

THE ILLINOIS  
**FREEDOM**  
PROJECT

USING INSPIRING STORIES OF THE PAST  
TO INFORM AND EMPOWER STUDENTS TO CREATE  
A BETTER FUTURE

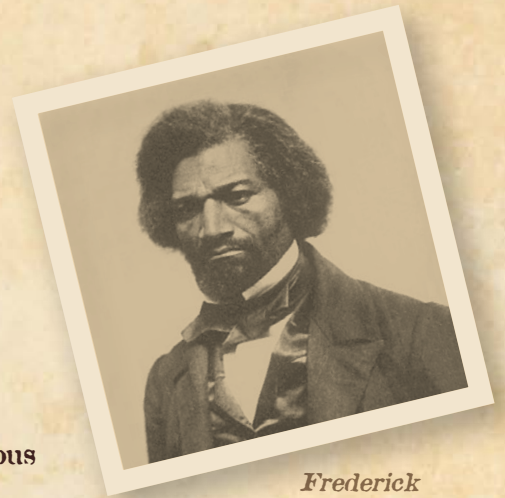
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FEATURING STORIES AND PLACES  
OF FREEDOM IN ILLINOIS



# PREFACE

In 1853, Frederick Douglass posed the question, “Is it possible that men, women, and children are to be doomed to life-long Slavery for the simple act of coming into the State of Illinois?” What did he mean? Wasn’t Illinois a “free state?”



*Frederick  
Douglass*

Slavery was well entrenched in the area that would become Illinois by the time the nation’s founders signed the Declaration of Independence in 1776. The document proclaimed liberty with these now famous words of equality that were revolutionary in tone, but not yet universal in effect. “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.” Despite this vision, limits to freedom would persist in Illinois from before its establishment as a state in 1818 through the twentieth century.

The stories of the fight for liberty in Illinois can be found in countless communities in every corner of the state. Some of the stories feature famous people acting on a public stage, such as Abraham Lincoln and John Jones. Others were less well known, like Jeremiah Boyd, “Free” Frank McWorter and Susan Richardson protecting their families or Civil War veteran Samuel Dalton fighting for freedom.

The places in Illinois that witnessed these struggles vary as much as the people who were there. Today we can walk through the halls of capitol buildings where legislators and common people alike fought for, and some against, freedom. We can sit in courtrooms where the decisions were made for and against freedom. We can view the fields and forests, small streams and mighty rivers that were desperately crossed by those seeking liberty – and crossed in pursuit by those who wished them to remain in slavery. We can visit towns that represent integration and freedom. We can visit homes of those who dreamed of liberty for all and of those who wished liberty only for themselves. And, we can visit churches where songs were sung and prayers were offered for social change.

The following pages contain a small sampling of those stories, and the places, that represent the quest for “Life, Liberty and the pursuit of Happiness” in Illinois.

What does freedom mean to you?

What does the quest for Life, “Liberty and the pursuit of Happiness” mean to you?

Might the quest for Life, “Liberty and the pursuit of Happiness” differ from then to today and how might that be similar?

*Outside of the Crenshaw House  
State Historic Site near Equality*

# INTRODUCTION

In 1864, African American abolitionist and Chicago businessman John Jones used the Declaration of Independence and achievements of African Americans to claim citizenship. Many at the time opposed him – they did not agree that he or any African American should be a citizen. But Jones continued to fight and continued to claim citizenship until it was finally recognized.



John Jones



Abraham Lincoln

*Fellow citizens, I declare unto you, view it as you may, we are American citizens; by the principles of the Declaration of Independence, we are American citizens; within the meaning of the United States Constitution, we are American citizens; by the facts of history, and the admissions of American statesmen, we are American citizens: by the hardships and trials endured; by the courage and fidelity displayed by our ancestors in defending the liberties and in achieving the independence of our land, we are American citizens.*

Like Jones, Abraham Lincoln looked to the Declaration of Independence for inspiration. From Philadelphia, Pennsylvania's Independence Hall, Lincoln reflected on America's vision of freedom and liberty.

*I have never had a feeling politically that did not spring from the sentiments embodied in the Declaration of Independence. I have often pondered over the dangers which were incurred by the men who assembled here and adopted that Declaration of Independence... It was that which gave promise that in due time the weights should be lifted from the shoulders of all men, and that all should have an equal chance. This is the sentiment embodied in that Declaration of Independence.*

But, Lincoln knew that the vision was threatened by Civil War

*Now, my friends, can this country be saved upon that basis? If it can, I will consider myself one of the happiest men in the world if I can help to save it. If it can't be saved upon that principle, it will be truly awful. But, if this country cannot be saved without giving up that principle—I was about to say I would rather be assassinated on this spot than to surrender it.*

IN CONGRESS, JULY 4, 1776.  
The unanimous Declaration of the thirteen united States of America.

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

We have these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

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Over 100 years later, on July 4, 1965, Dr. Martin Luther King, Jr., delivered a sermon from the pulpit of Ebenezer Baptist Church in Atlanta, Georgia, where he looked back nearly 200 years, and cited the dreams that our nation's founders agreed to in 1776.

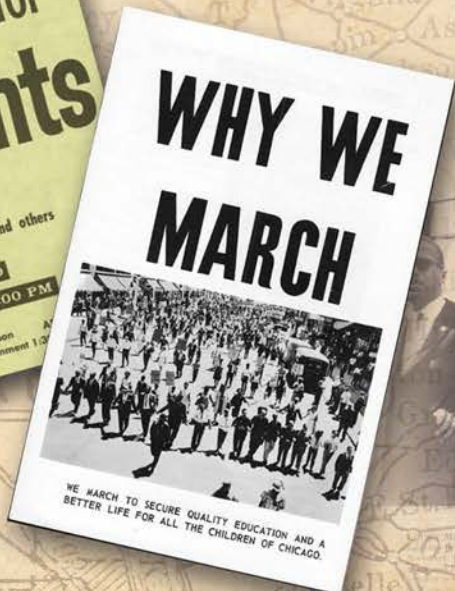
*"We hold these truths to be self-evident, that all men are created equal, that they are endowed by God, Creator, with certain inalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.' This is a dream. It's a great dream.*

But, like Lincoln, King provided a warning that the dream may be lost.

*But now more than ever before, America is challenged to realize its dream, for the shape of the world today does not permit our nation the luxury of an anemic democracy. And the price that America must pay for the continued oppression of the Negro and other minority groups is the price of its own destruction. For the hour is late. And the clock of destiny is ticking out. We must act now before it is too late.*

The stories found within The Illinois Freedom Project examine the struggle to achieve the dream of freedom in Illinois. The stories are presented through families and neighborhoods; through communities; through laws, justice and injustice; and, through average people becoming leaders and taking a stand.

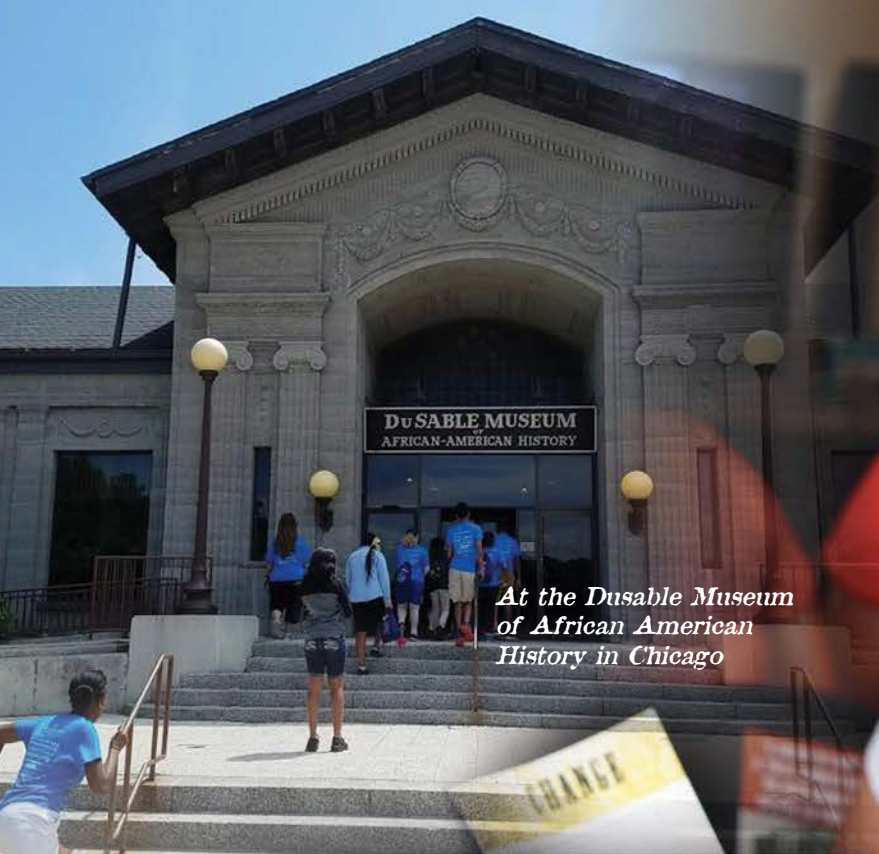
Together, as Carter G. Woodson said in 1926, "We are going back to that beautiful history and it is going to inspire us to greater achievements."



Chicagoans rallied for equal rights

At the National A. Philip Randolph Pullman Porter Museum in Chicago





*At the Dusable Museum of African American History in Chicago*



*At the Pierre Menard Home State Historic Site near Ellis Grove*



*At Cave-in-Rock State Park near Cave-in-Rock*





## THE FIGHT FOR FREEDOM

*“What, to the American slave, is your 4th of July?  
I answer; a day that reveals to him, the gross injustice  
and cruelty to which he is the constant victim.”*

Frederick Douglass, 1852

Every Fourth of July since 1778, Kaskaskia residents have rung the “Liberty Bell of the West” in celebration of America’s Declaration of Independence. The bell rang to commemorate liberty in a territory, and later a state, that enslaved African Americans. It rang over an Illinois plagued by racism, segregation and violence. While it rang, though, African American residents of Illinois fought for their freedom, never giving up on their quest for equality.

Their journey was a long one. The struggle to end slavery in Illinois, from its introduction by the French in 1719 to its official abolition with the 13th Amendment in 1865, took nearly 150 years. And the struggle wasn’t over even then. Through the tumultuous years after the Civil War, black residents of Illinois continued to face discrimination, racial violence and segregation.

But a sense of expanding possibility – that proposition that all are created equal – drove African Americans to create opportunity, stability, success and even greatness. It prompted them to form schools, establish clubs, build churches, pursue professions, organize unions, mobilize politically, prosper economically and protest effectively.

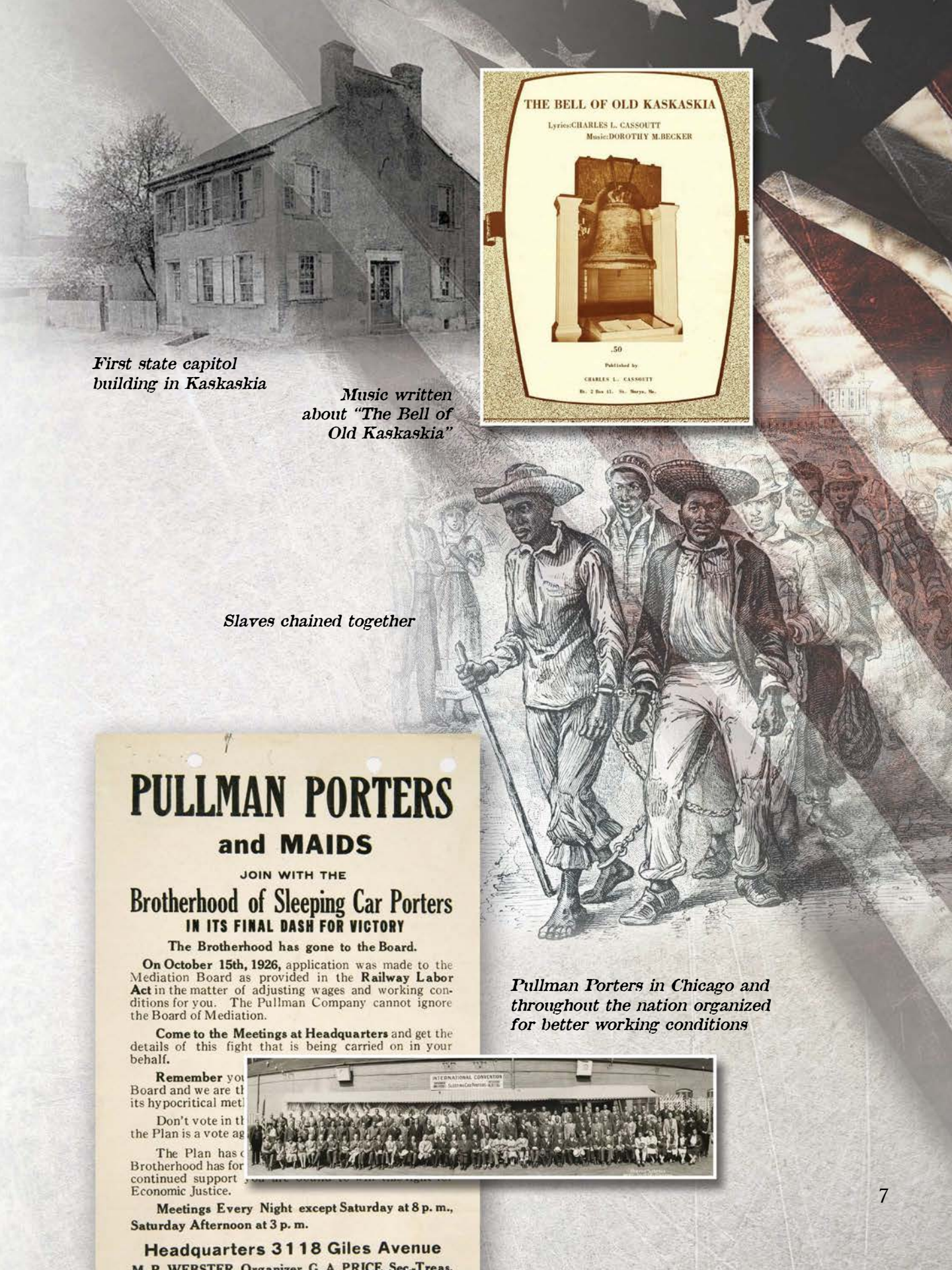
*“I have never had a feeling politically that did  
not spring from the sentiments embodied in the  
Declaration of Independence.”*

Abraham Lincoln, 1861

▶  
Watch the  
“Fight for  
Freedom”  
video.

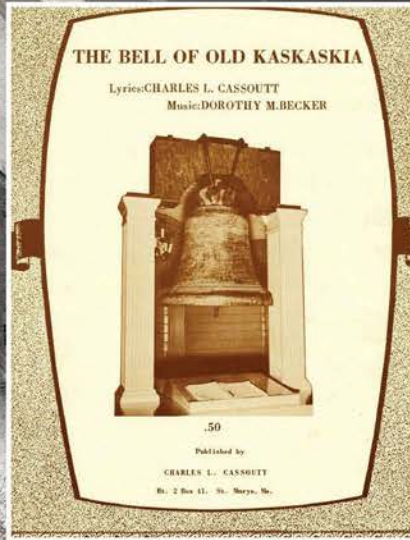




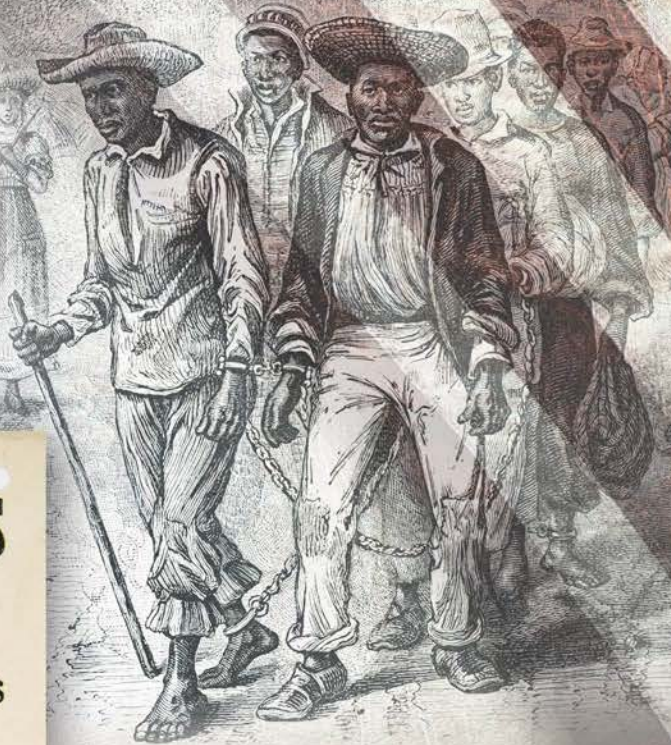


*First state capitol building in Kaskaskia*

*Music written about "The Bell of Old Kaskaskia"*



*Slaves chained together*



*Pullman Porters in Chicago and throughout the nation organized for better working conditions*

# PULLMAN PORTERS and MAIDS

JOIN WITH THE  
**Brotherhood of Sleeping Car Porters**  
IN ITS FINAL DASH FOR VICTORY

The Brotherhood has gone to the Board.

On October 15th, 1926, application was made to the Mediation Board as provided in the **Railway Labor Act** in the matter of adjusting wages and working conditions for you. The Pullman Company cannot ignore the Board of Mediation.

Come to the **Meetings at Headquarters** and get the details of this fight that is being carried on in your behalf.

Remember you Board and we are th its hypocritical met

Don't vote in th the Plan is a vote ag

The Plan has c Brotherhood has for continued support Economic Justice.



Meetings Every Night except Saturday at 8 p. m., Saturday Afternoon at 3 p. m.

Headquarters 3118 Giles Avenue  
M. P. WEBSTER, Organizer G. A. PRICE, Sec. Treas.






PARTIE OCCIDENTALE  
DE LA VIRGINIE, PENNSYLVANIE  
MARYLAND ET CAROLINE

PARTIE  
DU LAC  
MICHIGAN

**TEN DOLLARS  
Reward.**



**T**HE above Reward will be given for apprehending and delivering to me in Kaskaskia my Negro Boy NAMED  
**Toussaint,**

Who runaway or absconded a few days since. He is about 30 years old, about five feet 9 or 10 inches high, of a very black complexion, speaks the French & English languages, but the French is his mother tongue, he is of a mild and decent countenance, generally of a merry disposition and fond of singing. He had on when he went away a Mackinac Blanket Cap, the other apparel not recollected. He has a remarkable scar on one of his cheeks: He may probably make use of a Permit written in French, which I gave him on the 27th of August last, which went merely to show, that I permitted him to go to White River, in Missouri, with a certain Peter A. Lormier, to whom I had hired him for one year, but as he has not gone with him, the said Permit becomes entirely void.

**F. Menard.**  
Kaskaskia, Sep. 3d, 1824.



Pierre Menard


French map of the Mississippi River and Ohio River Valley, 1781.

1824 newspaper ad offering a reward for the capture of a slave who escaped from the Menard family in Kaskaskia

Pierre Menard Home State Historic Site near Ellis Grove

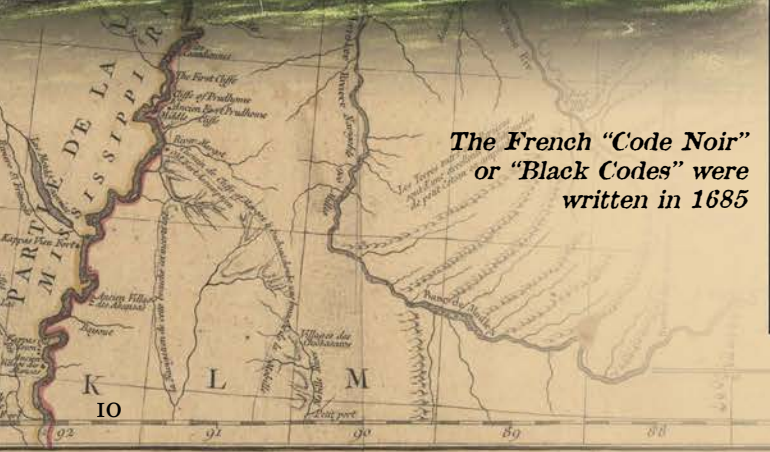


**CODE NOIR.**  
OU  
RECUEIL D'EDITS,  
DECLARATIONS ET ARRETS  
CONCERNANT  
Les Esclaves Nègres de l'Amérique,  
AVEC  
Un Recueil de Réglemens, concernant la police des Isles Françaises de l'Amérique et les Engagés.



A PARIS,  
Chez les LIBRAIRES ASSOCIEZ  
M. DCC. XLIII.

The French "Code Noir" or "Black Codes" were written in 1685



# A BAD START

*“Children born from marriages between slaves shall be slaves, and if the husband and wife have different masters, they shall belong to the masters of the female slave, not to the master of her husband.”*

Code Noir, 1685

The first black slaves in the Illinois Country were transported from New Orleans. Slaves in early Illinois were governed by the Code Noir, or Black Code, a law created by France in 1685 that defined slaves as personal property that could be bought and sold just like any other possession. By 1725, 24 percent of Illinois residents were black -- most of them, presumably, slaves. The 1752 census found slaves in Kaskaskia and Cahokia, among other places.

The French slave influence in Illinois is demonstrated by Pierre Menard, a French-Canadian who arrived in Kaskaskia in 1790. A trader and merchant, Menard was elected Illinois' first lieutenant-governor in 1818. He also was one of the largest slaveholders in the state and was listed as owning 18 slaves in 1830. Those slaves worked as farm laborers, oarsmen and domestic servants in Menard's French Creole-style home just across the Mississippi River from Kaskaskia.

One of Menard's slaves was named Marie. We do not know when he acquired Marie, but we do know that she baptized her son Michel in 1799, and church records list Menard as her owner. Marie had at least four more children: Jean Baptiste in 1803, Agathe in 1805, Clarie in 1808 and Antoine in 1810. The children all automatically became slaves of Pierre Menard. For the price he paid for one female slave (valued as highly as a male in slave-scarce Illinois), Menard gained five more servants.

The Code Noir, which restricted the rights of free African Americans as well as slaves, was expanded by the Illinois legislature in 1819, 1829 and again in 1833.

*“You mean the whites are intellectually the superiors of the blacks, and, therefore have the right to enslave them? By this rule, you are to be slave to the first man you meet, with an intellect superior to your own.”*

Abraham Lincoln, 1854

▶  
Watch the  
“A Bad Start”  
video.

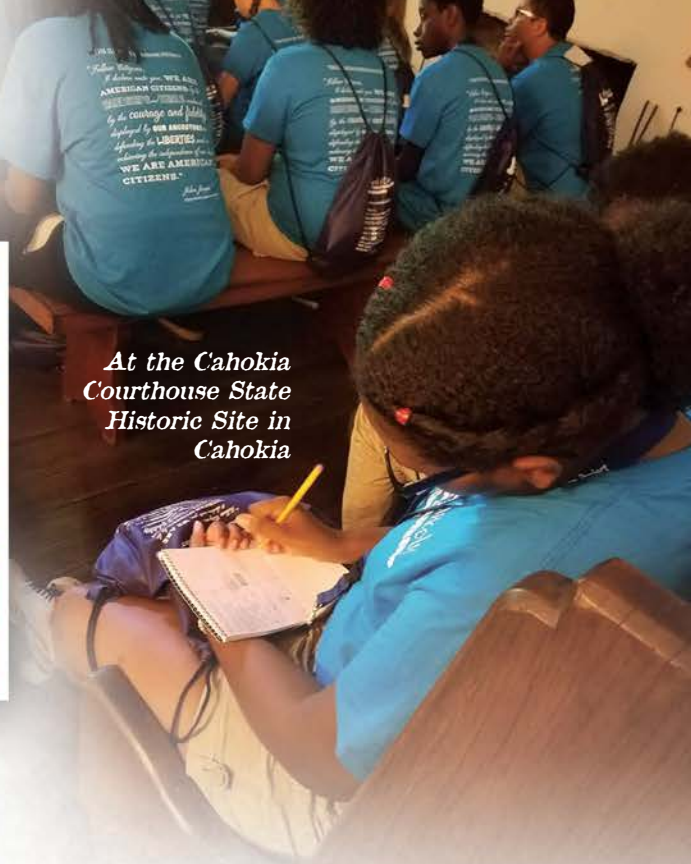




*At Fort Kaskaskia  
State Historic Site near  
Ellis Grove*



*At the Cahokia  
Courthouse State  
Historic Site in  
Cahokia*



### CONSIDER THIS...

Why do you suppose this set of laws, i.e. the “Black Code,” was in effect in Illinois when Pierre Menard built his home and used slaves to work his land?

How could there be slaves in Illinois – especially slaves owned by someone who was Lt. Governor of the State? How did this happen? Who let it happen? Why didn’t anyone stop slavery from coming into Illinois?

### CONSIDER THESE...

**Black Code:** Laws that denied African Americans civil rights.

**Domestic servants:** Those who are employed as staff responsible for the work that takes place inside a home often paid substandard wages.

**Oarsmen:** Someone who rows a boat.

**Creole:** Persons of mixed heritage and background descended from the inhabitants of colonial Louisiana during the period of both French and Spanish rule. Which included African American, Native American Indian, Spanish or French.

### YOUR TURN...

What is your reaction to what you just learned?

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# A VISION FOR SOMETHING BETTER

*“Baptiste Point DeSaible, a handsome negro, well educated, and settled at Eschikagou.”*

British commander in report about DuSable, 1779

Not all African Americans in early Illinois were slaves. A small number of African Americans were free, and some even enjoyed a level of equality and acceptance among whites. We know very little about Illinois' free black residents, but some of their stories appear in legal records held at Fort de Chartres, near Prairie du Rocher, the seat of French government in the Illinois Country.

Jean Baptiste Point DuSable was born in St. Marc, St. Domingue (now known as Haiti) around 1745. His father was French and his mother was an African slave. About 1765, he moved to New Orleans and from there journeyed up the Mississippi and Illinois rivers to modern-day Peoria, Illinois, where he built a home and farmed. There he married Catherine, the daughter of a Potawatomi chief. Years later, in 1778, he travelled all the way back to Cahokia to have the marriage formalized in the Church of the Holy Family.

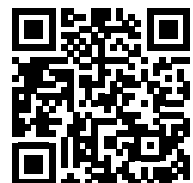
By 1779, DuSable had moved from Peoria to settle on the north bank of the Chicago River at its junction with Lake Michigan. The settlement was at a natural crossroads for both Native Americans and Europeans seeking access to the Mississippi River, which made it a perfect hub for transportation and trade. But the Revolutionary War initially foiled his plans. DuSable, who supported American interests over those of the British, was labeled a spy and arrested by British forces. He remained in their custody for nearly four years, but so impressed the British governor he was put in charge of one of their outposts, which he managed for three years. When the war ended, DuSable returned to his home to rebuild his business, and he and Catherine lived there for twenty years. The DuSables raised two children and oversaw the birth of a grandchild in the first permanent settlement at what would become the heart of downtown Chicago.

It is clear that DuSable was very successful in his enterprises. Those who knew him described DuSable as “a handsome negro,” a man well-liked and respected for his business sense and his good character.

*“I want every man to have the chance – and I believe a black man is entitled to it – in which he can better his condition—That is the true system.”*

Abraham Lincoln, 1860

▶  
Watch the  
“A Vision For  
Something  
Better” video.





*Depiction of Dusable's  
Chicago home*



*Fort de Chartres  
in Prairie Du Rocher*



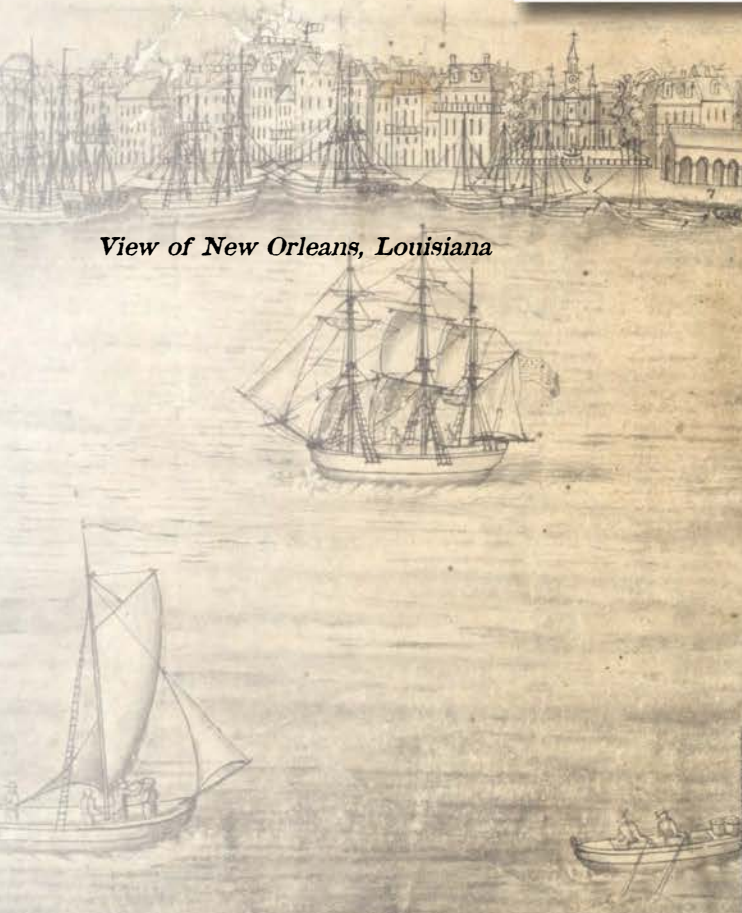
*Church of the Holy  
Family in Cahokia*



*Sculpture  
of DuSable  
in downtown  
Chicago*



*View of New Orleans, Louisiana*



**Jean-Baptiste Pointe DuSable**  
1745-1818  
Founder of Chicago

African-Caribbean, born in St. Marc, Haiti.

In the 1770's he opened the first trading post  
beside the Chicago River, establishing  
the settlement that became Chicago.

The DuSable homestead was located near this site.





*At the Church of the Holy Family in Cahokia*

**CONSIDER THIS...**

As a free Black man, DuSable traveled in 1765 to New Orleans when he was 19, but he lost his identification papers on the way, making him fear he would be enslaved upon arrival in the U.S. He managed not to be enslaved and ended up establishing a trading post in the area that would eventually become Chicago. The British controlled the area at the time, but more and more Americans began to move there. DuSable decided to leave and headed south to the area around Peoria where the French were more in control.

Why would DuSable leave such a promising place as the area that would eventually become Chicago?

What might have been the reasons why DuSable preferred to live in an area the French controlled?

How did the British view and treatment of African Americans differ from that of the American view and treatment?

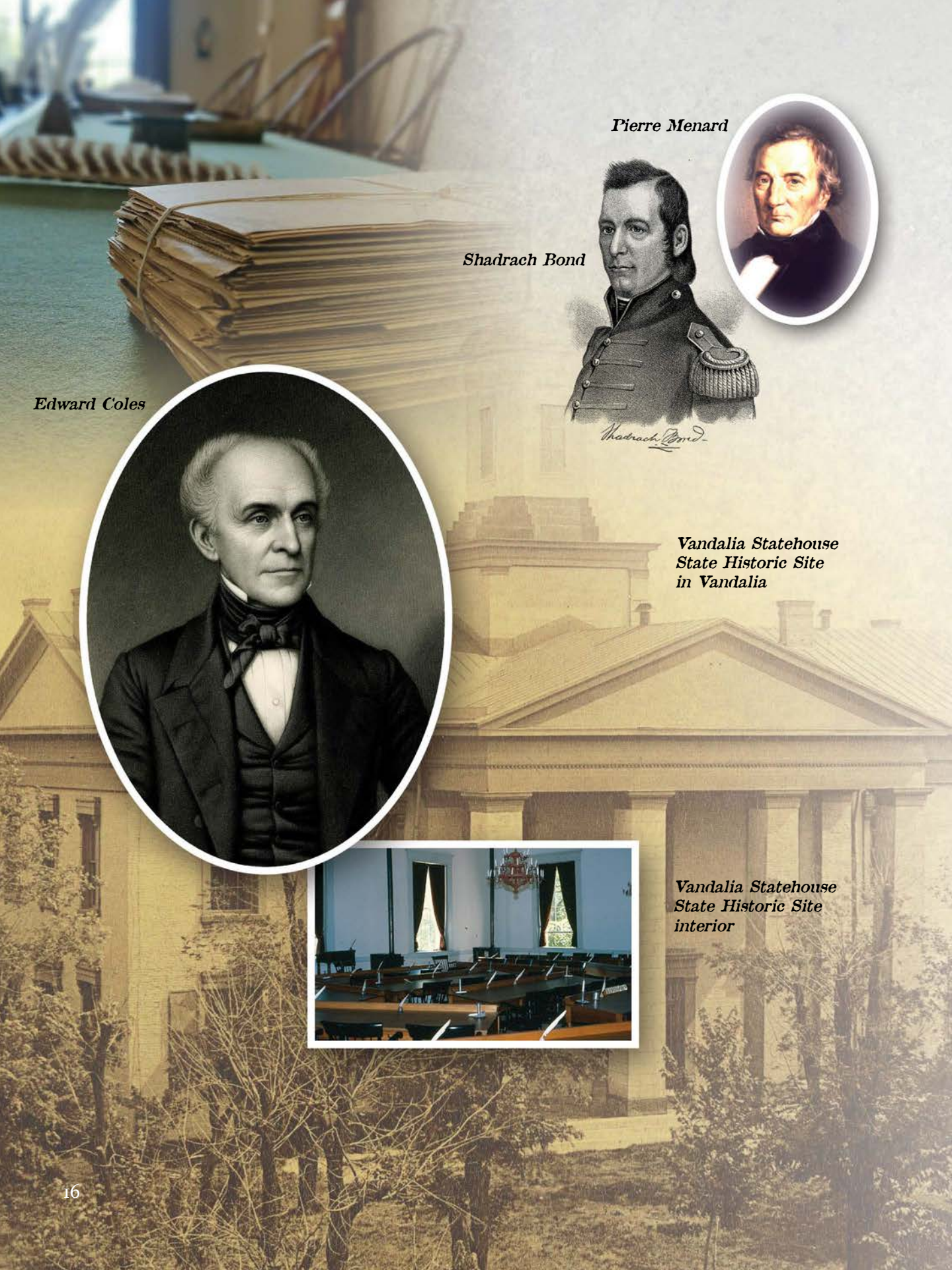
**CONSIDER THESE...**

**Settlement:** A small village  
**Enterprises:** A project or undertaking that is especially difficult, complicated, or risky but potentially lucrative.

**YOUR TURN...**

What is your reaction to what you just learned?

Handwritten notes on lined paper, including the words "Settlement" and "Enterprises" written in blue ink.



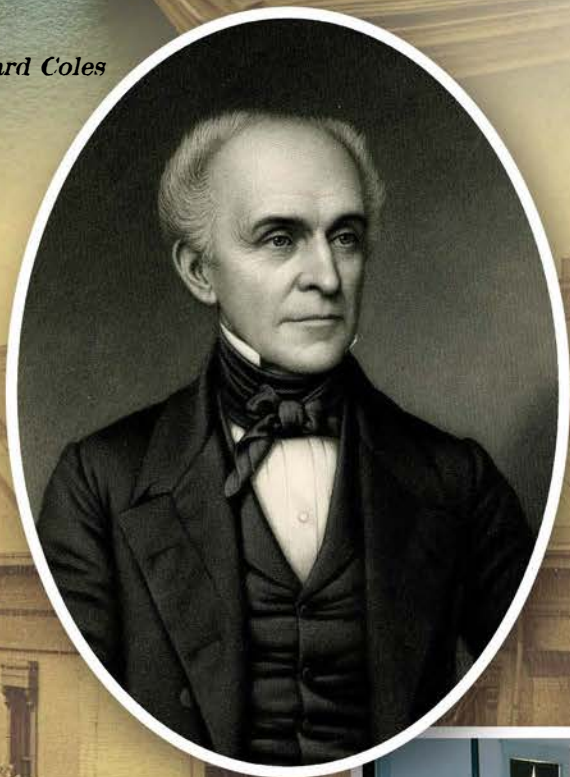
*Pierre Menard*



*Shadrach Bond*



*Edward Coles*



*Vandalia Statehouse  
State Historic Site  
in Vandalia*



*Vandalia Statehouse  
State Historic Site  
interior*

## VOTES COUNT

*“The wise and the good of all nations would blush at our political depravity.”*

Edward Coles, ca. 1823

Illinois became a state in 1818 with provisions written into its constitution that protected slavery. That was not surprising, considering that many politicians – including Shadrach Bond, the first governor, and Pierre Menard, the first lieutenant-governor – owned slaves or indentured servants. In fact, there were three types of slaves in the supposed “free” state of Illinois: French slaves and their descendants; indentured servants; and slaves brought temporarily from slave states to Illinois on one-year renewable work contracts.

One early Illinois immigrant was Edward Coles, who was dispatched to Illinois as a representative of President James Madison. Coles had been born in Virginia to a prominent slaveholding family. Despite that heritage, Coles freed his own slaves while on his journey to Illinois and helped them establish themselves in the new state.

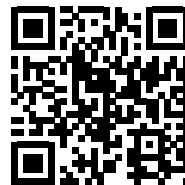
Coles settled in Edwardsville in 1819 and was elected governor in 1822. As an anti-slavery candidate, he faced staunch opposition from advocates of slavery, but won the governorship despite receiving only one-third of the vote. In his inaugural address at the Statehouse in Vandalia, Coles called for the emancipation of all slaves remaining in Illinois. At the same time, pro-slavery legislators called for a constitutional convention designed to make Illinois a slave state. Coles led anti-slavery forces in voting down the convention.

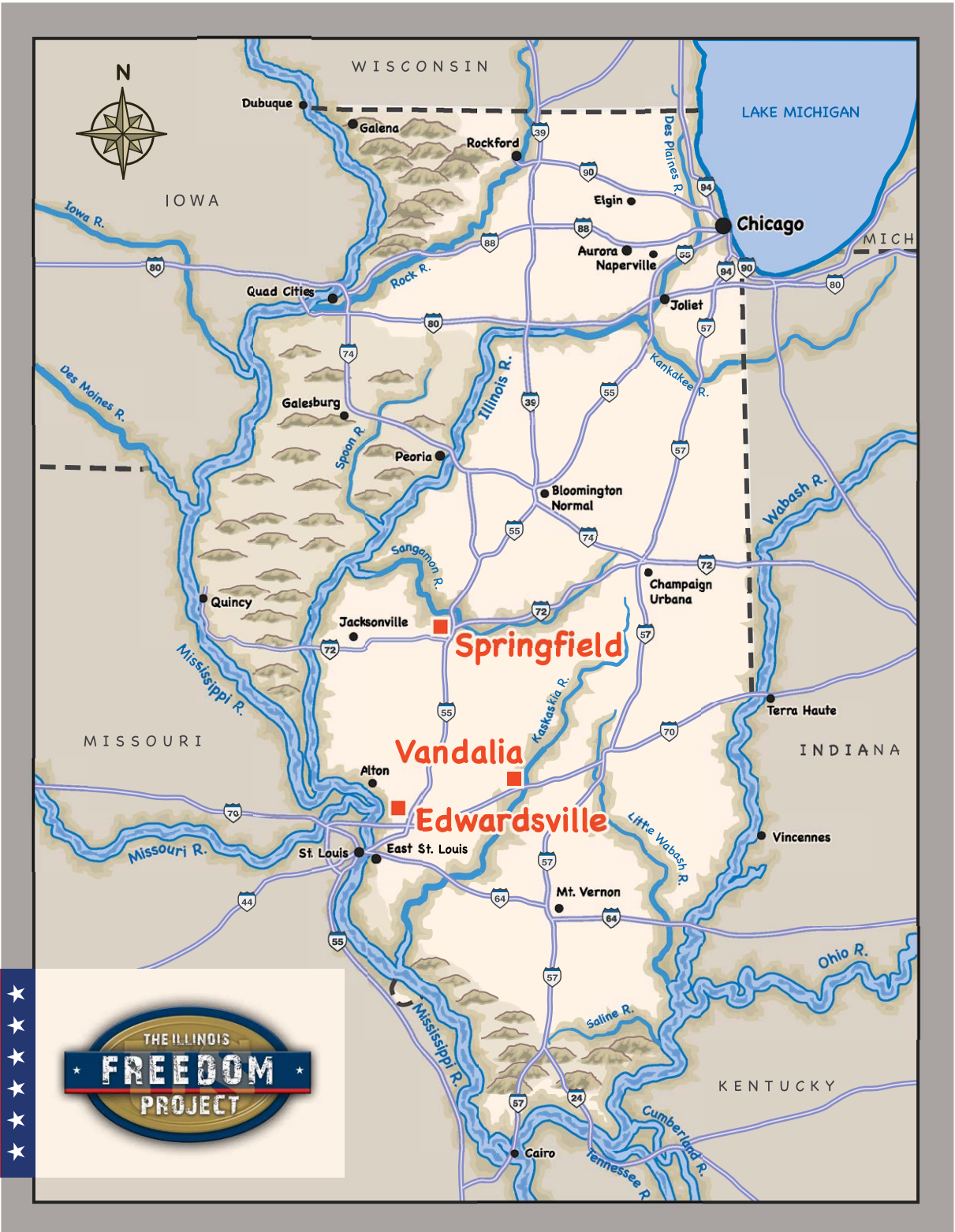
Despite Coles’ efforts, slavery persisted in Illinois. In Springfield in 1827, the Sangamon County sheriff sold two girls, the slaves of Thomas Cox, at a public auction held to satisfy Cox’s debts. The event was recalled many years later by Springfield resident Zimri Enos: “This sale created a great amount of talk and sympathy, not for the two girls, but for Mrs. Cox and her two children.”

*“The institution of slavery is founded on both injustice and bad policy.”*

Abraham Lincoln, 1837

▶  
Watch the  
“Votes Count”  
video.







# FACING INJUSTICE

*“She says that some 15 years ago she lived in and around Shawneetown, and was stolen ... and sold into slavery. Her name is Lucinda and at the time she was taken she had two children. She says she worked at the saltworks. ...”*

J.H.C. Ellis, Barren County, Kentucky, 1843

Among those who profited from slave labor was John Hart Crenshaw, who leased the state-owned salt works along the Saline River near Equality, in southeastern Illinois. The salt works was one of the prime employers of slave labor in early Illinois.

Crenshaw is believed to also have been active in a “reverse underground railroad” in which he kidnapped free African Americans and sold them into slavery. Crenshaw was accused in 1842 of kidnapping Maria Adams and her children and having them taken across the Ohio River into slavery. However, he was acquitted because those said to have been kidnapped could not be found; as a result, there was no proof that anyone had been taken.

A local man, Nelson Adams (who may have been a son of Maria Adams), and others later attacked Crenshaw out of frustration that he had not been convicted. Crenshaw survived and his assailants were convicted of assault and jailed, but Governor Thomas Ford, acting on a clemency petition, pardoned Crenshaw’s attackers. Among advocates for Nelson Adams and the others were two sons of former Governor Ninian Edwards, who argued that the attackers did not have proper legal representation. Another petitioner commented that “public sentiment in Hardin County was against the conviction.”

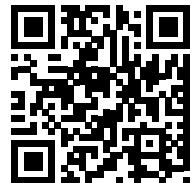
Crenshaw was indicted multiple times in the 1820s and 1840s for his role in the disappearances of free African Americans. Period documents confirm his involvement, although he was never convicted. In time, Crenshaw became a very wealthy man.

In some cases, members of the larger community came to the aid of their African American neighbors. Galena resident, husband and father Jeremiah Boyd was an unemployed laborer who, in 1860, was enticed to leave by the offer of work in Iowa. Boyd and his family soon realized they were in the hands of kidnappers bound for the slave state of Missouri. Boyd was killed when he confronted his captors, and his family was taken into Missouri. Boyd’s wife, Mary, was able to alert authorities to the kidnapping, and her abductors were arrested. Residents of the Galena area traveled to Missouri and brought Mary and her children back with them. Mary Boyd lived out her days in Galena, dying there on Jan. 15, 1870.

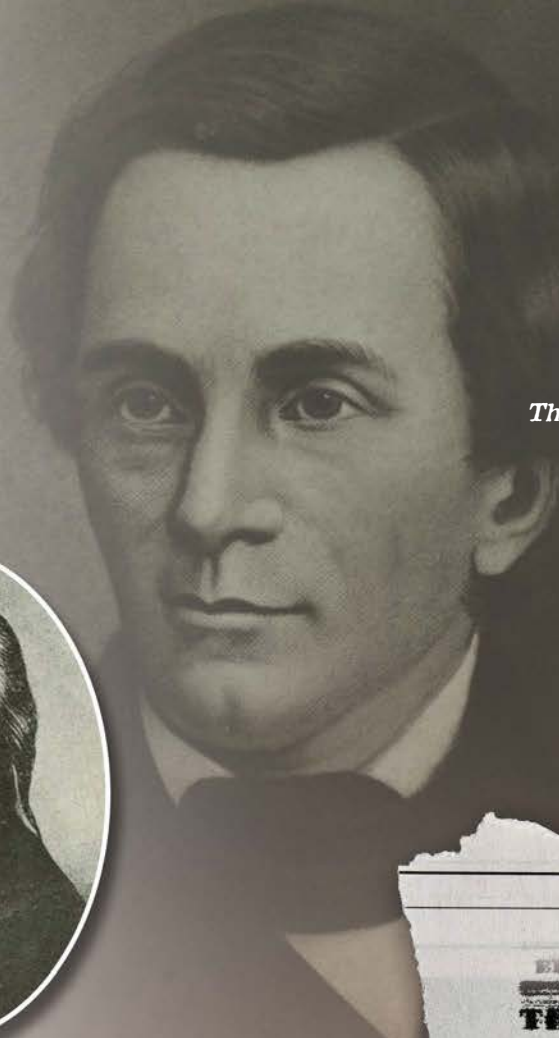
*“You may remember, as I well do, that from Louisville to the mouth of the Ohio there were, on board, ten or a dozen slaves, shackled together with irons. That sight was a continual torment to me.”*

Abraham Lincoln, 1855

▶  
Watch the  
“Facing  
Injustice”  
video.







*Thomas Ford*

*Ninian Edwards*



*Jeremiah Boyd story  
published in the Galena  
Daily Advertiser*

**ELECTION, TUESDAY, NOV. 6, 1860.**

**THE KIDNAPPING CASE.**

**THE NEGROES RETURNED.**

**ONE OF THE PRISONERS RESCUED.**

**The Cars Invasded by a Mob!**

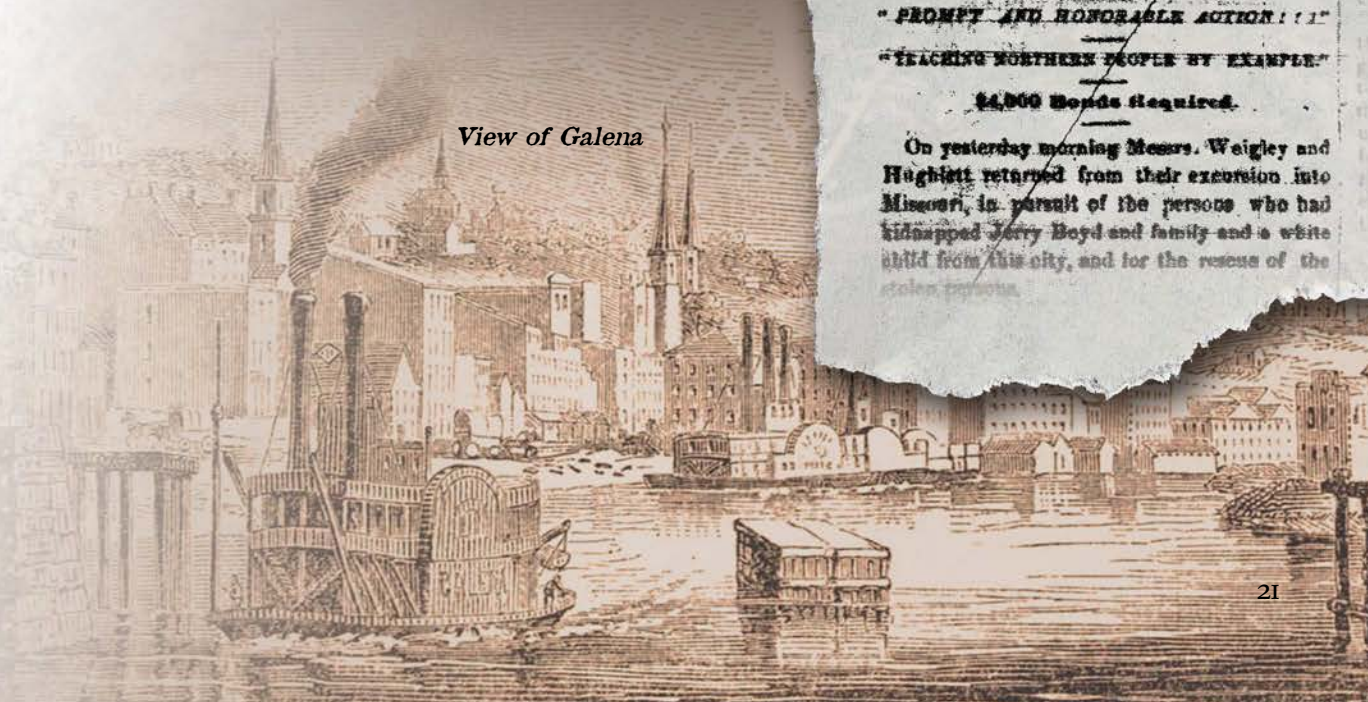
**"PROMPT AND HONORABLE ACTION!!!"**

**"TEACHING NORTHERN PEOPLE BY EXAMPLE!"**

**\$4,000 Bonds Required.**

On yesterday morning Messrs. Weigley and Hughtett returned from their excursion into Missouri, in pursuit of the persons who had kidnapped Jerry Boyd and family and a white child from this city, and for the rescue of the stolen negroes.

*View of Galena*



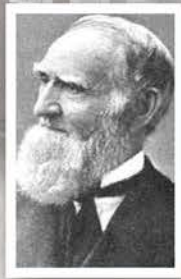




# ELIZA'S FLIGHT

*Beecher Hall  
at Illinois College  
in Jacksonville*

*Scene from  
Uncle Tom's Cabin*



*Jonathan  
Baldwin Turner*

*Edward Beecher*



*Anti slavery meetings  
were held in Illinois  
and other locations in  
the United States*



*Harriet  
Beecher  
Stowe*

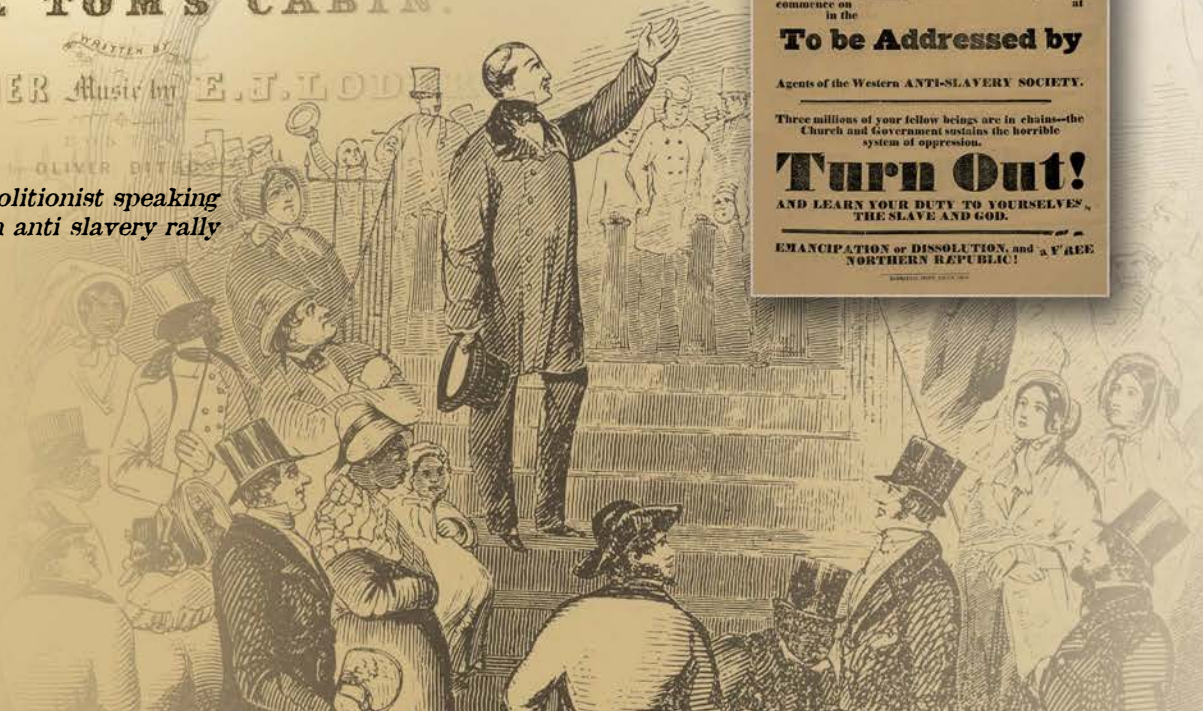


*"God helping me, I crossed the river on the ice; for they were  
me - right behind - and there was no other way -"*

A SCENE FROM  
**UNCLE TOM'S CABIN.**

WRITTEN BY  
M.A. COLLIER Music by E.F. LODGE

*Abolitionist speaking  
at an anti slavery rally*



*Union with Freemen--No Union with Slaveholders.*

## ANTI-SLAVERY MEETINGS!

Anti-Slavery Meetings will be held in this place, to commence on \_\_\_\_\_ at \_\_\_\_\_ in the \_\_\_\_\_

**To be Addressed by**

Agents of the Western ANTI-SLAVERY SOCIETY.

Three millions of your fellow beings are in chains--the Church and Government sustains the horrible system of oppression.

## Turn Out!

AND LEARN YOUR DUTY TO YOURSELVES, THE SLAVE AND GOD.

EMANCIPATION OR DISSOLUTION, and a FREE NORTHERN REPUBLIC!

# TAKING A STAND

*“And who has not longed for the day when ‘every yoke shall be broken and the oppressed go free.’ ”*

Illinois Anti-Slavery Convention, 1837

Proponents of abolition became more vocal in the 1830s, and tensions grew between pro-slavery and anti-slavery factions in Illinois. Abolitionists formed societies, established newspapers, aided runaway slaves, battled in the courts and sought political power. Considered radical by the majority of the population, they were met with fierce and often violent opposition.

Illinois College in Jacksonville was a center of the abolitionist movement in Illinois. College president Edward Beecher, brother of Harriet Beecher Stowe, author of *Uncle Tom’s Cabin*, was an outspoken opponent of slavery who helped organize the Illinois State Antislavery Society in 1837. Professor Jonathan Baldwin Turner helped three black women to freedom, and student Samuel Willard was prosecuted and fined for attempting to free an escaped slave. Other students were indicted for harboring runaway slaves, and two houses near the college are believed to have been part of the Underground Railroad.

Founded in 1837 by anti-slavery advocates from New York State, the town of Galesburg and Knox College also were significant hubs of abolitionist and Underground Railroad activity in west-central Illinois. The Knox College founding document, called the “Circular and Plan,” opposed slavery and declared that the college would be accessible to students regardless of their financial means and regardless of their race.

Mary Brown Davis was one of the most prominent woman abolitionists in Illinois. Despite being the daughter of a prominent Virginia slaveholder, she was staunchly anti-slavery from a young age. After settling in Peoria (she later moved to Galesburg and then Chicago), she began to write regularly for the *Western Citizen*, an abolitionist paper. Davis was pivotal in establishing the Peoria Female Anti-Slavery Society and worked with other women to seek repeal of Illinois’ Black Laws.

*“But, to be plain, you are dissatisfied with me about the negro. Quite likely there is a difference of opinion between you and myself upon that subject. I certainly wish that all men could be free, while I suppose you do not.”*

Abraham Lincoln, 1863

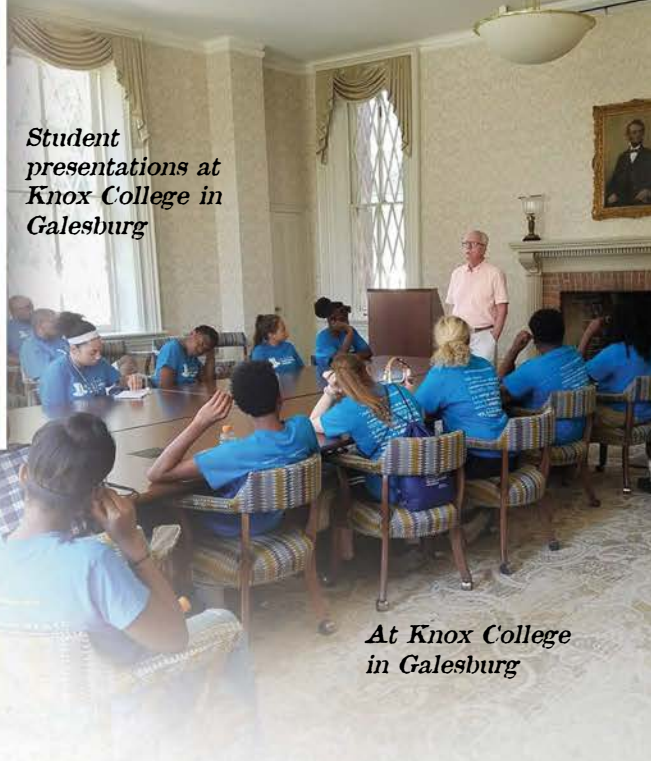
▶  
Watch the  
“Taking A  
Stand”  
video.







*Student presentations at Knox College in Galesburg*



*At Knox College in Galesburg*

**CONSIDER THIS...**

An abolitionist is a person who wants to abolish or do away with slavery.

Many people in Illinois did not agree with, nor like, abolitionists.

As you investigate this historic site, find out as much as you can about what it would have been like to be an abolitionist living in Illinois.

What key events and experiences shaped abolitionist thinking in a pro-slavery environment?

Was it dangerous to be anti-slavery? Why or why not?

Given what you learn, do you think you would have been an abolitionist? Why or why not?

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**CONSIDER THESE...**

**Proponents:** People who argue in favor of something.

**Pivotal:** Vitally important.

**Prominent:** Very important

**YOUR TURN...**

What is your reaction to what you just learned?

# COMMUNITY

*“ ‘Uncle Henry’ is a remarkable man. He is now over seventy years of age, but travels much, and preaches from northern Illinois, to St. Louis, in the principal cities on the railroads.”*

Elder Isaac N. Vanmeter speaking of Henry Smith, 1872

Despite stringent Black Laws and slavery’s presence in Illinois, free African Americans were able to create meaningful communities throughout the state. Many free African Americans lived among whites in established cities, such as Galena or Springfield. However, others sought predominantly black settlements, like Equal Rights, Brooklyn, Miller Grove and New Philadelphia, in which to live and work.

One of the latter group was Free Frank McWorter. McWorter was born a slave in 1777, but his owner-father allowed him to hire out his time and keep a portion of what he earned. In 1817, he was able to purchase his wife Lucy’s freedom and two years later bought his own. He entered Illinois with his wife and their freeborn children in 1830 and settled on land he had purchased in Pike County, where he established New Philadelphia. Free Frank ultimately redeemed 16 family members from slavery.

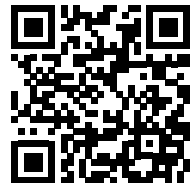
Another community of free African Americans was Miller Grove, established in 1844 in Pope County, within what is today’s Shawnee National Forest. The residents, former slaves from Tennessee, were primarily farmers. The community was named for Bedford Miller who, at age 9, arrived in Miller Grove with his parents Harrison and Lucinda Miller. The Miller family had been freed by their former owners, Andrew Miller and his sister, Matilda.

In Jo Daviess County, Henry Smith – “Uncle Henry,” as he also was known – was the pastor of Galena’s Colored Union Baptist Church until it closed in the late 1850s. Smith, his family and several former parishioners moved to nearby Rush Township, where they established the town of Equal Rights and set up a school and church. Smith was a popular minister to both black and white congregations in the area, including nearby New Hope and Providence Churches. By 1880, Equal Rights boasted 30 residents on 70 acres of farmland.

*“They defined with tolerable distinctness in what they did consider all men created equal –equal in certain inalienable rights, among which are life, liberty and the pursuit of happiness. This they said, and this they meant.”*

Abraham Lincoln, 1858

▶  
Watch the  
“Community”  
video.





*Old State Capitol  
State Historic Site  
in Springfield*



*Plat map of  
New Philadelphia*

*"Equal Rights School"  
also used as  
"New Hope Church",  
in Equal Rights*



*Downtown Springfield*



*View of  
Galena*

*Obituary of  
Henry Smith*

**Death of an Aged Negro.**

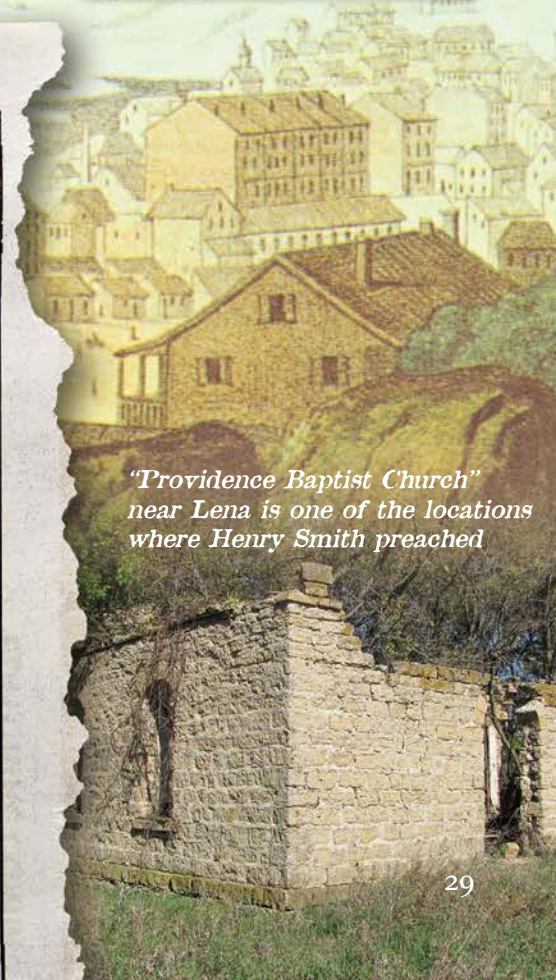
Old Preacher Henry, as he has been familiarly known here for many years, died at his home about six miles south of Warren, on Tuesday last, the 20th, after an illness of twenty days from hick-ups.

Henry Smith has always claimed that he was born in Virginia, and in the same year that General Jackson was, of whom and General Washington he was a great worshiper. General Jackson was born March 16, 1767, consequently at the time of the death Preacher Henry must have been One Hundred and Eight years old. Henry, when a young man, so he has often related, was a servant to General Washington, and that when Washington liberated his slaves, he was among the number. He has always been a quiet, unassuming and devotional man, going about his little patch of ground during the week and preaching the gospel on the Sabbath, according to the belief of the Regular Baptists.

These facts we learn from the neighbors of Henry. While we know that he was a very old man, had we known that he was 108 years old, we should have endeavored to collect many interesting facts from him. That he was very old is evident, from the fact that his youngest great-grandchildren have grown up to manhood.

Old Preacher Henry's body, bowed down with age, and his hair white as the driven snow with the frosts of one hundred and eight winters, is to-day laid in the grave, and his soul has departed to the God that gave it. We would all live better lives did we follow his example. Peace to his ashes.  
— Warren Sentinel.

*"Providence Baptist Church"  
near Lena is one of the locations  
where Henry Smith preached*





*At New Philadelphia near Barry*



*At Miller Grove archeological site in Shawnee National Forest*

### **CONSIDER THIS...**

Throughout Illinois in the years prior to the Civil War [1860-1865] there were pockets of free African Americans who lived together and created communities for themselves.

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What kinds of problems and struggles do you think these free African Americans faced and had to deal with? Why did they face these struggles and problems?

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Why do you think African Americans set up these free communities in Illinois?

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What inspired or motivated a change of heart and mind in white slave owners who eventually decided to free their slaves?

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### **CONSIDER THESE...**

**Stringent:** Strict in setting standards or following rules.

**Redeemed:** To buy back or free from captivity especially by paying a ransom.

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### **YOUR TURN...**

What is your reaction to what you just learned?

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**LIBERTY LINE.  
NEW ARRANGEMENT---NIGHT AND DAY.**

The improved and splendid Locomotives, Clarkson  
Engines, with their trains fitted up in the best style of  
accommodation for passengers, will run their regular  
trains during the present season, between the borders of  
the Federal Dominion and Libertyville, Upper Canada,  
between and Ladies, who may wish to improve their  
travelling facilities, by a northern tour, are respect-  
fully invited to give us their patronage.

**TICKETS FREE, irrespective of color.**  
Necessary Clothing furnished gratuitously to such as  
may be unable to provide for themselves.

"Hide the outcasts—let the oppressor  
be punished." For seats apply at any of the  
conductors of the train.

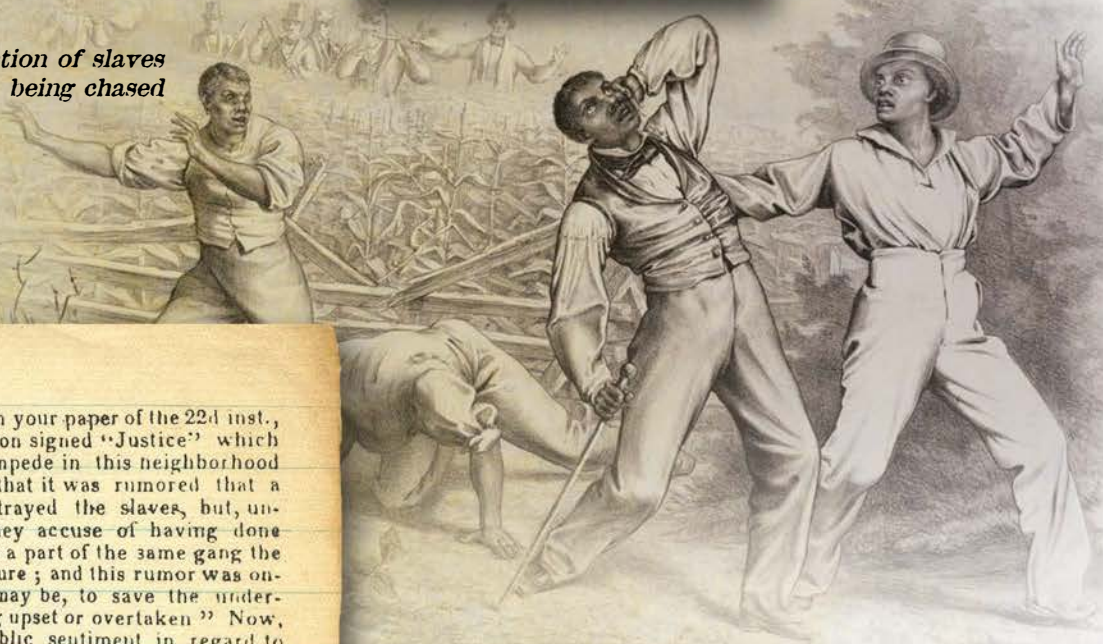
J. C. R.  
N. B. For the special benefit of I  
Officers, an extra heavy wagon for  
wished, whenever it may be necessary  
will be forwarded as dead freight, to the  
cars, always at the risk of the owner.  
Extra Overcoats provided for  
are afflicted with protracted chilly-ph



Images from  
Rocky Fork

**Depiction of the  
Underground Railroad**

**Depiction of slaves  
being chased**



Messrs. Editors:—In your paper of the 22d inst.,  
there is a communication signed "Justice" which  
refers to the slave stampede in this neighborhood  
on the 16th, saying "that it was rumored that a  
colored person had betrayed the slaves, but, un-  
fortunately, the one they accuse of having done  
so, started north with a part of the same gang the  
night before the capture; and this rumor was on-  
ly to prevent, and may be, to save the under-  
ground car from being upset or overtaken." Now,  
in order to correct public sentiment in regard to  
that man's conduct in this matter, I would refer  
them to the following certificate of the agent of  
the northern line of stages:

Springfield, Jan. 22, 1850  
This is to certify that Mr. Jenkins left for Bloom-  
ington on the 16th day of January, 1850, in the stage.  
J. C. GOODRICH, agent.  
A Friend to "Justice"

**Newspaper articles  
published about the  
January 1850  
"slave stampede"**

**THE RUNAWAY SLAVES.**—The eight slaves re-  
cently captured in this county all made their  
escape but one, who was brought to this city by a  
constable and was committed to jail upon a war-  
rant of a justice of the peace, which warrant was  
based upon section 4 of chap. 74, Revised Statutes.  
The slave was brought before the supreme court  
on Saturday last, upon habeas corpus, and dis-  
charged from custody. There was no evidence  
that Jones had any authority from the master to  
act, nor was there any evidence that the negro was  
a slave.  
The court decided in this case that the section of  
the law to which we have referred was designed to  
aid the master in the capture of his runaway slave,  
and, as such, by the decision of the supreme court  
of the United States in the case of *Prigg vs. the  
Commonwealth of Pennsylvania*, is declared to be  
in violation of the constitution of the United States.  
This decision does not impugn the right of the  
master or his authorized agent to recapture his  
slave any where within this state and convey him  
to the state from which he escaped.

**Supreme Court  
Chamber at the  
Old State Capitol  
State Historic Site  
in Springfield**



# A NETWORK TO FREEDOM

*“At Knoxville was hindered all the next day endeavoring to get relief for five colored persons who were that day imprisoned because they could not produce full evidence that they were free.”*

Reverend Samuel G. Wright, 1842

The Illinois Underground Railroad was a makeshift method for helping fugitive slaves. As many as 300 people at perhaps 500 locations throughout Illinois assisted fugitive slaves in their attempts to reach freedom. Some hid escaped slaves in their homes; some transported slaves to safer places or guided them to other sympathetic collaborators farther north. Some towns became hubs of the Underground Railroad.

Activities of Underground Railroad sympathizers involved more than helping slaves escape from slave states. Sometimes they aided freedom seekers within Illinois or even rescued kidnapped free African Americans. As early as 1816, the Rocky Fork area of Godfrey was one of the first stops in Illinois for slaves from Missouri. Rocky Fork was established by four free black families who bought five adjacent parcels of land, where they built homes and a church. In the 1830s, a more organized Underground Railroad route was established through the African Methodist Episcopal Church.

In 1842, indentured servant Susan Richardson, known as “Sukey,” and her children escaped from their Randolph County farm after her owner beat her son. They went to the nearby farm of William Hayes, a local abolitionist, who assisted in their escape north to Knox County. Sukey and her family were arrested there. Hayes and others worked for their freedom but Sukey’s children were taken back into their indentured positions and she never saw them again.

One of Abraham Lincoln’s neighbors was Underground Railroad conductor Jameson Jenkins, who helped several slaves escape through Springfield in January 1850. The Jan. 25, 1850 edition of the Springfield Daily Journal reported the following:

*A person arrived in St. Louis from Springfield, Illinois, having in custody a colored woman and her two children, who were part of (a group of 14 fugitive slaves). The remainder of the number escaped, with the exception of one, after a severe fight, in which he, together with one of the capturing party, were badly wounded. The three brought here were owned by Mr. Stickney, of the Planter’s House, and ran away about six weeks since.*

The injured fugitive, Hempstead Thornton, was taken before the Illinois Supreme Court and was released because no proof could be provided that he was a slave.

*“This declared indifference, but as I must think, covert real zeal for the spread of slavery, I can not but hate. I hate it because of the monstrous injustice of slavery itself.”*

Abraham Lincoln, 1854

▶ Watch the  
“A Network to  
Freedom”  
video.







# PERSEVERANCE

*“Is it possible that men, women, and children are to be doomed to life-long Slavery for the simple act of coming into the State of Illinois? Are we to be forever proscribed, harassed, annoyed, and persecuted this way?”*

Frederick Douglass, 1853

As time went on, the use of indentured servants proved to be a useful alternative for those who wished to keep servants. Slave owners appeared in court with their slaves, who had no choice but to “voluntarily” agree to serve their former owners for set periods of time. Some indentures ran for as many as 99 years, and indentures involving young children and even infants were common. Indentured servitude in Illinois became the equivalent of slavery. Cahokia Courthouse, in Cahokia, records are full of these indentures.

Indentures were not limited to French descendants or to southern Illinois. In 1835, Abraham Lincoln’s brother-in-law, Ninian W. Edwards (son of Illinois’ third governor), entered into an indenture agreement with an 11-year-old girl named Hepsey:

*Witnesseth that Hepsey a mulatto girl aged eleven years on the 28th day of October 1835 having no parent or guardian of her own free will bound herself to Ninian W. Edwards – to learn the art and mystery of domestic housewifery – and with him to dwell and continue to serve until the said Hepsey shall attain the full age of eighteen years.*

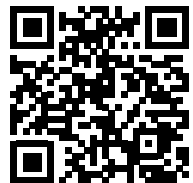
In 1845, the Illinois Supreme Court case of Jarrot v. Jarrot abolished slavery and its various forms of indentured servitude in Illinois. The 1848 Illinois Constitution then formally declared “there shall be neither slavery nor involuntary servitude in the state.”

The 1845 case involved Joseph Peter Jarrot. He had belonged to Nicholas Jarrot, a French-born businessman who owned 10 to 12 slaves when he died in 1820. In 1843, Joseph Jarrot sued his owner’s widow for back wages, arguing that he was not a slave. The state Supreme Court eventually ruled that anyone born after the 1787 passage of the Northwest Ordinance, which prohibited slavery, had been born free.

*“It was that which gave promise that in due time the weights should be lifted from the shoulders of all men, and that all should have an equal chance. This is the sentiment embodied in that Declaration of Independence.”*

Abraham Lincoln, 1861

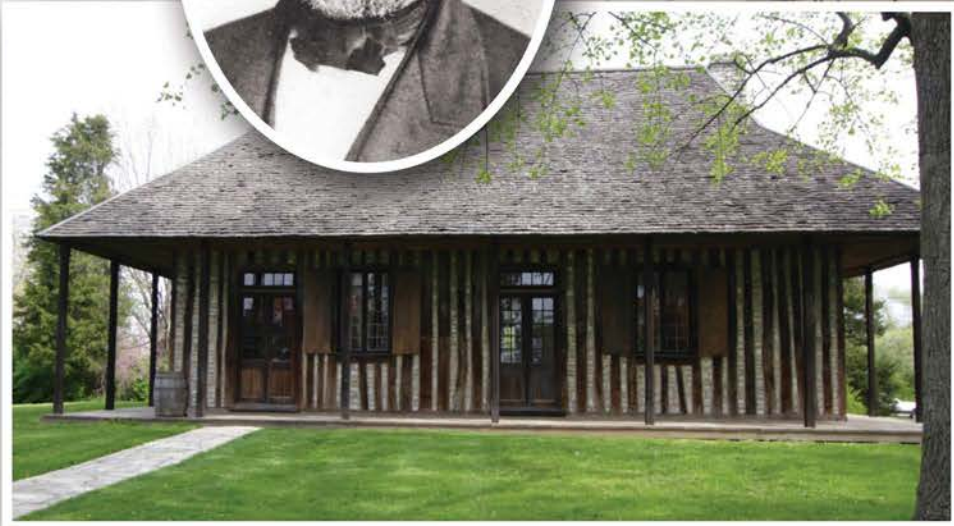
▶ Watch the  
“Perseverance”  
video.





*Map identifying the old Northwest Territory*

*Ninian W. Edwards*

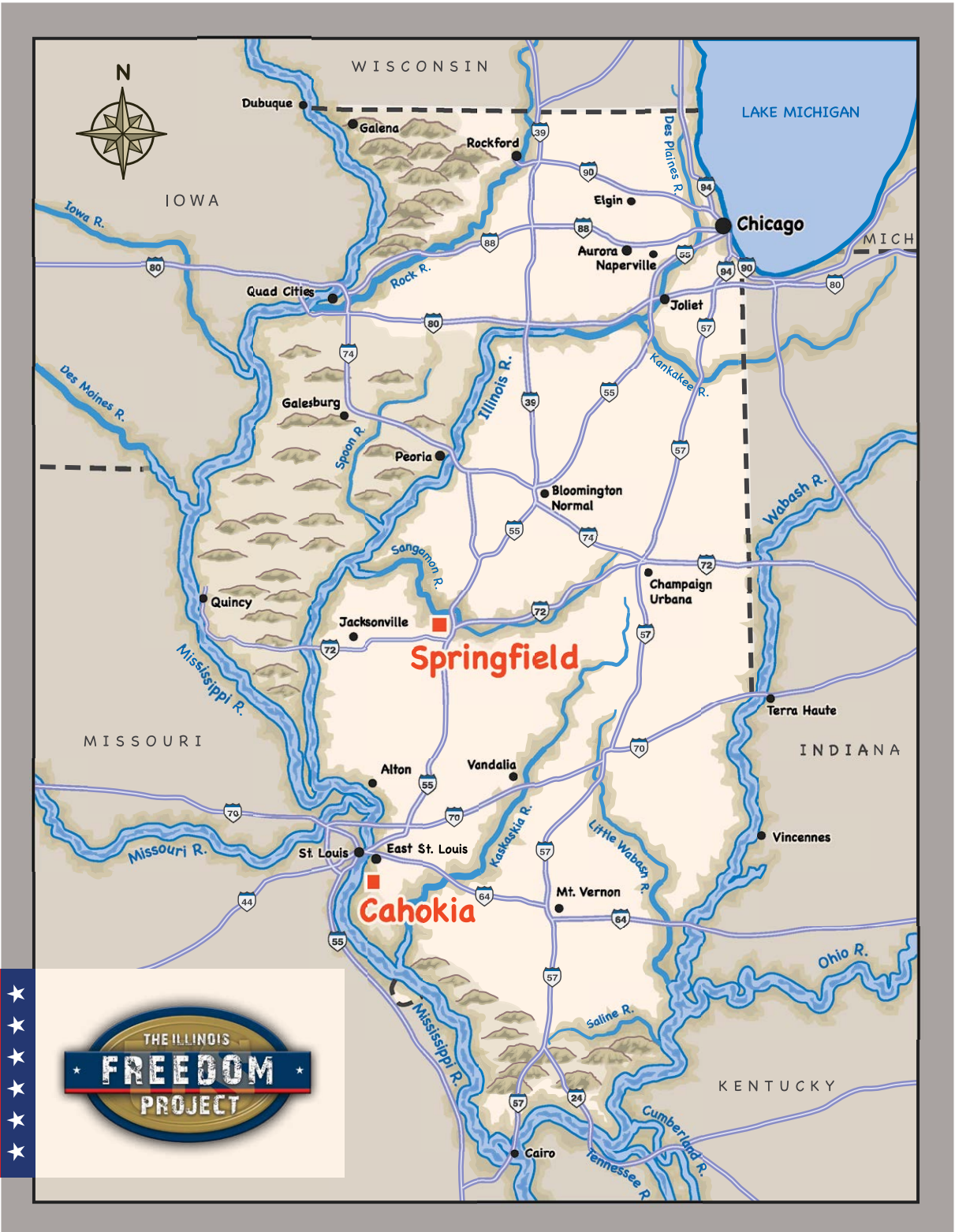


*Cahokia Courthouse State Historic Site in Cahokia*

*Jarrot Mansion State Historic Site in Cahokia*

*Supreme Court Chamber at the Old State Capitol State Historic Site in Springfield*





*At the Jarrot  
Mansion State  
Historic Site in  
Cahokia*



*At the Cahokia  
Courthouse State  
Historic Site in  
Cahokia*

*At the Cahokia  
Courthouse State  
Historic Site in  
Cahokia*

**CONSIDER THIS...**

Is there any difference between being a slave and being an indentured servant?

**CONSIDER THESE...**

**Proscribed:** To condemn or forbid as harmful or unlawful.

**Persecuted:** To treat continually in a way meant to be cruel or harmful.

**Mulatto:** A mixed race person with one black and one white parent.

**YOUR TURN...**

What is your reaction to what you just learned?

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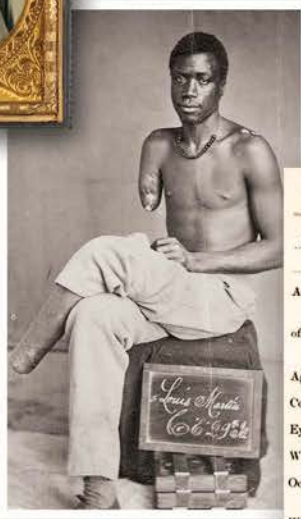
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A Union soldier and his family



Photograph and enlistment record for Lewis Martin, 29th Illinois United States Colored Troops

M 29 U.S.C.T.  
*Lewis Martin*  
 Co. E, 29 Reg't U. S. Colored Inf.  
 Appears on  
**Company Descriptive Book**  
 of the organization named above.  
**DESCRIPTION.**  
 Age 17 years; height 5 feet 11 inches.  
 Complexion *Dark*  
 Eyes *Blk*; hair *Blk*  
 Where born *London, purchase Blk*  
 Occupation *seaman*  
**ENLISTMENT.**  
 When *Sept 9*, 1864  
 Where *Windsor Station, Ills.*  
 By whom *Wm. Smith*; term 5 yrs.  
 Remarks: *Engaged in battle near Petersburg Va. July 25/64*  
*Present with Co. during the Appomattox Campaign in the month of April 65*  
*free before April 19/64.*

Downtown Quincy



Union soldiers at Fort Lincoln near Washington, DC

# TO COLORED MEN!

## FREEDOM, Protection, Pay, and a Call to Military Duty!

On the 1st day of January, 1863, the President of the United States proclaimed FREEDOM to over THREE MILLIONS OF SLAVES. This decree is to be enforced by all the power of the Nation. On the 21st of July last he issued the following order:

### PROTECTION OF COLORED TROOPS.

WAR DEPARTMENT, ADJUTANT GENERAL'S OFFICE,  
 WASHINGTON, July 31.

"General Order," No. 232.

"The following order of the President is published for the information and government of all concerned:—

EXECUTIVE MANSION, WASHINGTON, July 30.

"It is the duty of every Government to give protection to the citizen, of whatever class, color, or condition, and especially to those who are duly organized as soldiers in the public service. The law of nations, and the usages and customs of war, as carried on by civilized powers, permit no distinction as to color in the treatment of prisoners of war as public enemies. To sell or reduce any captured person on account of his color, is a violation of the law of nations, and a crime against the civilization of the age.

"The Government of the United States will give the same protection to all its soldiers, and if the enemy shall sell or enslave any one because of his color, the offense shall be punished by retaliation upon the enemy's prisoners in our possession. It is, therefore, ordered, that every soldier of the United States, killed in violation of the laws of war, a rebel soldier shall be executed; and for every one enslaved by the enemy, or sold into slavery, a rebel soldier shall be placed at hard labor on the public works, and continued at such labor until the other shall be released and receive the treatment due to prisoners of war.

"ABRAHAM LINCOLN."

"By order of the Secretary of War.

"E. D. TOWNSEND, Assistant Adjutant General."

That the President is in earnest the rebels soon began to find out, as witness the following order from his Secretary of War:

WAR DEPARTMENT, WASHINGTON CITY, August 6, 1862.

"Sir: Your letter of the 24 inst., calling the attention of this Department to the case of Orin H. Brown, William H. Johnston, and Wm. Wilson, three colored men captured on the gambol Isaac Smith, has received consideration. This Department has decided that three rebel prisoners of South Carolina, if there be any such in our possession, and if not, three others, be confined in close custody and held as hostages for Brown, Johnston and Wilson, and that the fact be communicated to the rebel authorities at Richmond.

—Very respectfully your obedient servant,

EDWIN M. STANTON, Secretary of War.

"The Hon. GERRIT WELLES, Secretary of the Navy."

And retaliation will be our practice now—man for man—to the bitter end.

## LETTER OF CHARLES SUMNER,

Written with reference to the Convention held at Peopleshope, July 15th and 16th, 1862, to promote Colored Enlistment.

BOSTON, July 15th, 1862.

Samuel Dalton house in Murphysboro



United States Colored Troops recruiting poster

View of Cairo



# COURAGEOUSLY TAKING THE STEP

*“Hear the voice of one who loves you and desires to see you grow into strength and importance, both in this county and in this country.”*

John W.E. Thomas, 1875

In 1860, 7,628 African Americans were living in Illinois, and more than 1,800 Illinois African Americans served in the U.S. military during the Civil War. The 29th Illinois U.S. Colored Infantry, the regiment with the largest number of African American Illinoisans, began enrolling men at Quincy in November 1863. African Americans from the state fought in a variety of other units as well.

At least one African American served in a white unit and later reached officer rank. Henry Ford Douglas was born a slave in 1831. Douglas escaped, made his way to northern Illinois and became a powerful abolitionist speaker, even denouncing presidential candidate Abraham Lincoln in 1860 for opposing African American equality. On July 26, 1862, when it was still illegal for African Americans to enlist in the United States Army, Douglas enlisted as a private in Company G of the 95th Regiment Illinois Infantry Volunteers, organized in Rockford. Less than a year later, he was serving as an officer in the 10th Louisiana Regiment of African Descent (Corps d’Afrique).

Samuel Dalton was a Civil War veteran who settled in Illinois after the war. Dalton was born a slave in 1839 and entered the Union Navy in 1863. He was discharged at Cairo in late 1864. Sometime around 1887, he moved to Murphysboro and bought a home. There, Dalton sought membership in the Grand Army of the Republic, a Union veterans’ organization, but white members denied him entry. In October 1891, Dalton and others established an African American GAR post. Nine years later, after the whites-only chapter closed, they accepted the white veterans into their post.

*“You say you will not fight to free negroes. Some of them seem willing to fight for you.”*

Abraham Lincoln, 1863

▶  
Watch the  
“Courageously  
Taking the Step”  
video.







## STAND AGAINST INTIMIDATION

*“The way to right wrongs is to turn the light of truth upon them.”*

Ida B. Wells-Barnett, 1892

The Great Migration of African Americans into Illinois following the Civil War, and the increased segregation that accompanied it, led to growing tensions between African Americans and whites. Between 1891 and 1914, there were at least 22 racially motivated lynchings in Illinois. Moreover, between 1908 and 1919, three of the nation’s most significant race riots occurred in the state – in Springfield, East St. Louis and Chicago.

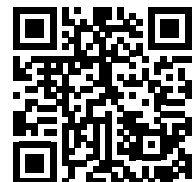
William Donnegan, an acquaintance of Abraham Lincoln, was a victim of the 1908 Springfield Race Riot. He came to Springfield in 1845 and worked as a cobbler. He often hid fugitive slaves and later helped numerous African Americans relocate to the north and find work. During the second day of the Springfield riot, a white mob dragged the elderly Donnegan out of his house, slit his throat and lynched him. Donnegan died the next day.

Ida B. Wells-Barnett was a famous anti-lynching activist. Born a slave in 1862, she first spoke out against lynching when three acquaintances were killed in 1892. She then published a pamphlet entitled *Southern Horrors: Lynch Laws in All Its Phases*. In the mid-1890s, Wells-Barnett moved to Chicago, where she founded the city’s first African American kindergarten and was a founding member of the NAACP.

*“Our progress in degeneracy appears to me to be pretty rapid. As a nation, we began by declaring that ‘all men are created equal.’ We now practically read it ‘all men are created equal, except negroes.’ ”*

Abraham Lincoln, 1855

▶  
Watch the  
“Stand Against  
Intimidation”  
video.



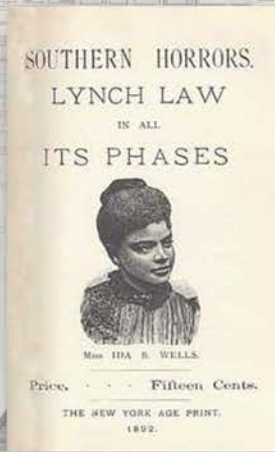


*William Donnegan*

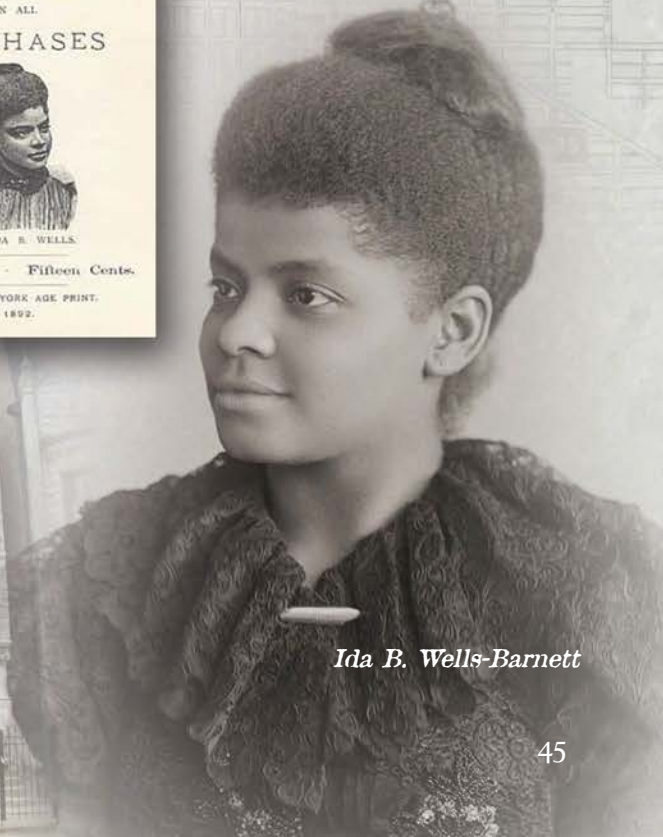
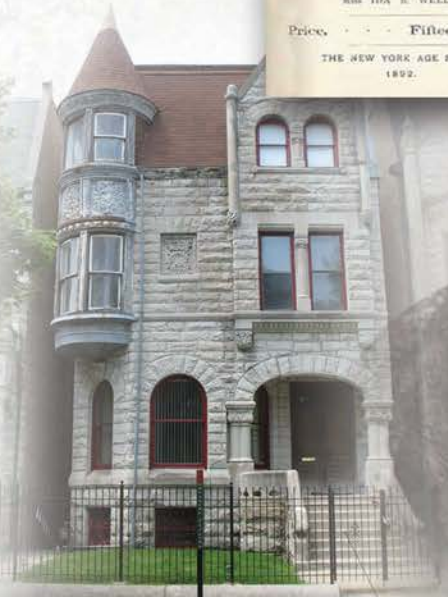


*Scenes from the 1908 Springfield Race Riot*

*Anti lynching pamphlet written by Ida B. Wells-Barnett*



*Ida B. Wells-Barnett house in Chicago*



*Ida B. Wells-Barnett*

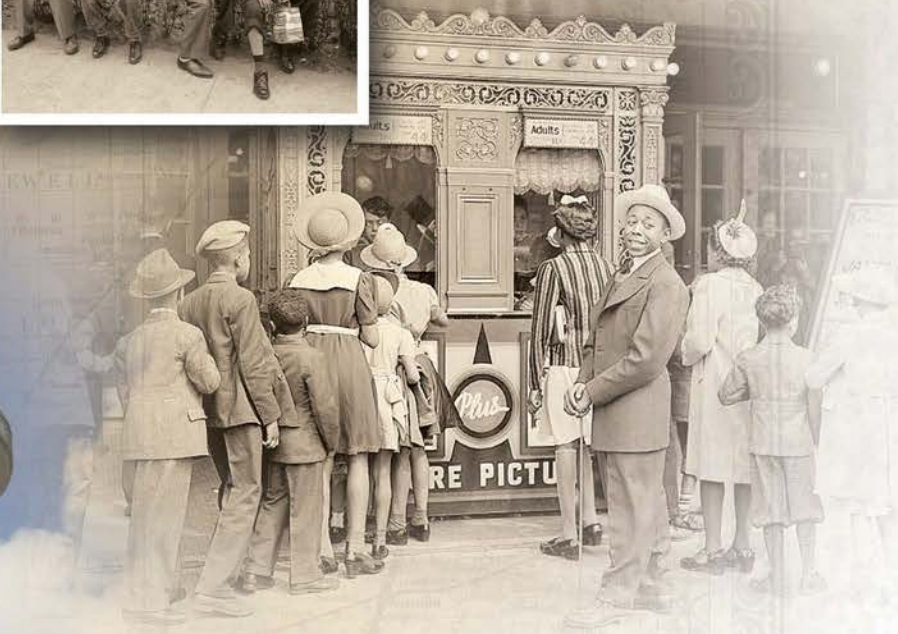




*Scenes from Bonzeville  
from the 1940's*



*Victory  
Monument  
honoring  
African  
American  
World War I  
veterans  
in Chicago*



*Wabash  
Avenue  
YMCA in  
Chicago*



*Carter G. Woodson*



## A PROUD HERITAGE

*“We are going back to that beautiful history and it is going to inspire us to greater achievements.”*

Carter G. Woodson, 1921

African Americans in Illinois faced continued discrimination and violence throughout the late 19th century. Yet Illinois' black citizens worked together to create communities in which they could thrive. In Chicago, African Americans carved out their own commercial, social and political establishments. By 1900, Chicago's South Side boasted more than 30,000 black inhabitants. A city within a city, this growing black metropolis, called Bronzeville, enjoyed an unparalleled period of prosperity.

Historian, author and educator Carter G. Woodson stayed at the Wabash Avenue YMCA during his frequent visits to Chicago. The son of former slaves, Woodson was awarded a master's degree from the University of Chicago and was the second African American to receive a doctorate in history from Harvard University.

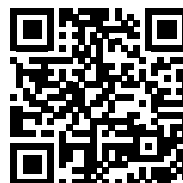
In 1915, Woodson participated in a national celebration in Washington, D.C., marking the 50th anniversary of the end of slavery. The occasion included exhibits that highlighted the advancements of African Americans since the end of the Civil War. Woodson created a black history display for the event and was inspired by the crowds (estimated between 6,000 and 12,000) who waited to see the exhibits.

Woodson recognized the importance of documenting and teaching black history. Upon his return to Chicago, he met with other black leaders and formed the Association for the Study of Negro Life and History. Woodson has become known as the “father of African American History.”

*“The struggle of today, is not altogether for today – it is for a vast future also.”*

Abraham Lincoln, 1861

▶  
Watch the  
“A Proud  
Heritage”  
video.





*At Quinn Chapel  
AME Church in Chicago*



**CONSIDER THIS...**

Why is Carter G. Woodson called the “father of African American History.”

Why do we need a father of African American History? Do we have a father of Native American History? A father of white history or a father of immigrant history?

Why is it important to document and teach the history of groups such as African Americans, Native Americans and immigrant groups?

**CONSIDER THESE...**

**Metropolis:** City.

**Prosperity:** The state of being wealthy or successful

**Historian:** Someone who studies the past.

**Documenting:** An original or official source of information relied on as the basis, proof, or support of something.

**Black History Month:** An annual celebration in February of achievements by black Americans in U.S. history.

**YOUR TURN...**

What is your reaction to what you just learned?

*At The Victory  
Monument in Chicago's  
Bronzeville*

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## RESOURCE GUIDE FOR MENTORS

Using a “Student-Centered” Approach To Increase the Probability of Achieving the Purpose of the Illinois Freedom Project

The following is a resource for mentors or group leaders of students participating in the Illinois Freedom Project.

It is presented in two Sections. Section I presents a brief overview of the program’s background, including information, observations, and a brief analysis of its effectiveness. Section II presents recommended enhancements to the program’s purpose and instructional design. It also includes annotated versions of program materials developed for mentors to use with students.

The intention of this Resource Guide is to provide mentors and group leaders an understanding of how and why a Student-Centered approach has been incorporated into the design of the Illinois Freedom Project, and to provide tools that mentors and guides can use to help students get the most possible out of the program.

*At the National  
A. Philip Randolph  
Pullman Porter Museum  
in Chicago*





## SECTION I PROGRAM BACKGROUND:

The National Park Service Lincoln Home National Historic Site has, over the past several years, created “The Illinois Freedom Project”. The project’s goal is to “...teach history, but also to inspire youth by presenting stories of victory through adversity.”

The Illinois Freedom Project program is designed to introduce students to stories of the fight for freedom in Illinois through a series of field trips and activities across the state to various historic sites associated with this struggle. A resource booklet containing background information on these stories was produced for students to use during the field trips.

The Illinois Freedom Project is important, in that it seeks to broaden a student’s knowledge and understanding of portions of Illinois history that are often neglected, but which are key to comprehending current culture and society. It is also a noble effort in that it strives to inspire students.

### PROGRAM ANALYSIS AND OBSERVATIONS:

The Illinois Freedom Project program was assessed to have been a good start in meeting desired goals, but its administrators felt it could be improved. Student participants dutifully visited the historic sites, but did not seem to fully “connect” with the stories or information presented

there. The field trips ended without a sense of substantive accomplishment, leaving the program’s administrators to believe something needed to be done to make the field trips - at a minimum – more meaningful and - at best - inspiring for students.

So what in the program’s design was causing it to fall shy of its potential?

In short, the program’s design included two ineffective elements typical of most attempts to teach history:

- It assumed students would actually be interested in learning the history of the struggle for freedom that played out in Illinois from the 1700s to the present.
- It relied on a “presentational” method of instructional design.

Few, if any, students are inherently interested in, or intrinsically motivated to learn, history. They rarely see connections between history and their daily lives. Accordingly - and understandably - they show little interest in it. Most history programs, however, continue to assume that students will – somehow – be interested in history if they are simply taken on a field trip or provided information about an historic event. This assumption is one of the design elements that challenged the Illinois Freedom Project in meeting its potential.

Another problematic design element is the “presentational” approach used in the Illinois Freedom Project. This method of teaching history presents information to students via textbooks, resource materials, or field trip visits to historic sites. Students are typically asked questions about what they have read or seen, with the hope they somehow will then be interested in the history at hand. Further, it is typical during the presentational method of teaching history, to tell students that history is important. The facts, dates, and stories presented – regardless of how important they are stated to be – rarely, however, result in meaningful connections being created between the students and the history presented. Without meaning, however, few students perceive importance in history. The presentational method is an approach that fails, more often than not, because it does not take into account the interests, the needs, or the challenges of students themselves and use them as potential motivators to history. Rather, the primary focus of the presentational method is to put forth information, stories, resources, etc. and simply expect students to be interested because the content is deemed important.

### **THE PROBLEM TO BE SOLVED:**

In order to move forward with an enhanced version of the Illinois Freedom Project program, it was deemed important to first clearly state the problem to be solved vis-à-vis the challenges facing the purpose and instructional design of the Illinois Freedom Project. Based on the observations noted above, the problem to address was, *“How can the instructional design of the Illinois Freedom Project program be*

*modified to increase the probability the program achieves its purpose, and – in the process, also increases the level of interest and engagement of the students who participate in it?”*

### **THE PROPOSED SOLUTION:**

Given the identified problem, it was decided to maintain the program’s purpose [i.e. to teach history to students], but to change the frame of reference of the stated purpose of the program, as well as change the program’s instructional design, making both of them more “student centered.”

The original purpose and instructional design of the program were to:

#### **Purpose:**

Teach history and inspire students.

#### **Instructional Design:**

Present stories of victory through adversity, via a series of field trips and resource materials.

The proposed student-centered approach presents the purpose and instructional design this way:

#### **Purpose:**

Help each student discover his/her “voice”, then investigate how history might be used as a tool to make the student’s voice a positive force in the world.

**Instructional Design:**

Have each student identify authentic and meaningful problems, challenges, or personal interests. Draw a connection between the student's identified problems, challenges, and interests and the theme of America's desire to provide "Life, Liberty and the Pursuit of Happiness" for its citizens, by asking students to consider the degree to which their problems, challenges, and interests are reflections or examples of the broader struggle to ensure people have the rights of Life, Liberty and the Pursuit of Happiness. Once this connection is established, use it as a frame of reference through which students are asked to investigate and analyze the stories presented at the field trip sites and in the program's resources, with the goal of determining the degree to which history can do two things:

**Help students address their personal problems, challenges, and interests.**

**Help students decide how well America is doing to achieve the goal of providing Life, Liberty and the Pursuit of Happiness to all its citizens.**

The revised versions of the Illinois Freedom Project's purpose and instructional design are based on the learning theories of educational philosopher, John Dewey. Dewey believed the most effective way to help a student learn something was to begin by focusing on his/her specific needs, challenges, and interests. The task was then to figure out how to use what the student was interested in as a context within which to help him/her learn whatever content knowledge or task skills the instructor wanted the student to learn. As it relates to the Illinois Freedom Project program, this

method begins with identifying a student's authentic and meaningful problem, challenge, or area of interest, then reaches out to history to see if it can provide any principles, values, examples, lessons, stories, data, facts, etc. that might help the student.

The revised Illinois Freedom Project purpose noted above, rather than simply present historical information and resources to the students, provides a frame of reference through which they engage history for personal reasons. History is not presented as an abstract collection of dates, facts, and stories, rather it is placed in a personalized, problem-solving context. It is something that is filtered through the experience of the students actively investigating history's worth vis-à-vis the development and use of the student's voice to address his/her problems or interests.

Similarly, the revised instructional design, rather than simply taking students on field trips where information and stories are presented, asks students to actively investigate, question, and analyze the history they find at the field trip sites, using a frame of reference that has them consider the broader theme/question of how successful our nation has been in providing its citizens – including them - with Life, Liberty, and the Pursuit of Happiness.

## SECTION II

# PRODUCTS DESIGNED AND CREATED

With the above in mind, a set of five Illinois Freedom Project Activities were designed to provide a new - and hopefully more effective - approach to the field trips and resource materials used as part of the program.

**PROGRAM PARTICIPANTS** – The enhanced Illinois Freedom Project program was designed to involve junior/senior level high school students. Approximately 25 students were recruited to take part.

**PROGRAM MENTORS** – Five mentors worked the program, each being responsible for a small group of five students.

The Illinois Freedom Project program is flexible in terms of the number of students/mentors involved. The content material presented below is specifically targeted and tailored towards students aged 13-17. Modifications can and should be made to the content if the target audience is younger or older than 13-17.

The schedule for the Illinois Freedom Project field trips included five sessions with students, three conducted prior to the actual field trip, then the field trips themselves, followed by a post-field trip session.

### **SESSION I –**

Pre-Field Trip Activity I:  
**DISCOVERING YOUR VOICE**

### **SESSION II –**

Pre-Field Trip Activity II:  
**DISCOVERING HOW TO DISCOVER**

### **SESSION III –**

Pre-Field Trip Activity III:  
**USING YOUR VOICE**

### **SESSION IV –**

Field Trip Activity IV:  
**FIELD TRIP INVESTIGATION**

### **SESSION V –**

Post-Field Trip Activity V:  
**PLANNING A CULMINATING EVENT**

Following are annotated versions of each Session plan, designed as guides for the mentors working with students involved in the Illinois Freedom Project program. Each Session plan provides notes regarding logistical information that needs to be inserted based upon the location/resources available to the specific organization implementing the Illinois Freedom Project program. It also provides curricular guidance for mentors or group leaders responsible for helping students achieve a Session's desired outcomes.



## SESSION I

### DISCOVERING YOUR VOICE

**NOTE: Desired Outcomes** – One of the desired outcomes of Session I is to help students recognize that each of them has a unique “voice” – a tool they can use, in multiple ways, for positive good. Accordingly, Session I of the 2017 Illinois Freedom Project program was held in two areas of the Old State Capital building in downtown Springfield, Illinois – the site of Lincoln’s “House Divided” speech. The Session’s light supper was held in the building’s basement meeting room. The “work” portion of the Session was conducted in the historic legislative chamber of the capital building. Doing so provided an opportunity to reference

Lincoln’s use of his personal voice to express the ideas included in the famous “House Divided” speech. The setting also provided an environment exemplary of a space designed to promote the use of individual voices to discuss, debate, and decide issues. Selecting a similar location is a way of leveraging a particular space to increase the probability desired outcomes are achieved.

**NOTE: Environmental Conduciveness** – The majority of the “work” done by students during Illinois Freedom Project Sessions is in small groups. Accordingly, a Session location should have plenty of space in which to divide students into groups, preferably seated at round tables, which help promote discussion among participants. The space also needs to be conducive to serving students a light meal.

*At the Old State Capitol State  
Historic Site in Springfield*

#### **DESIRED OUTCOME OF SESSION I**

By the end of Session I, students/groups will:

- Recognize that they have an individual voice that they can use.
- Identify the problem/challenge on which they want to work.
- Identify the area of interest on which they want to focus.

# SESSION I

# ACTIVITIES

## **ACTIVITY 1.1 – PERFORMANCE/INTRODUCTION**

[Each Session of the 2017 IFP program began with an introduction or performance of some sort, designed to:

- A. Gain student attention and focus it on the purpose of the Session
- B. Relate the experiences of the students to the desired outcomes of the Session
- C. Create an organizing framework for the ideas, principles, or information included in the Session

The performance/introduction element included in each Session plan, is based on the learning theories of Madeline Hunter - specifically a technique she developed and called the “Anticipatory Set or Hook”. In short, this technique is designed to grab the attention of the students. By introducing an activity related to the Session’s desired outcomes [i.e. what is to be learned], the anticipatory set helps shift a student’s attention to the learning process. It can also establish a readiness or anticipation for what is to follow. For the “hook” to work, however, it must pique students’ interest. Otherwise, it might do the opposite and turn students off to the topic.

During Session I of the 2017 Illinois Freedom Project program, one of the more dynamic mentors grabbed student attention

by engaging them in vocal warm-ups, designed to get them using their voices. He also related, in a very engaging manner, elements of his personal life story, which illustrated how he came to discover, and began to use, his own voice in order to accomplish things in his life.

An additional idea for a performance/introduction anticipatory set could include a performer who specializes in rap or a similar musical style who uses his/her voice to actively express his/her problems, challenges, or interests.

Activity 1.1 is designed to illustrate that everyone has a “voice” – and in the process: Excite, inspire, motivate students to think about the fact that each of them has his/her own “voice” which can be used to solve problems/challenges or express him/herself via an area of interest, such as art or technology.

**MENTOR ROLE:** Interact with all students to provide guidance and ensure they are on task.

**STUDENT ROLE:** The students will be in one, large group, listening to the speaker.

**TRANSITION:** Upon conclusion of the Performance/Introduction, explain that the students are now going to do an activity designed to have them identify and examine the world in which they live, as a

way of discovering if any particular problems, challenges, or areas of interest arise, about which they might use their voice to address.

### **ACTIVITY 1.2 – MAP YOUR WORLD ACTIVITY**

[See Addendum A for specific directions on how to conduct this Activity.]

This Activity is designed to help students think about:

- Who they are.
- The world in which they live.
- Using their voice to address problems/challenges in their world.
- Using their voice to express their feelings/opinions about their world via an area of interest such as art or technology

**MENTOR ROLE:** Lead the full group in the “Map Your World Activity”.

**STUDENT ROLE:** The Students will be divided into small groups of five to seven. Each mentor will work with one small group, helping ensure the students carry out Parts I-II of the Mapping activity.

**TRANSITION:** Upon conclusion of Parts I-II of the Mapping Activity, explain to students that the next elements of the Mapping Activity involves having them analyze the maps they created in order to see if they reveal any particular problems, challenges or areas of interest on which the students would like to focus the use of their particular voice.

### **ACTIVITY 1.3 – IDENTIFYING PROBLEMS/CHALLENGES OR AREAS OF INTEREST**

This Activity is designed to help students specifically call out/identify each group’s Problem, Challenge, or Area of Interest

**MENTOR ROLE:** Mentors will use what the students do during the “Analysis of Map” Part III of the Mapping Activity to get students to identify problems/challenges/areas of interest – with the goal of each group identifying a problems/challenges/areas of interest it wants to work on.

**STUDENT ROLE:** The students need to conclude this Activity by stating what it is they want to work on.

#### **Potential Problems**

- Change X in neighborhood, school, community or at least raise people’s level of awareness regarding X.
- Enhance the ability of Y to achieve its mission [Where “Y” is some community service or other such organization].
- Clean up Z area of the neighborhood.
- Create A, B, C art works to bring attention to X, Y, Z problems/challenges.

#### **TRANSITION TO SESSION II –**

Now that the problems/challenges/areas of interest have been identified, tell the students they are going to need resources to help address their problems/challenges/areas of interest. The Fields Trips to historic sites are an opportunity to discover if voices/stories from the past offer anything of value to address their problems/challenges/areas of interest. During Session II students will focus on discovering how to discover if a particular historic site has any value/use to them in helping address their particular problem, challenge, or area of interest. In addition, they will think about and identify possible things they can actually do or create to address their problems/challenges/areas of interest.



## SESSION II

### DISCOVERING HOW TO DISCOVER

#### DESIRED OUTCOMES OF SESSION II

By the end of Session II, students will:

- Finalize the small groups in which they will work for the remainder of the Illinois Freedom Project program.
- Decide what “Product” – “Event” – “Activity” they will create or do to address their problem/challenge or express themselves per their area of interest.

*At the Education Center, Lincoln Home National Historic Site, in Springfield*





## SESSION II      **ACTIVITIES**

### **ACTIVITY 2.1 – PERFORMANCE/INTRODUCTION**

[See Addendum A for specific directions on how to conduct this Activity.]

Begin with a vocal warm-up activity, designed to focus student attention. Recap the problems/challenges/interests the students identified during Session I. Have each of the maps created by the students on display and ask the students to walk around the room, looking at each one to re-familiarize themselves with the problems/challenges/areas of interest, then return to stand by the map they created. This positions them to then begin Activity 2.2.

### **ACTIVITY 2.2 – FORMING & FINALIZING STUDENT GROUPS**

This Activity is designed to actively engage the students in deciding what groups will be set up, based on the problems, challenges, and areas of interest they identified during Session I. This Activity will give the students the chance to self-select the problem/challenge/interest group in which they will work during the remainder of the IFP program.

Begin by going around the room, quickly having each student restate the particular problem, challenge, or area of interest he/she discovered as a result of doing the mapping activity in Session I. Tell the

students they now need to form small groups – each focused on a specific problem, challenge, or area of interest. To do so, the students will be asked to move next to the problems/challenges/areas of interest they want to explore/address over the next several weeks of the Illinois Freedom Project program. If there is a problems/challenges/areas of interest that no one ends up standing by, that is ok. If problems/challenges/areas of interest end up with only 1 or 2 students standing by them, those students will be given the option to join a different group or form a small group that includes a diverse set of problems/challenges/areas of interest. After the students form their groups, the Mentors need to quickly decide which small group they are going to work with, and then spend several minutes having the students talk about the nature of their group's P/C/I – specifically, to ensure each person in the group truly understands it, and to give the students an opportunity to refine, focus, or narrow down the scope of the problems/challenges/areas of interest on which they will work. At the end of this Activity, each group will report out to the rest of the assembled students on what their specific problems/challenges/areas of interest is.

**MENTOR ROLE:** One mentor needs to take the lead in beginning Session II after everyone finishes eating. He/she will use whatever vocal warm-up activity they wish, then transition to Activity 2.1 by letting the

students know that tonight they will form small groups so they can begin working on the problems/challenges/areas of interest they identified last week.

The same [or a different] mentor will then take the lead in helping the students decide what small groups they want to be in, using the process outlined above – which begins with the mentor quickly reviewing with the students the problems/challenges/areas of interest noted on the personal maps taped to the walls.

**NOTE:** If possible, keep the small groups at no more than five students per group, so each person in each group can assume one of the five roles they are going to be assigned to carry out when visiting the Historic Sites. It is ok if more than one group ends up working on the same problems/challenges/areas of interest.

**STUDENT ROLE:** Actively think about, then identify, the problems/challenges/areas of interest on which they want to work, then work with their newly formed small group to refine and narrow down the problems/challenges/areas of interest on which they will focus.

**TRANSITION:** Move to Activity 2.3 by telling the students that now they have identified the problem, challenge, or area of interest they would like to address, they need to brainstorm possible things they can do or create to address their group's problems/challenges/areas of interest.

### **ACTIVITY 2.3 – IDENTIFYING WHAT WILL BE DONE/CREATED**

This Activity is designed to help students identify what they will do or create to address the Problem, Challenge, or area of Interest on which their small group is focused.

During the 2017 Illinois Freedom Project program, an example was presented of action taken by a young resident of Springfield to address a problem he had identified as important to him. A video of a news broadcast on a local TV station was shown. The example was of Cameryn Davis, a 12-year old, who decided to use his voice to address the city's problem of violence. See: <http://www.wandtv.com/story/35595416/anti-violence-offlimits-challenge-going-viral>

With this example in mind, Activity 2.3 begins with each small group holding a discussion focused on this question:

Given the problems/challenges/areas of interest you have said you want to address, what tangible thing(s) can you do that will:

- Actually solve that problem/challenge.
- Be the first step in solving that problem/challenge.
- Result in a work of art or technology that gets people thinking about the problem or challenge.

**NOTE:** The extent to which student groups will be able to make progress addressing their problems/challenges/areas of interest will vary, depending on their schedules, the scope of their problems/challenges/areas of interest, and the ability of their group's mentor to spend time with them on their problems/challenges/areas of interest. It is ok if a particular problems/challenges/areas of interest is not fully addressed. What is important, is that each group think through its problems/challenges/areas of interest and decided exactly what it will accomplish by X date. In other words, each group needs to identify a specific end goal that is feasible to achieve, given the time it has to work together.

#### Potential End Products Might Include:

- Protest Posters.
- Schedule & conduct a Press Conference to bring public attention to the problem/challenge/area of interest.
- Present a petition or survey to X asking for change.
- Convince a newspaper or TV station to run a story exposing X problem/challenge.
- Lobby a local political leader to address X problem/challenge.
- Present a proposed solution regarding X problem/challenge to the faculty or school board or other authority.
- Put on an art show focused on works that draw attention to X problem/challenge.
- Create a video that illustrates X problem/challenge.
- Design and implement a Facebook campaign to bring attention to X problem/challenge or use FB or YouTube as platforms to present works of art.

If particular students want to focus on their group's problem or challenge via art, music, technology, etc. they need to think in terms of a finished product that:

- Informs people about the problem/challenge they want them to know more about/think about.
- Illustrates for people the problem/challenge they want them to know more about/think about.
- Reflects how they think about/feel about the problem/challenge they want to address.

**NOTE:** – Prior to Session II, it is helpful if the Illinois Freedom Project program Mentors think through examples of likely Problems/Challenges/Areas of Interest and identify specific potential solutions/activities, so they have these in mind when guiding students through this portion of Session II.

The goal is to have the students figure out as much of all this as possible themselves – but Mentors need to have suggestions and ideas at the ready to spur them along as needed. Mentors do not need to be 100% definitive as regards how the Problems/Challenges/Areas of Interest will be solved/addressed, i.e. what the students will specifically do or create. The students' visits to the historic sites may potentially supply them with ideas for what they will do. Accordingly, it is ok if students begin with only a general idea of what they will do or create. For example, they might work to have their city pass an ordinance directed at solving their Problem/Challenge or they might decide they want to create a video that highlights the problem/challenge and offers potential solutions, or create a piece of art that reflects their understanding of/feelings towards the Problem/Challenge and – in the process – challenges others to think about that particular Problem/Challenge. They may come up with these initial ideas, but then – as a result of the experiences they have at the historic sites – end up refining exactly what they will do.

**TRANSITION TO SESSION III** – Now that the Problems/Challenges/Areas of Interest have been identified, and now that each group has at least an initial idea of what it will do or create, explain to the students that, during Session III, they will work to understand the roles they will be assigned to carry out when they visit the historic sites – and, be given an opportunity to practice those roles by touring an actual historic site.



## SESSION III

### USING YOUR VOICE

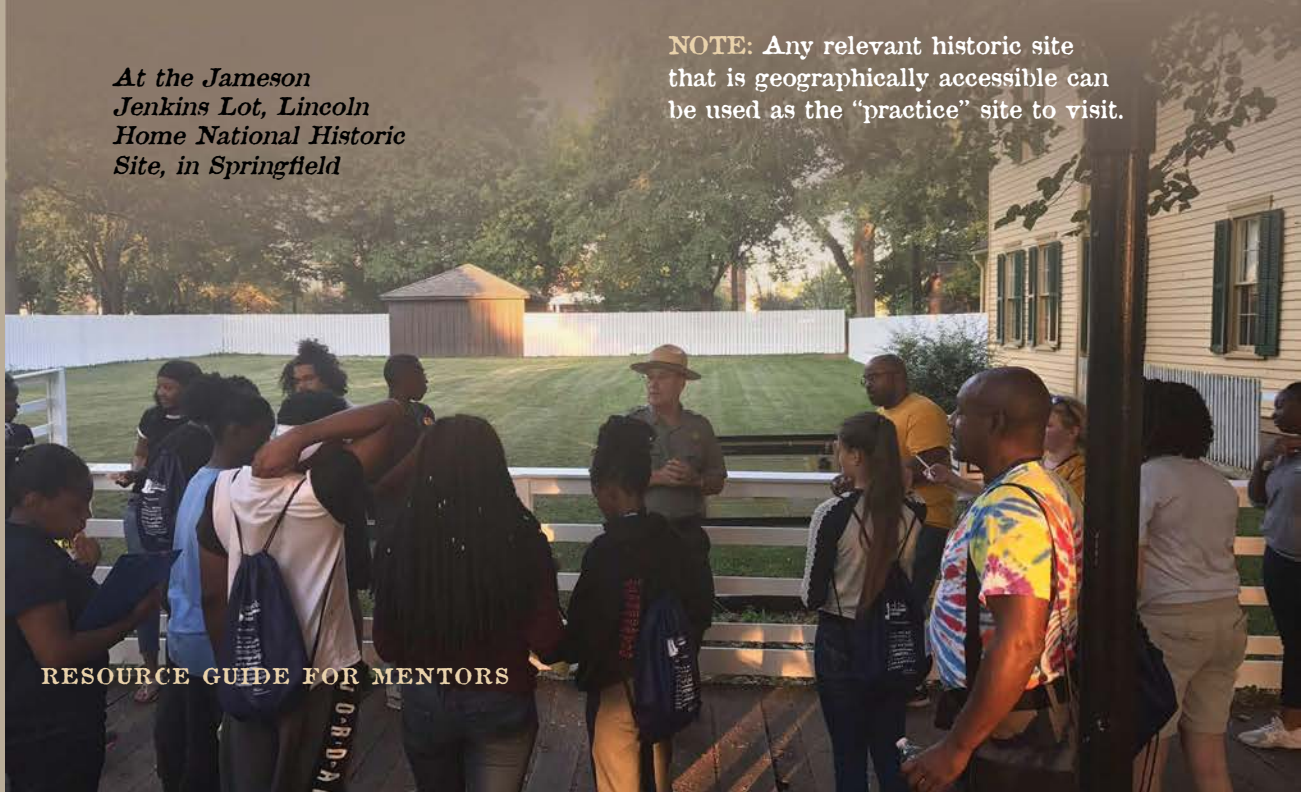
#### DESIRED OUTCOMES OF SESSION III

By the end of Session III, each group of students will:

- Understand what they are expected to accomplish at each historic site, including:
  - Answer the central question:  
*“What, if anything, at this site is of value in helping solve my problem or challenge - and/or – What at this site inspires me per my area of artistic or technological interest?”*
  - Investigate and analyze what the site has to tell them vis-à-vis the degree to which the country has been able to provide Life, Liberty, and the Pursuit of Happiness to all citizens.
- Select and practice the role they want to play in their group when visiting the historic sites. Roles include: Scout, Note-taker, Photographer, Collector, Interviewer
- Identify questions to ask at the Historic sites and practice their roles by touring an historic site.

*At the Jameson Jenkins Lot, Lincoln Home National Historic Site, in Springfield*

**NOTE:** Any relevant historic site that is geographically accessible can be used as the “practice” site to visit.



## SESSION III

## ACTIVITIES

### **ACTIVITY 3.1 – PERFORMANCE/INTRODUCTION**

Begin with a vocal warm-up activity, designed to focus student attention. Then transition the students to Activity 3.1, by recapping what they've accomplished so far in these Sessions:

- They have identified a Problem, Challenge, or Area of Interest they want to address, as well as some initial ideas of what they will actually do to address their Problems/Challenges/Areas of Interest.
- They have formed themselves into groups designed to work on these Problems/Challenges/Areas of Interest.
- They have been charged with using their individual voices to address their Problems/Challenges/Areas of Interest.

**TRANSITION TO ACTIVITY 3.2** by telling the students that their next job is to discover how they will investigate and analyze the field trip sites they will visit.

### **ACTIVITY 3.2 – ACHIEVING THE “PRIMARY PURPOSE” WHEN GOING ON THE FIELD TRIPS**

This Activity is designed to ensure students understand the “Primary Purpose” they have when visiting historic sites.

The students now need to get prepared to visit the historic sites. The main thing students need to know is that **they have a job to do at the sites**. Their job includes two primary tasks:

- To evaluate each site to decide what, if anything, is of value there in helping solve their problem or challenge - and/or – What at the sites inspires them per their area of artistic or technological interest?”
- To investigate the site, looking for information or resources that help explain the degree to which current culture and society provides the rights of Life, Liberty and the Pursuit of Happiness to everyone.

At this point, the Mentors will spend 10-15 minutes with their groups discussing the job they need to do at each historic site. The purpose of this discussion is to help ensure the students understand that they need to be proactive and do work when visiting the historic sites. They will not just sit back and listen while tour guides talk at them. At the end of 10-15 minutes, confirm with each group that they understand their job when visiting the historic sites – then move on to Activity 3.3.

### **ACTIVITY 3.3 – LEARNING FROM THE EXAMPLE**

This Activity is designed to:

- Reinforce the notion that each student has her/his own, unique voice and one way they need to use their voice is to speak up when visiting the historic sites – by asking questions and requesting information that might be helpful to them in addressing their Problems/Challenges/Areas of Interest or when investigating the rights of Life, Liberty and the Pursuit of Happiness.
- Get students thinking about what they will actually do when visiting the historic sites, by introducing them to how a reporter uses his/her voice to investigate/conduct interviews for a particular story.
- Have students identify possible questions they can ask at the historic sites.
- Introduce the students to the several roles they will be assigned to play when visiting the historic sites

**NOTE:** During the 2017 Summer Illinois Freedom Project, a former TV reporter now a public information officer was invited to attend Session III. She spoke briefly with the students about how she did her work as a reporter, including how she used her voice to ask questions and investigate things of interest to her. Her goal was to get the students to think about the fact that they are going to have to be proactive when visiting the historic sites. They are going to need to act like reporters or detectives.

After the reporter finishes, tell the student groups they need to spend 15-20 minutes brainstorming a list of questions they might ask at each site or things they might look for at each site to help them decide if the site is of any value to them or if it inspires them in any way or to find out more about how the site might better help them understand current culture/society in terms of the degree to which all people today have the rights of Life, Liberty and the Pursuit of Happiness. Each group will write down its list of possible questions.

After the lists of questions have been generated, the Mentors in each group will introduce the different roles students will carry out when visiting the historic sites. [See Addendum B, “Historic Site Visit Student Roles]. Each Mentor will review the roles with the students in his/her group.

At the end of this Activity 3.3, each group will report out on the list of questions it came up with and announce what role each student will play when visiting the historic sites.

**TRANSITION TO ACTIVITY 3.4** by noting that the time has come to do a practice visit to an historic site, so the students can try out their roles and practice being proactive investigators at a real site.

### **ACTIVITY 3.4 – TESTING OUT THE ROLES**

This Activity is designed to give students an opportunity to test out their assigned roles by going on a short tour of an actual historic site.

**NOTE:** During the 2017 Summer Illinois Freedom Project program, the student groups visited the Lincoln Home National Historic Site.

Each mentor will lead his/her group to the site, where they will meet up with a tour guide. During the course of this “practice” visit, the mentors need to work with the students to carry out their assigned roles, by being proactive in asking questions and in investigating the site. This will be a new experience for most students, as it is likely they will not have been asked to do much more than listen when on prior field trips. Now, however, is the time and opportunity to work with the students to develop a much more proactive approach to visiting historic sites. Upon conclusion of the practice tour, the groups will return to the Session III meeting spot, to wrap up Session III with Activity 3.4.

### **ACTIVITY 3.5 – REVIEWING ROLES**

This Activity is designed to improve the students’ ability to perform their assigned roles when they go on the actual Field Trips by analyzing what worked well and what needs to be improved based on their practice historic site visit.

Each mentor will conduct a discussion with the members of his/her group, asking the students such questions as:

- What went well on the tour?
- What challenged you in your role?
- How can you do a better job of carrying out your role?
- Was the visit to this site of any use?
- Did any group learn or discover anything that might help address its Problem, Challenge or Area of Interest?
- Did any group learn or discover anything that helps them better understand the degree to which current culture or society provides all people with Life, Liberty and the Pursuit of Happiness.

Upon conclusion of these small group discussions, each group will report out on what it discussed.

**TRANSITION TO SESSION IV –** This is the last of the pre-field trip Sessions. Transition to Session IV and the field trips themselves by addressing logistics, including when/where to meet, permission forms, trip schedule, what to pack/bring along, rules of conduct, etc. Each of these details will need to be developed/customized per the specific sites each organization will choose to visit.



## SESSION IV

### FIELD TRIPS

#### DESIRED OUTCOME OF THE FIELD TRIPS

By the end of the Field Trips, each group of students will:

- Identify specific things from the historic sites visited [i.e. values, principles, stories, character traits, problem-solving methods, elements of inspiration, example of behavior] that are of use/value in addressing their Problem/Challenge or helping them express themselves via their area of interest.

- Demonstrate a more “critical” approach to visiting historic sites, by asking proactive questions designed to discover and better understand the extent to which the U.S. has been able to provide all citizens with the rights of Life, Liberty, and the Pursuit of Happiness.

**NOTE:** The Illinois Freedom Project program is designed to allow for options when it comes to field trips. It is great if an organization has the resources to allow it to visit each of the historic sites throughout Illinois that are referenced in the Illinois Freedom Project resource guide. It is not, however, absolutely necessary. Students can benefit from the Illinois Freedom Project program by visiting only one or two of the sites, if that is all the organization’s internal resources are able to support.



*At the  
Jarrot Mansion  
State Historic Site  
in Cahokia*



## SESSION IV

# FIELD TRIP PRE VISIT ACTIVITIES

### **ACTIVITY 4.1 – PREPARING FOR AN HISTORIC SITE VISIT**

To prepare for a visit to an historic site, mentors/students should:

- Review Addendum C – “Historic Sites Preparation Work” in order to identify and be able to share with student the principles, values, methods of problem solving, and elements of inspiration each historic site has to offer.
- Read the brief sets of background information for each site presented in the Illinois Freedom Project resource booklet.
- Mentors should conduct an anticipatory set activity just before students begin their visit to each historic site. Suggested activities are included in the “Consider This...” sections included in the Illinois Freedom Project resource booklet. For example, prior to visiting the Pierre Menard home, a mentor might read to the students the quote from the 1685 Code Noir in the Illinois Freedom Project booklet and ask students “Why do you suppose this set of laws, i.e. the “Black Code”, was in effect in Illinois when Pierre Menard built his home and used slaves to work his land? Wasn't Illinois a free state? How could there be slaves in Illinois – especially slaves owned by someone who was

Lt. Governor of the State? See if you can uncover answers to these questions during your investigation of the Pierre Menard Historic Site.”

- Be reminded of the roles they are to play when visiting the site and everyone should check to make sure he/she has the equipment needed to carry out his/her role.

### **ACTIVITY 4.2 – CONDUCTING THE HISTORIC VISIT**

During the course of the historic site visit itself, mentors should work with the students to encourage them to carry out their assigned roles, helping them – when needed – to come up with questions to ask, and making sure the students are as proactive as possible.

### **ACTIVITY 4.3 – POST HISTORIC SITE VISIT DEBRIEF**

After visiting a site or multiple sites, either immediately or later in the day – whenever it best fits the schedule of the groups involved – a “debrief” regarding the historic site visit should be conducted with the students. There are two primary things on which a debrief should focus:

**PROCEDURAL DEBRIEF** – The purpose of a procedural debrief is to help students improve the way they carry out their assigned roles by asking them to self-evaluate their ability to carry out those assigned roles. Questions asked in a procedural debrief can include:

- What, if anything, made it hard to carry out your assigned role at this historic site?
- What, if anything, helped you carry out your assigned role at this historic site?
- Is there anything you want to change about your assigned role, prior to the next site visit – in order for you to be more effective in carrying it out?
- What were your impressions of how the guides/docents at the historic site reacted to you as you carried out your assigned role?
- How might you improve your ability to learn from the guides/docents at the historic sites?

**SUBSTANTIVE DEBRIEF** – The purpose of a substantive debrief is to help students enhance their ability to think critically. This involves asking the students to think about the history to which they were exposed at the historic sites. Questions asked in a substantive debrief can include:

- Did the site have anything to offer in terms of helping address your Problem/Challenge or express yourself via your area of interest? If so, what?
- If not, why did you think it was not worthwhile to visit the site?
- Did the site offer you any insights into the matter of how good a job our country has done over the years of providing everyone with the rights of Life, Liberty, and the Pursuit of Happiness?

In addition to the substantive questions noted above, several issues regarding the nature of history can be raised during debrief sessions, again as a way of helping students enhance their ability to think critically. The following notions/questions can be introduced to the students:

- Can we ever know the complete Truth of an historic event or a particular historic site? Why? Why not?
- It is said, “History is written by the victor.” What does this mean and how does it impact the “Truth” of history?
- Because something is written in a book, does not necessarily make it the Truth or the complete Truth. Is this correct? Why do you suppose this is so?

Many students will never before have been told they can view history from a critical perspective, nor been asked to actually do so. It is, therefore, important to introduce these ideas and questions to them and encourage their exploration of them as a way of enhancing their ability to proactively experience the historic sites they visit and any history books/resources they read.



## SESSION V

### PLANNING FOR A CULMINATING EVENT/ACTIVITY

**NOTE:** Desired Outcomes of Session V –  
The desired outcome of Session V is the creation of a plan for a Culminating Illinois Freedom Project Activity/Event that:

- Celebrates the students' accomplishments in the Illinois Freedom Project program.
- Demonstrates what the students learned, felt, discovered, etc. during their participation in the Illinois Freedom Project program.

*At the Springfield and  
Central Illinois African  
American History  
Museum in Springfield*



## SESSION V      **ACTIVITIES**

### **ACTIVITY 5.1 – PERFORMANCE/INTRODUCTION**

Lead the full group in an introductory activity designed to highlight the point that, when people work hard at something, it is appropriate to celebrate their accomplishments and share what they learned.

### **ACTIVITY 5.2 – PLANNING A CULMINATING CELEBRATION/RECOGNITION EVENT**

This activity is designed to actively involve students in organizing an event that celebrates their accomplishments during the Illinois Freedom Project program and presents artwork/performances/videos/etc. that reflect what they learned/discovered during them.

**MENTOR ROLE:** Each mentor will work with one small group, helping ensure the students carry out the brainstorming involved in this Activity.

**STUDENT ROLE:** The Students will work in their small groups to each produce a specific list of what they will do/create as a contribution to the culminating event.

**BRAINSTORMING/PLANNING -** Students will meet with their mentors in their Illinois Freedom Project groups and identify things they could create, performances they could do, things they could write, etc. that reflect lessons/values they discovered via the field trips. Each group will:

- Produce a specific list of what the group will do/create as its contribution to the culminating event

- Identify what each student is responsible for doing to create its group's contribution to the culminating event

**VIDEO INTERVIEWS –** Video interviews will be taped with a number of students regarding their field trip experiences, which will then be presented at the culminating event.

Some initial suggestions for the culminating event could include things like:

- Photos taken by students during the two field trips.
- A “What I learned, felt, discovered” board that includes written statements from students.
- Videos of the skits/activities the students presented during field trip debrief sessions.
- Items collected by the Scouts at the various field trip sites, to show the places students visited.
- Videos of interviews during which students are asked about their experiences in the Illinois Freedom Project

**NOTE:** Mentors will, depending on the resources available, need to work through the logistics involved in carrying out a “culminating event”, including its location, scheduling it in a way that allows the most people to attend, arranging for press coverage, ensuring students play an active role on site at the event in terms of sharing their stories, arranging for refreshments, etc.



## ADDENDUM A

# MAP-YOUR-WORLD ACTIVITY

### I. INTRODUCTION

[Whole Group]

1. Maps!
2. Maps are used not only to give direction but also to share other types of important information about a place.
3. Examples of Nat Geo Maps + Atlas of Native People + my map
4. Now it is your turn to map your world!
5. Grab materials - sheet of poster paper + markers + etc.

### II. MAPPING

[Small Group]

1. Start by drawing yourself in the center of the paper – because it is your world, your perspective is unique and important
2. Next, draw a circle around yourself
3. Landmarks
  - a. Schools
  - b. Churches
  - c. Businesses
  - d. Stores/shops
  - e. Parks/places to play or hang-out
  - f. Transportation – how do people get around from place to place
4. People –
  - a. who are the people who are most important to you
  - b. who are the most powerful in your world
  - c. who are the people with whom you spend most of your time
  - d. ...and where are they located? Where can they be found?
5. Activities
  - a. What activities do you do in your world?
  - b. What activities do you see/take place in your world?

#### Questions for Further Discussion (If needed)

1. Do you think you would see and experience your world differently if you were a girl/boy?
2. Do you think you would see and experience your world differently if you were a different race?

### III. ANALYSIS OF MAP

[Whole Group]

1. **YELLOW DOT** – put a yellow dot on the landmarks/people with whom you feel safe/loved/supported/happy/joyful/free.
2. **RED DOT** – put a red dot on the landmarks/people with whom you feel unsafe/unhappy/scared/angry/sad.
3. **GREEN DOT** – put a green dot on the landmarks/people/activities in your world that you want to change/make different in your world?
4. **BLUE DOT** – put a blue dot on what you feel is missing?  
What would you like/need/want to add. Use the markers to add it to your map.

### IV. IDENTIFY A PROBLEM, CONCERN OR INTEREST

[Whole Group]

1. Look at the places where you have a **RED**, **BLUE** or **GREEN** dot.
2. If you had the power to change any **ONE** of those, choose the one that you would **MOST** want to change.
3. Tell us why you chose this issue.
4. What would you do? What do you think needs to be done to make it better for you and others in your community?

### V. TO BUILD COALITIONS OF INTEREST

1. Who will volunteer to share what they chose as the most important issue to change?
2. Student shares with whole group
3. If you chose a problem, concern or issue that is the same as/similar to Student's Name, then come up and stand with her/him.
4. Student #2 shares – and so on until each student has self-selected a group to stand with.
5. Together you will explore/investigate how the places we will visit on our trips can help you create ways to make the changes you feel are needed in your world.

### VI. LINK TO VOICE

1. Now that you have identified a problem, challenge or area of interest, let's think about what you can do to address that P/C or I.
2. For example, tonight's guest artist used \_\_\_\_\_ to address the P/C/I of \_\_\_\_\_.
3. Dr. Martin Luther King Jr. used his voice to address the treatment of African Americans. Artists use sculpture, painting, music, dance to express their views. Activists demonstrate, write letters to government officials, and use social media to bring people together to discuss and express their shared views.

Let's come up with different ways you would want to address your P/C/I.



## ADDENDUM B

### IFP HISTORIC SITE VISIT

#### I. ROLES [Student]

To ensure each group member is actively involved/engaged during the visits to historic sites, each will assume a role and be responsible for carrying it out. The roles will be explained to the students ahead of time, then students will be given the chance to pick which role they want to play. If it makes sense to do so, we can structure the process so students are able to change roles from one site to the next. Roles include:

#### II. SCOUT – Student leader [list of group members + mentor]

- Studies information about site before the visit
- Know each group member's name
- Makes sure all group members are together and ready
- At the site: Helps the small group decide where to begin investigation
- At the site: helps decide next step in investigation

#### III. NOTETAKER [clipboard, notepad]

- Takes notes on what the group observes
- Takes notes on how each member is reacting/ feeling during the visit
- Takes notes on what questions the group has
- Takes notes on who the group talks to/interviews to get information and where you talked to them
- Writes what the group learned

#### IV. PHOTOGRAPHER

[clipboard, photography log sheets, plastic folder]

- Keep track of camera and Photography Log
- Take 10 photos that illustrate the most important/impactful information/lessons learned at the site
- For each photo write: the number, location and importance
- Work with the Collector to take photos of important objects that cannot be taken away from site

#### V. COLLECTOR

[bag for collection]

- Collects maps, brochures, flyers that give important information about the site
- Collect objects the group feels are significant for understanding the site and/or their problem, concern or interest
- Collect objects that inspire
- Work with Photographer to make sure that items that cannot be taken away from site are photographed

#### VI. LINK TO VOICE

[notepad + pen]

- Asks the group members if they have any questions about the site?
- Asks the group members if there is any specific information they need to explore their problem, concern or interest.
- Take the lead in asking site volunteers and guides questions
- Encourage group members to ask questions that they have
- Make sure that the Notetaker has the information from the “interview”

#### SUPPLY LIST NEEDED FOR STUDENTS TO CARRY OUT THEIR ROLES:

- Copy of IFP program Student Resource book
- Lanyard + badge holder [each student, badge will designate their roles]
- Notepad
- Sketch pad
- Clipboard
- Pens
- Pencils
- Markers or colored pencils + sharpener
- Disposable cameras
- Backpack/messenger bag to carry + store all items when not in use.





## ADDENDUM C

### HISTORIC SITES Preparation Work

This resource document is designed for two audiences:

- The mentors [or one specific mentor] charged with working with the student groups.
- Historic site guides/docents who are willing to work with the IFP program by engaging the tasks noted below.

The ultimate point of the Illinois Freedom Project program is to help students learn about and be inspired by history. One aspect of the plan for achieving this is visiting a set of historic sites that students will investigate and evaluate to see if there is anything they can use when working on a problem or challenge of their choosing, or if there is anything that inspires them vis-a-vis an area of interest on which they have chosen to focus. In addition, students will investigate each site in an effort to better understand the degree to which current culture/society is presently able to provide all people with the rights of Life, Liberty, and the Pursuit of Happiness.

To help students do this kind of investigation and analysis, we [mentors and on site guides/docents] need to identify – ahead of time – what the historic story presented at each site may actually have to offer students and/or tell them about America's struggle to provide all people with the rights of Life, Liberty, and the Pursuit of Happiness. In other words, we need to think through each historic site's story/historical facts/its "voice," and glean from it the lessons and inspirations of those particular pieces of history. Doing so will prepare us to more effectively guide students through the experience they have when visiting the historic sites.

**ITEMS OF POTENTIAL VALUE OFFERED BY EACH HISTORIC SITE CAN BE CLASSIFIED INTO THE FOLLOWING:**

**A. PRINCIPLES** - What are the rules, the beliefs, or ideas that guided the actions of the persons associated with the historic site? Are these principles we want the students to examine and potentially follow themselves in the course of working on their own problem or challenge?

**B. VALUES** – What are the fundamental truths or beliefs that guided the persons associated with the historic sites? Are these values that we want the students to examine and potentially adopt themselves in the course of working on their problem or challenge? Or, perhaps, these are examples of values not to follow because they are wrong in some way.

**C. METHODS OF PROBLEM-SOLVING** – How did the persons associated with the historic sites go about solving the problems that are part of the story associated with the historic site? Are these methods that can be emulated by the students? Or, perhaps, these are examples of methods not to follow because they are wrong in some way.

**D. ELEMENTS OF INSPIRATION** – Are there aspects of the stories found at the historic sites that might inspire students either as they work to solve their problem or challenge, or that might influence whatever they will create that relates to their area of interest?

Per the theme of helping students discover and then use their “voice” – these four items of potential value exemplify the “voice” of the persons associated with the stories told at the historic sites students visit.

The mentors and/or the guides/docents needs to be prepared to help students discover these “voices from the past” so they can profit from them. Mentors and guides should be prepared to talk with students about these voices from the past during the field trip visits themselves, as well as at debriefing sessions held after each site visit.



## ADDENDUM D

### 2017 ILLINOIS FREEDOM JOURNEYS

During the summer of 2017 Springfield area youth and mentors experienced some of the places featured in the “Illinois Freedom Project” and following the curriculum outlined in this Addendum.

This initiative included three pre trip meetings with youth, their mentors and coaches to guide the discussions in how to use the inspiring stories of the past to help inspire the future.

#### MEETING SCHEDULE:

Thursday, June 22, 2017	5:30 p.m. – 8:30 p.m.
Thursday, June 29, 2017	5:30 p.m. – 8:30 p.m.
Thursday, July 6, 2017	5:30 p.m. – 8:30 p.m.

Following the three meetings, the youth experienced two extended weekend field trips to explore the places that were central to the story of freedom in Illinois. Approximately 30 high school age youth and adult mentors were part of this initiative. Transportation was provided by a charter coach and overnight accommodations were provided in college and university dorms.

#### TRIP SCHEDULE:

Friday, July 7—Sunday, July 9, 2017
Friday, July 21—Sunday, July 23, 2017

#### TRIP 1 – “SLAVERY COMES TO THE ILLINOIS COUNTRY” DAY 1 OF 3

##### CAHOKIA COURTHOUSE STATE HISTORIC SITE

107 Elm Street

Cahokia, IL 62206

618-332-1782

[www2.illinois.gov/dnrhistoric/Experience/Sites/Southwest/Pages/Cahokia-Courthouse.aspx](http://www2.illinois.gov/dnrhistoric/Experience/Sites/Southwest/Pages/Cahokia-Courthouse.aspx)

### **DAY 1 OF 3 (continued)**

#### **NICHOLAS JARROT HOUSE STATE HISTORIC SITE**

124 E. 1st Street

Cahokia, Illinois 62206

618-332-1782

[www2.illinois.gov/dnrhistoric/Experience/Sites/Southwest/Pages/Jarrot-Mansion.aspx](http://www2.illinois.gov/dnrhistoric/Experience/Sites/Southwest/Pages/Jarrot-Mansion.aspx)

#### **CHURCH OF THE HOLY FAMILY**

116 Church Street

Cahokia, IL 62206-1852

618-337-4548

[www.holyfamily1699.org/](http://www.holyfamily1699.org/)

#### **FORT KASKASKIA STATE HISTORIC SITE**

4372 Park Road

Ellis Grove, IL 62241

618-859-3741

[www2.illinois.gov/dnrhistoric/Experience/Sites/Southwest/Pages/Fort-Kaskaskia.aspx](http://www2.illinois.gov/dnrhistoric/Experience/Sites/Southwest/Pages/Fort-Kaskaskia.aspx)

#### **PIERRE MENARD HOME STATE HISTORIC SITE**

4230 Kaskaskia Rd

Ellis Grove, IL 62241

618-859-3031

[www2.illinois.gov/dnrhistoric/Experience/Sites/Southwest/Pages/Pierre-Menard.aspx](http://www2.illinois.gov/dnrhistoric/Experience/Sites/Southwest/Pages/Pierre-Menard.aspx)

### **DAY 2 OF 3**

#### **SHAWNEE NATIONAL FOREST -- MILLER GROVE**

Near Intersections of Highways 145 and 147 in Shawnee National Forest

Shawnee National Forest Headquarters

50 Hwy 145 South

Harrisburg, IL 62946

618-253-7114

[www.fs.usda.gov/recarea/shawnee/recreation/outdoorlearning/recarea/?recid=81900&actid=119](http://www.fs.usda.gov/recarea/shawnee/recreation/outdoorlearning/recarea/?recid=81900&actid=119)

#### **CAVE-IN-ROCK STATE PARK**

1 New State Park Rd.

Cave-in-Rock IL 62919

618-289-4325

[www.dnr.illinois.gov/Parks/Pages/CaveInRock.aspx](http://www.dnr.illinois.gov/Parks/Pages/CaveInRock.aspx)

#### **CRENSHAW HOUSE STATE HISTORIC SITE**

Equality, IL 62934

The Crenshaw House is closed to the public.

217-782-6302

[www2.illinois.gov/dnrhistoric/Experience/Sites/Southeast/Pages/Crenshaw-House.aspx](http://www2.illinois.gov/dnrhistoric/Experience/Sites/Southeast/Pages/Crenshaw-House.aspx)

### **DAY 3 OF 3**

#### **VANDALIA STATE HOUSE STATE HISTORIC SITE**

315 W. Gallatin Street

Vandalia, IL 62471

618-283-1161

[www2.illinois.gov/dnrhistoric/Experience/Sites/Southwest/Pages/Vandalia-StateHouse.aspx](http://www2.illinois.gov/dnrhistoric/Experience/Sites/Southwest/Pages/Vandalia-StateHouse.aspx)

### **TRIP 2 – “FIGHT FOR FREEDOM”**

#### **DAY 1 OF 3**

##### **NEW PHILADELPHIA**

The New Philadelphia historic site is just east of Barry, Illinois on County Highway 2.

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

##### **GALESBURG COLONY UNDERGROUND RAILROAD FREEDOM STATION AT KNOX COLLEGE**

Old Knox County Jail

337 S. Cherry Street

Galesburg, IL 61401

309-341-7757

[www.knox.edu/about-knox/our-history/knox-and-galesburg-history/underground-railroad](http://www.knox.edu/about-knox/our-history/knox-and-galesburg-history/underground-railroad)

##### **LINCOLN DOUGLAS DEBATE MARKER AT KNOX COLLEGE**

#### **DAY 2 OF 3**

##### **OLD KNOXVILLE COURTHOUSE/KNOX COUNTY MUSEUM**

Knox County Historic Sites, Inc.

Main Street

Knoxville, IL

309-289-2814

[www.kville.org/kchistory/index.html](http://www.kville.org/kchistory/index.html)

##### **DUSABLE MUSEUM OF AFRICAN AMERICAN HISTORY**

740 East 56th Place

Chicago, Illinois 60637

773-947-0600

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

#### **DAY 3 OF 3**

##### **A. PHILIP RANDOLPH PULLMAN PORTER MUSEUM**

10406 S Maryland Ave

Chicago, IL 60628

773-850-8580

[www.aphiliprandolphmuseum.com/](http://www.aphiliprandolphmuseum.com/)

Chicago's Bronzeville neighborhood driving/walking tour

[www.choosechicago.com/neighborhoods/south/bronzeville/](http://www.choosechicago.com/neighborhoods/south/bronzeville/)

##### **QUINN CHAPEL AME CHICAGO**

2401 S Wabash Ave

Chicago, IL

312-791-1846

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

## **ILLINOIS FREEDOM PROJECT OVERVIEW**

In 2011 Lincoln Home National Historic Site with many community partners undertook a project to investigate the places that best represent the inspiring stories of the move from slavery to freedom in Illinois. The project engaged historians, youth mentors, videographers, web designers, and others to present these freedom stories in an engaging way. The goal of the project is to teach history and inspire youth by presenting stories of victory through adversity.

In 2015 the Illinois Freedom Project web site was launched. This youth focused multimedia web site provides resources to teach the interconnected story of slavery to freedom through the lens of people, places and events in Illinois from eighteenth century French settlements through early twentieth century Chicago. The web site is located at [www.lookingforlincoln.com/freedom](http://www.lookingforlincoln.com/freedom)

During the summer of 2017 the project partners organized field trips, called "Illinois Freedom Journeys," to select Freedom Project locations throughout Illinois. An Illinois Freedom Project Freedom Journeys hand book and curriculum were also developed.

The project organizers are now working to develop a traveling exhibit that will bring the Illinois Freedom Project to Boys and Girls Clubs and other youth mentoring facilities and public libraries throughout Illinois. The exhibit, with the web site, videos and curriculum, will provide the youth mentors at those facilities with opportunities and tools to inspire youth with the stories of freedom. And, hopefully inspire them to visit these places themselves, if not statewide then the sites in their region and neighborhood.

## **ILLINOIS FREEDOM PROJECT PARTNERS:**

Abraham Lincoln National Heritage Area  
Association for the Study of African American Life and History  
A.S.C.E.N.D.  
Boys and Girls Club of Central Illinois  
Greening Youth Foundation  
Illinois Bureau of Tourism  
Illinois Department of Natural Resources  
National Park Foundation  
National Park Service  
Organization of American Historians  
The Outlet  
Sangamon County Metro 4H  
Sigma Beta Club  
Springfield and Central Illinois African American History Museum  
Springfield Frontiers



THE ILLINOIS  
**FREEDOM**  
PROJECT

**ILLINOIS FREEDOM PROJECT TEAM:**

Erica Austin, youth leader  
Erin Bishop, historical content development  
Deanna Blackwell, youth leader, curriculum development  
Justin Blandford, project coordinator  
Jeanette Cowden, project support  
Ceil Crawford, youth leader  
Crowdson Creative, video production  
Paris Ervin Doyle, promotion, video editing  
Clarice Ford, education consultant  
Kevin Ford, on camera video host, advisor  
Graphic Works Atlanta, graphic design  
Susan Haake, text content editor  
Larry Hemingway, youth leader  
Mark Johnson, historical consultant  
Mike Kienzler, text content editor  
Lionel Kimble, historical consultant  
Pam King, education consultant

Mapcraft, cartographer  
Tiffany Mathis, youth leader  
Antonio Neal, music  
Mike Phelon, logo and web design, youth leader  
Lottie Phillips, graduate student researcher  
Kameron Rhone, project support  
Justin Rose, youth leader  
Shelly Rouse, youth leader  
Paula Seifert, education consultant  
Lorna Shuman, education consultant  
Aidan Smith, project support  
Derrick Stapleton, youth leader  
William Thomas, curriculum development  
Tim Townsend, project coordinator  
Chris Vallillo, music  
Sarah Watson, project support  
Heather Wickens, project support

The information contained within this publication is from The Illinois Freedom Project. This web based youth focused multimedia project provides resources to teach the interconnected story of slavery to freedom through the lens of people, places and events in Illinois from eighteenth century French colonial settlements through early twentieth century Chicago. The web site features videos that not only illustrates the many Illinois places that relate to the slavery to freedom story but also the perspectives of young people as they learn about these stories and places. The goal of the Illinois Freedom Project is to teach history, but also to inspire youth by presenting stories of victory through adversity.

For more information about the story of freedom in Illinois, including additional resources and information about freedom story places located throughout Illinois, visit the Illinois Freedom Project web site at [www.lookingforlincoln.com/freedom](http://www.lookingforlincoln.com/freedom).

