- 2. How did the settlers change the environment?**  
(They cleared forests for homes and crops. They built a dam and roads.)
- 3. What did Abe like to do on his days off?**  
(He likes foot racing and wrestling.)
- 4. Abe found that he like using his mind. Who helped Abe with his “education”?**  
(School master Mentor Graham loaned him books-1831.  
Justice of the peace B.Green urged Abe to write contracts-1831.  
Abe joined the New Salem Debating Society-1831.  
John Stuart urged Abe to study law-1832.)
- 5. Abe ran for the Illinois Legislature for the first time in 1832. What caused him to lose?**  
(Abe belonged to the Whig Party. He campaigned for more roads and waterways. The Black Hawk War interrupted Abe’s campaign, so only the folks in New Salem knew Abe.)
- 6. How might Abe have gotten the nickname Honest Abe?**  
(When the Lincoln/Berry store failed in 1832, Abe was \$1100 in debt. It took him 15 years to pay it back.)
- 7. What other jobs did Abe have?**  
(Abe became Postmaster of New Salem-1833,  
Surveyor for Sangamon Co.-1834, and State Legislator-1834.)
- 8. What types of transportation were used?**  
(People traveled by foot, horse, wagon, flatboat, ferry, steamboat, and stagecoach.)  
NOTE: The main road across the U.S. was the National Road. Due to the advent of the railroad, the National Road ended at Indianapolis in 1840. Some sections of the stretch to Vandalia, IL, were done in the 1830’s, but the road was not completed. It was macadamized (crushed gravel) in the East but not in Illinois.

## Activity #1- Teacher Resource

### “Compiled List of Facts”

#### (from the selected Lincoln biographies)

- 1830- Tom Lincoln's family moved by **wagon** to farm 10 miles W. of Decatur.  
At that time a wagon might cross a river by **ferry**.  
-Abe 21, 6'4"; helped clear land, build cabin but left home next spring.
- 1831- Abe & 2 others hired by Denton Offutt took 80' **flatboat** to New Orleans; \$10/mon.  
Flatboat caught on dam on the Sangamon R. at New Salem; Abe remembered for ingenuity in solving problem.  
-On return Offutt gave Abe a job in his general store in New Salem.  
-New Salem population was about 100 with a mill, tavern/lodge, post office, mill, several other businesses; like a present day mall; drew area farmers.  
-Abe joked and swapped stories with customers.  
-Abe roomed with different families, paying a fee or doing chores.  
-On days off Abe liked footraces and wrestling matches.  
-Wrestling match between Abe and Jack Armstrong resulted in their friendship.  
-Schoolmaster Mentor Graham loaned Abe books.  
-Justice of the Peace Bowling Green urged Abe to write contracts.  
-Abe joined the New Salem Debating Society which met weekly at Rutledge tavern.
- 1832- Denton store closed.  
-Abe ran for IL Legislature; gave speeches on boxes and stumps.  
-Black Hawk War interrupted his campaign. (Sauk & Fox had crossed Mississippi to grow crops. Militia recruited to drive them back.) Abe's unit of 70 volunteers voted him captain. They saw no action; traveled by **foot**.  
-One elderly Indian wandered into their camp; had a pass from Gen Cass showing he was friendly to whites. Abe stopped men from shooting him anyway.  
-John Stuart, a fellow militiaman, urged Abe to study law.  
-Abe lost the election.  
-Abe and Berry partnered in a general store. It failed leaving Lincoln \$1100 in debt. It took Abe 15 years to pay off the debt—Honest Abe.  
-**Steamboat Talisman** came up the Sangamon R. from Beardstown bypassing New Salem. Abe was on a crew that cleared overhanging branches and snags.  
Abe was hired as assistant pilot to take it back to Beardstown.
- 1833- As Postmaster of New Salem earned Abe \$20 a year. (Another book said \$50.)  
-When given the opportunity to be a surveyor, Abe borrowed books to learn the job; he borrowed money to buy a compass and chain.  
-Abe laid out roads and town sites in the Sangamon Co. He made rounds by **horse**, surveying and delivering mail, staying with families along the way.
- 1834- Abe ran for State Legislature again as a Whig. Abe campaign for more roads and waterways. He wanted the Sangamon R. dredged for steamboat travel to New Salem. He won the election.  
-Abe was 25. He borrowed money for a \$60 suit and took a **stagecoach** 95 miles to Vandalia. It was icy & December. He earned \$3 a day.  
-Abe roomed with John Stuart when there and continued to study law.  
(At that time, a man became a lawyer by going to college, studying with a lawyer, or by studying on own.)
- 1835- Ann Rutledge died. Historians disagree on whether she and Abe were engaged.
- 1836- Abe proposed to Mary Owen. She refused him.  
-Sept. 9<sup>th</sup> Abe got his law license and became Stuart's junior partner.
- 1837- Abe's last trip to New Salem for his things and good-byes; moved to Springfield.

### Transportation in the 1830's and Now

From your reading about Abraham Lincoln, you should be able to identify seven kinds of transportation used then. In your group identify them and then name a modern-day counterpart.

	Then	Today
Most basic type of travel		
Transportation around an obstacle		
Single person transportation		
Single family transportation		
Transportation for a few passengers		
Vehicle for hauling goods		
Mass transit		

Activity #2- Teacher Key

Transportation in the 1830's and Now- Possible Answers

From your reading about Abraham Lincoln, you should be able to identify seven kinds of transportation used then. In your group identify them and then name a modern-day counterpart.

	Then	Today
Most basic type of travel	<i>foot</i>	<i>walk for exercise jog</i>
Transportation around an obstacle	<i>ferry</i>	<i>bridge tunnel</i>
Single person transportation	<i>horse</i>	<i>bike motorcycle ATV</i>
Single family transportation	<i>wagon</i>	<i>car motor home</i>
Transportation for a few passengers	<i>stagecoach</i>	<i>taxis golf cart</i>
Vehicle for hauling goods	<i>flatboat wagon</i>	<i>barge truck train plane</i>
Mass transit	<i>steamboat (train had not yet come to IL)</i>	<i>subway train/plane bus cruise ship</i>

# Rivers, Roads, and Settlers: Migration and Settlement in the Prairie State

Nicole Etcheson

Over half-thawed ground and rivers still choked with ice, the pioneer family rode and walked from southern Indiana to the Sangamon River country of Illinois. Like other migrants, this was not their first move. Driven out of Kentucky by uncertain land titles, the Lincolns had fared better in Indiana, where they acquired a substantial farm. They hoped to do still better in Illinois. To get there, they piled the family's goods into a wagon that oxen struggled to draw over muddy roads and across unbridged, often swollen, streams. The Lincolns, like many travelers and immigrants to the Prairie State, found that bad transportation often hindered settlement.

The river system of the Ohio, Illinois, and Mississippi brought the first white settlers to the timbered regions of Illinois. The early flatboats were often called "Kentucky" boats because they

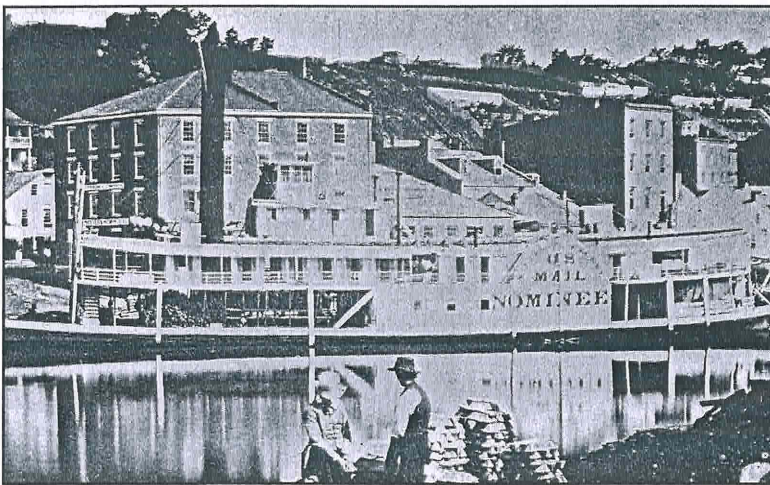
headed southward. The river traffic thus strengthened Illinois's southern orientation, connecting the trade of the Midwest to southern ports such as New Orleans. To head upriver, boatmen used poles or towed the boats with ropes. The boatmen's work was hazardous and rough because of unseen obstacles and swift currents.

Illinois became a state just as the steamboat emerged. Steamboats shortened the return time on western rivers, but were more expensive, so steamboats and flatboats co-existed for many years. Steamboats were also dangerous due to overheated boilers and fire hazards from flying sparks. Still immigrants crowded aboard.

Rivers brought the original settlers into Illinois, but roads soon became necessary to link settlements. The early roads were "blind traces," or mere tracks. Early road construction was often not much more than dirt paths, dusty in

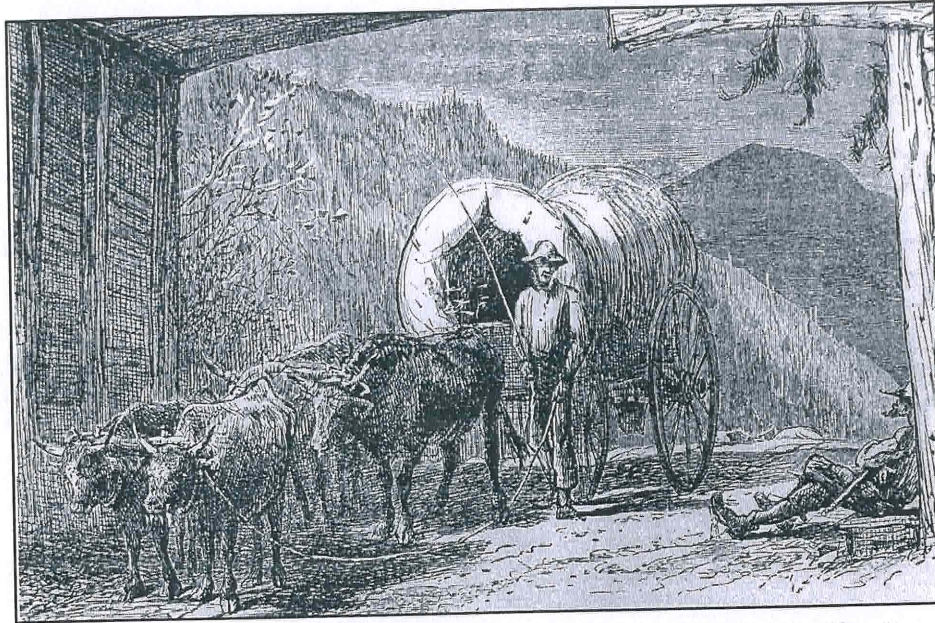
summer and muddy in rain. Sometimes logs were added to "corduroy" the road.

Much road building was haphazard. William Oliver passed a house whose occupants appeared to have dug a hole in the state road from which to get clay to daub their chimney. The casual obstruction of the roads was common, Oliver noted. Although it was unusual for a state road such as this one to be so treated, "but with the other roads of the country, every one interferes when it suits his convenience, and there is nothing uncommon in coming up to a fence which has been thrown across the road, thereby causing the traveller to make a detour in order to regain the tracks.



Steamboat Nominee docked on the Galena River in Galena, Illinois, circa 1850s.  
*Illustration courtesy of the Illinois State Historical Library.*





Over the National Road. The forerunner of the stagecoach and railway train. *William Henry Milburn, The Lance, the Cross and Canoe: The Flatboat, Rifle, and Plough in the Valley of the Mississippi (New York: N. D. Thompson Publishing Company, 1892), 625. Illustration courtesy of the Illinois State Historical Library.*

In some places, where the country is getting peopled up, the roads are flung about from one farm to another, in a manner perfectly vexatious and perplexing. This evil, which might very easily be remedied now, will soon become a source of trouble and expence."<sup>1</sup>

Such irregularities in the roads caused considerable inconvenience. An English visitor to the Illinois statehouse saw a man inquiring "about an old county road of which no record could be found in his county, but which he 'reckoned' would be posted up at the capital in the books of the State."<sup>2</sup> The concern, and confusion, about local roads was evident.

In 1849, the legislature passed a law encouraging the building of plank roads. These cheap roads were called "farmer's" or "poor man's" roads and an estimated 600 miles were built or laid out within two years. But they proved to be unsatisfactory; water collected and rotted the planks which then warped. The planks decayed and the road companies did not have adequate funds for maintenance so travelers returned to the tracks on the open prairie which were safer than the decaying wooden roads.

The National Road, the major national internal improvements project of the antebellum era, brought settlers to the midstate region. But although the National Road reached Vandalia by 1839, Congress ceased funding the internal improvements project the next year. In fact, the road was never as well built in Illinois as it had been in the west. While the road had been "macadamized" or paved with a mix of crushed rock, clay, and water, in the east, it was not in Illinois. But it did divert traffic from the river routes.

The expansion of the road network showed the northward spread of Illinois's population. The old French settlement of Kaskaskia was the road terminus of the pre-statehood period. In 1820, Alton was the northern limit of road construction. By 1830,

roads had reached Peoria with a branch to Chicago. By 1839, a network of roads linked Chicago to Galena, Rock Island, Ottawa, and Joliet while the southern network of roads had grown denser with increased population. By 1850, the road networks of northern Illinois had become as dense as those in the southern part of the state.

Settlement stimulated a drive for internal improvements which culminated in a legislative package in 1837 to construct a canal and a railroad system. Politicians and the public underestimated the cost of these works and overestimated the profits to be gained. The Panic of 1837 and the resulting depression quickly killed the ability to finance and build the proposed system. The state incurred massive debts, was unable to finish the projects, and defaulted on debt payments in 1841. Immigrants "avoided Illinois as they would pestilence and famine" as it seemed likely Illinois would either repudiate its debt or impose onerous taxes to pay it.<sup>3</sup> In addition, railroads began making canals obsolete. The trains only ran 30 mph, but they carried freight and passengers faster than boats or wagons. New modes of travel did not entirely displace the old. From the railroad train, travelers could see immigrant wagons. But the railroads doomed the expensive canal system. To restore the state's good credit, Governor Thomas Ford proposed a successful plan to complete some projects, forego repudiation, and liquidate part of the state debt.

Settlement began to turn northward where local tribes had been expelled after the Black Hawk War. Settlers came along the Erie Canal and Great Lakes rather than the Ohio River system that had settled the southern part of the state. Some migrants walked or rode wagons around the south shore of Lake Erie and Lake Michigan, leading to a land boom in Chicago in the 1830s.

Land sales indicated the northward shift in population. In 1820, 6,699 acres were sold at land offices at Shawneetown,

Kaskaskia, and Edwardsville. In 1839, of the 1,132,872 acres sold less than 100,000 were sold at Shawneetown, while 160,154 were sold at Chicago and 229,471 at Galena.

The original French settlers, concentrated at Cahokia, Kaskaskia, and Prairie du Rocher, had been slaveowners. There were still over 900 slaves and indentured servants in Illinois at the time of statehood. By 1850, Illinois had 5,436 black residents although the constitutional convention had prohibited free black immigration. Illinois had prohibitions on blacks voting, serving in the militia, and participating in court proceedings. In southern Illinois, free blacks feared kidnappers who might sell them into slavery.

The first non-French white migrants to Illinois were southerners, who moved up the Ohio River in the years after the American Revolution. They came from the interior border region of the Old South which includes Virginia, Maryland, North Carolina, Kentucky, and Tennessee. These five states provided the bulk of the early immigrants to Illinois. The census of 1850, reveals that 16.8 percent of Illinois's population had been born in the South. Although the census listed residents born in such deep South states as Georgia, Louisiana, or Florida, the Upland Southern states accounted for the vast majority of midwesterners of southern nativity: 88.8 percent in Illinois. Furthermore, 51.5 percent of Illinois residents in 1850 had been born in Illinois, Ohio, or Indiana. These midwesterners were often the children and grandchildren of southern immigrants, the earliest settlers in the region. Midwesterners followed the National Road, the river system, and the canals into the middle of the state, dispersing north and south from that base. Upland southerners populated the southern two-thirds of Illinois, penetrating considerably to the north of the National Road.

New Englanders moved westward through New York State and Ohio's Western Reserve to concentrate in northern Illinois but with considerable dispersion to the south. When the first New Englanders arrived, the two groups regarded each other with considerable suspicion. The upland southern settlers considered "a genuine Yankee was a close, miserly, dishonest, selfish getter of money, void of generosity, hospitality, or any of the kindlier feelings of human nature. . . . The northern man believed the southerner to be a long, lank, lean, lazy and ignorant animal, but little in advance of the savage state; one who was content to squat in a log-cabin with a large family of ill-fed and ill-clothed, idle, ignorant children."<sup>4</sup>

Immigration from overseas did not become important until the 1830s. Many Germans came for the cheap, rich land when opportunities to acquire land dwindled in Germany. In the 1830s and 1840s, some Germans fled failed attempts to overthrow the monarchy. Because southern Illinois was already densely settled and the good land taken, over half of the immigrants settled in Northern Illinois, almost 18 percent in Cook County. In 1860, when the foreign-born population was 324,643, Germans constituted 130,804 and the Irish 87,573 of those immigrants. Many Irish came to Illinois to work on the canals and ended up farming along the lines of abandoned canals when the works went unfinished.

In 1860, Illinois's population placed that state fourth in the Union in size, up from eleventh a decade earlier. Chicago was now

the nation's ninth largest city (up from twentieth in 1850) with 112,172 residents, most of them immigrants from Europe.

Rivers, roads, canals, and trains had brought this mix of settlers to Illinois. In the 1840s, Governor Thomas Ford lamented that migrants to Illinois, while honoring the states of their birth, lacked pride in Illinois. "Illinois could be insulted anywhere with impunity," while settlers would fiercely resent insults against their native states, whether in New England or the South.<sup>5</sup> If Ford had been able to look ahead another generation, he might have taken pride that the leading contenders for the northern vote in 1860, Stephen Douglas and Abraham Lincoln, were both immigrants to Illinois. The prominence of Illinois politicians testified to the state's growth and consequent political importance. The new transportation networks tied the state's growing population more securely to the rest of the nation. When Lincoln bid an "affectionate farewell" to his fellow townsmen in Springfield, he traveled to Washington, D.C. by railroad, the latest transportation innovation. The trip was almost two thousand miles, made in less than two weeks, including numerous stops for speeches. Four years later, this migrant to Illinois returned, again by railroad, to be buried in his adopted state. □

#### Endnotes

1. William Oliver, *Eight Months in Illinois* (Ann Arbor: University Microfilms, 1966), 104.
2. Paul M. Angle, comp. and ed., *Prairie State: Impressions of Illinois, 1673-1967, by Travelers and Other Observers* (Chicago: University of Chicago Press, 1968), 324.
3. Thomas Ford, *A History of Illinois From Its Commencement as a State in 1818 to 1847* (Urbana: University of Illinois Press, 1996), 152.
4. Ford, *History of Illinois*, 195.
5. Ford, *History of Illinois*, 158-59.

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