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Team 8

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## Farming in Illinois in the 1800s and today

**Approximate time for lesson:** 45 minutes

**Grade Level:** 3<sup>rd</sup> Grade

**Broad Goals:** The students will be able to have a better understanding of where our resources can be found. The students will be able to value the importance of using our resources wisely. The students will have a better understanding of how our land has changed over 200 years.

**Standards:** NCSS II-b,c,d,f: Time, Continuity, and change.

IL.16.A.1c

> Describe how people in different times and places viewed the world in different ways.

IL.16.E.1.US

> Describe how the local environment has changed over time.

IL.17.A.1a

> Identify physical characteristics of places, both local and global (e.g., locations, roads, regions, bodies of water).

IL.17.A.1b

> Identify the characteristics and purposes of geographic representations including maps, globes, graphs, photographs, software, digital images and be able to locate specific places using each.

IL.17.C

STANDARD: Understand relationships between geographic factors and society.

IL.17.C.1a

> Identify ways people depend on and interact with the physical environment (e.g., farming, fishing, hydroelectric power).

IL.17.C.1b

> Identify opportunities and constraints of the physical environment.

IL.17.C.1c

> Explain the difference between renewable and nonrenewable resources.

IL.17.D

STANDARD: Understand the historical significance of geography.

IL.17.D.1

> Identify changes in geographic characteristics of a local region (e.g., town, community).

**Objectives:** The students will be able to construct two maps to show how our crops have declined. The students will be able to see the difference between population growth and crops decreasing from the nineteenth century to the twenty first century. The students will also be completing a crossword and word search based on the information they have gathered throughout the lesson.

**Vocabulary: Fertilizer-** Any of a large number of natural and synthetic materials, including manure and nitrogen, phosphorus, and potassium compounds, spread on or worked into soil to increase its capacity to support plant growth.

**Crop rotation:** Planting different crops on the same land to prevent soil depletion along with giving nutrients to the soil.

**Drought:** A lack of water that can cause damage to crops during the growing season.

**Natural Resources:** Resources that can be found in the land. These include coal, corn, soybeans, oil, wood, and livestock.

**Livestock:** This is another term used for cattle, sheep, and pigs.

**Materials:** Students will need color pencils, pencil, "Lincoln and the Land" crossword, "Lincoln and Today" word search, How Coles County and Charleston, Illinois, Began, and 2 Illinois maps. Materials except for color pencils and a regular pencil will be provided.

**Resources:**

Freedman, R. (1987). Lincoln A Photobiography. New York, NY: Clarion.

How Coles County and Charleston, Illinois, Began. (2007, Spring). Social Studies packet, p. 1-3.

IllinoisAtlas.com (n.d.) Retrieved January 30, 2007 from <http://www.illinoisatlas.com/illinois/agriculture/agriculture3.htm>

Illinois. (2007). In *Encyclopædia Britannica*. Retrieved January 31, 2007, from Encyclopædia Britannica Online: <http://www.britannica.com/eb/article-202365>

Illinois. (2007). In *Encyclopædia Britannica*. Retrieved January 31, 2007, from Encyclopædia Britannica Online: <http://www.britannica.com/eb/article-202367>

Illinois Natural History Survey. (n.d.). "Land Cover of Illinois in the Early 1800s". Retrieved January 30, 2007, from <http://www.inhs.uiuc.edu/inhsreports/fall-02/gis.html>

Valentino, T.F. (2000, February). Farming in Young Illinois. IPO. Retrieved January 30, 2007 from <http://www.lib.niu.edu/ipo/2000/ihy000240.html>

**Focusing Activity:** When our group first gets together, our group have a few questions to ask. First, what do you remember about our skit? Were there any parts that were your

favorite? Would you like to put on a skit like we did? I will listen to the students' responses. Well before we start our lesson, can you name at least three resources we named during our skit? Corn, soybeans, and coal were three resources. Right, that is what we are going to learn more about today. We are going to be able to see the difference between how much of our resources we had during Lincoln's time as well as the land that we see today. Are you ready to get started? Yes!

**Purpose/Importance of the lesson:** The importance of this lesson is to provide information about the depletion of our farms and land area to the students. The students will be able to take precautions in order to preserve the little land we still have today. If we do not save the land now, there will not be any left down the line. The farmers will lose their land and also the ability to provide food for others.

**Instruction:** I have a short essay about how Charleston, Illinois began. This will help us better understand what the land was like when Lincoln lived here. (We will read the story.) Is there anything in the story we read that could have something to do with our resources? (Flour mills and woolen cloth) Right. These are just a few of the resources that we used during the 1800s. Do you think there was more land in the 1800s or more land now? (More land in the 1800s) Right. In the early settlements of Illinois, many people settled here for the land. Many people thought that if nothing was planted, then the soil was not rich with nutrients. Many of the first settlers built their homes closer to the rivers and near trees. This map that I have shows different areas of Illinois that were used for crops along with land that was left vacant. Do any of you know someone who is a farmer? You do? My grandpa is a farmer, and he grows hay for his cattle and then sells his cattle to be butchered. Did you know that Abraham Lincoln's father was a farmer? (No) Abe and his sister Sarah had to help Thomas with the crops along with Abe helping his father chop wood. Did you know that wood is considered a resource also? (There are so many things that are resources, I bet you have never thought of them that way.)

I want to give you some more information before all of you will be making maps from the past and today. Farming was never more essential than in the pioneer days during the first half of the nineteenth century. In 1800 seventy-five percent of the people in Illinois were involved in farming in some way. In 1850 sixty percent were involved, and by 1900 forty percent were involved. The most common crops grown were corn, wheat, barley, oat, rye, potatoes, and flax. Pioneer farmers grew a wider variety of crops and raised a wider assortment of livestock than modern-day farmers. Do any of you know some examples of livestock? (Cattle, sheep, chickens, and pigs) Good. Illinois is the leading cattle state east of the Mississippi River and is second only to Iowa in pig raising. Sheep, chickens, eggs, and turkeys are also important. Did you know that in pioneer days, children your age would have to go into the woods and hunt for their food? Can you guess of some of the game they hunted? (Rabbit, quail, squirrel, pigeon, duck, goose, and turkey) Like our farmland the more populated Illinois became the less there was to eat. Farming was very important in the pioneer days but with the growing population farmers sold their land for house to be built. Did you know that the place you live now was just merely a piece of land that cattle, corn or soybeans could have lived?

housing a different crop. This helps with preventing soil depletion along with keeping important minerals in the soil. Have you ever noticed that one year you will see a corn crop and the next year you see soybeans planted in the same area? I know there are many farmers where I live that use the crop rotating method.

Another resource that we do not normally think of being apart of Illinois is oil. Oil, first discovered in Clark County in 1865, is now produced from a number of small oil fields scattered over the southeastern part of the state. In 1997 Illinois' production of crude oil ranked third among the states east of the Mississippi River, behind Mississippi and Alabama. Production, however, is decreasing, and Illinois contributed just one percent of the nation's total crude oil in 1997. A small amount of natural gas is also produced in Illinois.

Now we are going to complete our second map for where our resources are located today. You will do the same thing as you did for the first map. Remember that things have changed over 200 years and be thinking of the information you just heard about where certain crops are found. Good luck. Now that you are finished, do you notice anything different in your two maps? (Yes the land should be decreasing) Did you put a crop somewhere in the first map but changed it in the second map? Well you all did a great job at creating your maps.

#### **Modeling for Guided Practice:**

We are going to review the information we have covered today. To help us with the review, we are going to use a word search and a crossword puzzle. You will notice that some of the words used are our vocabulary words.

**Conclusion:** Now that we know what types of resources were used in Lincoln's time and today we have a better understanding of the world around us. The reason why knowing about our resources is important, is because they are slowing decreasing. If we do not do something now, there may not be farm land left for the future. Illinois will suffer a great loss if our economy does not benefit by the selling of our resources. What are some helpful tips to conserve our resources? (Stop wasting water, turn off lights, etc.)