

Title: The Law, 1816 VS. Today

Lesson plan for third grade level, approximately 45 minutes

Goal: The goal of this lesson is to show the students how the laws for the state of Illinois have changed between 1816 and today. The students will compare some of the laws from 1816 to some of the laws for today's time to see how much the law and needs they meet have changed. Particular attention will be paid to punishments.

NCSS Learning Standards:

- NCSS.1.2 THEME TWO -- Time, Continuity, and Change: Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Time, Continuity, and Change. Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of time, continuity, and change.
- NCSS.1.5.e ...ask learners to describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements;
- NCSS.1.6.a ...enable learners to examine the rights and responsibilities of the individual in relation to his or her family, social groups, community, and nation;
- NCSS.1.6.b ...help students to explain the purpose of government and how its powers are acquired, used, and justified;
- NCSS.1.6.c ...provide opportunities for learners to examine issues involving the rights, roles, and status of individuals in relation to the general welfare;
- NCSS.1.10.a ...assist learners to understand the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law;
- NCSS.1.10.b ...guide learner efforts to identify, analyze, interpret, and evaluate sources and examples of citizens rights and responsibilities;
- NCSS.1.10.c ...facilitate learner efforts to locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues identifying, describing, and evaluating multiple points of view;
- NCSS.1.10.d ...provide opportunities for learners to practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic;
- NCSS.1.10.e ...help learners to analyze and evaluate the influence of various forms of citizen action on public policy;
- NCSS.1.10.f ...prepare learners to analyze a variety of public policies and issues

- from the perspective of formal and informal political actors;
- NCSS.1.10.g ...guide learners as they evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making;
- NCSS.1.10.h ...encourage learner efforts to evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government;
- NCSS.1.10.i ...support learner efforts to construct policy statements and action plans to achieve goals related to issues of public concern;
- NCSS.1.10.j ...create opportunities for learner participation in activities to strengthen the common good, based upon careful evaluation of possible options for citizen action;
- NCSS.2 DISCIPLINARY STANDARDS
- NCSS.2.1 DISCIPLINARY STANDARD -- History: Teachers who are licensed to teach history at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of history. Teachers of history at all school levels should provide developmentally appropriate experiences as they guide learners in their study.
- NCSS.2.1.a ...assist learners in utilizing chronological thinking so that they can distinguish between past, present, and future time can place historical narratives in the proper chronological framework can interpret data presented in time lines and can compare alternative models for periodization;
- NCSS.2.1.b ...enable learners to develop historical comprehension in order that they might reconstruct the literal meaning of a historical passage, identify the central questions addressed in historical narrative, draw upon data in historical maps, charts, and other graphic organizers and draw upon visual, literary, or musical sources;
- NCSS.2.1.c ...guide learners in practicing skills of historical analysis and interpretation, such as compare and contrast, differentiate between historical facts and interpretations, consider multiple perspectives, analyze cause and effect relationships, compare competing historical narratives, recognize the tentative nature of historical interpretations, and hypothesize the influence of the past;
- NCSS.2.1.d ...assist the learners in developing historical research capabilities that enable them to formulate historical questions, obtain historical data, question historical data, identify the gaps in available records, place records in context, and construct sound historical interpretations;
- NCSS.2.1.e ...help learners to identify issues and problems in the past, recognize factors contributing to such problems, identify and analyze alternative courses of action, formulate a position or course of action, and evaluate the implementation of that decision;
- NCSS.2.1.f ...assist learners in acquiring knowledge of historical content in United States history in order to ask large and searching questions that

- compare patterns of continuity and change in the history and values of the many peoples who have contributed to the development of the continent of North America;
- NCSS.2.1.g ...guide learners in acquiring knowledge of the history and values of diverse civilizations throughout the world, including those of the West, and in comparing patterns of continuity and change in different parts of the world;
- NCSS.2.1.h ...enable learners to develop historical understanding through the avenues of social, political, economic, and cultural history and the history of science and technology;
- NCSS.2.2 DISCIPLINARY STANDARD -- Geography: Teachers who are licensed to teach geography at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of geography. Teachers of geography at all school levels should provide developmentally appropriate experiences as they guide learners in their study.
- NCSS.2.2.a ...guide learners in the use of maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective;
- NCSS.2.2.b ...enable learners to use mental maps to organize information about people, places, and environments in a spatial context;
- NCSS.2.2.c ...assist learners to analyze the spatial information about people, places, and environments on Earth's surface;
- NCSS.2.2.d ...help learners to understand the physical and human characteristics of places;
- NCSS.2.2.e ...assist learners in developing the concept of regions as a means to interpret Earth's complexity;
- NCSS.2.2.f ...enable learners to understand how culture and experience influence people's perceptions of places and regions;
- NCSS.2.2.g ...provide learners opportunities to understand and analyze the physical processes that shape Earth's surface;
- NCSS.2.2.h ...challenge learners to consider the characteristics and spatial distribution of ecosystems on Earth's surface;
- NCSS.2.2.i ...guide learners in exploring the characteristics, distribution, and migration of human populations on Earth's surface;
- NCSS.2.2.j ...help learners to understand and analyze the characteristics, distribution, and complexity of Earth's cultural mosaics;
- NCSS.2.2.k ...have learners explore the patterns and networks of economic interdependence on Earth's surface;
- NCSS.2.2.l ...enable learners to describe the processes, patterns, and functions of human settlement;
- NCSS.2.2.m ...challenge learners to examine how the forces of cooperation and conflict among people influence the division and control of Earth's surface;
- NCSS.2.2.n ...help learners see how human actions modify the physical

environment;

Lesson Objective: The students will compare and contrast the laws of 1816 with the laws of today. The students will look for differences in the types of laws needed today and needed then and how punishment is handled if these laws are broken. Then the students will create their own set of laws that will be used to govern the rest of our meetings. In doing so they will learn that they have to create laws that are fair and just for all individuals, and that look out for the welfare of all individuals.

Resources:

www.iltrails.org/oddlws5.htm

www.weblocator.com/attorney/il/law/felmisdem.html#20

<http://www.ilga.gov/commission/lrb/content.htm>

Lincoln: A Photo Biography by: Russell Freedman (p. 33)

Focusing Activity: What happens to you if you break the law? (It depends, or you go to jail.) What is a law? (A rule made by the government.) Can you tell me some laws that you know? (murder, burglary, destruction of property, using drugs.) Today we are going to discuss some of the laws that were used when Lincoln was alive and some of the laws we have today. In front of you there is a copy of the Constitution of the state of Illinois. I have highlighted some laws on it that affect you and how you live. I also have in front of you a list of some of the laws from 1816 and another list with today's laws. What do you think will be different about the laws? (Less violence to be dealt with, different punishments.)

Purpose: The purpose of this lesson is to show how the law has changed over the years. It will not only show the increase of violence society has to deal with, and the difference in the kind of laws enacted; this lesson will show how punishment is handled much differently. This lesson should also show the laws have adapted to include the well being of all people and not just the white people. Lastly, this lesson should impact the students in such a way as to reinforce the idea of the importance of treating all people equally and with respect. How did Lincoln help to change the laws? (Emancipation proclamation, ending slavery.)

Content Knowledge: First we are going to discuss with the class about the importance of laws. Why do you think we have these laws? (To keep us safe and to help us follow the rules.) Right. We have laws that protect our safety as well as making sure we follow the rules our state has as well as our country. Did you know that not all states' laws are the same? (No.) Yes depending on the location and where a person lives; there are different laws for everyone to follow in each state and even Illinois. What laws do you know about right now? (Speeding, talking back to parents, etc.) Right. Well now we are going to read over some examples of laws we have for our state today. Everyone will be able to notice that you all have a copy of parts of our Illinois Constitution. These are the laws that our state follows. Some laws are for people who steal, murder someone and speeding. Why do we have a law about stealing? (So people do not take others' belongings without asking.) Right. Why do you think it would not be right to take something that is not yours? Gabby, why would it be unfair for you to take Dallas' markers without asking? (Gabby would say because they are not mine and that would not be fair.) Right Gabby this is a great example. You would not want Dallas to take your markers if she did not

ask. That would make you a little angry, right? (Right.) What is one reason why we have speeding laws? (These laws help protect us from driving too fast and losing control of our cars.) Yes. These speed limit laws help everyone all over the United States stay safe by following the appropriate speeds. Now I would also like to give you all a handout showing some of the laws and punishments from 1816. These laws include horse theft, murder, and stealing food or land. The punishments are very different now than they were then. Most of your punishment in 1816 included lashes and maybe some jail time. Today we are not allowed to hit other people, hitting or abusing another person is punishable by jail time. All of our punishments today include fines or jail and prison time. Look at the laws I just put in front of you, how would the punishments be changed to fit the time? (It would all be jail time, we are not allowed to hit.) Do we have any other punishments today other than jail time and fines? (Yes, we have the death penalty.) Right, but it is only used in very extreme cases. I hope you have paid attention as we have discussed these laws and their punishments. There is a great deal more to the law than what we have covered today, but we do not have time to cover it all today. As a matter of fact, we have special schools in the United States just for teaching the law. Remember that you will use these laws and this discussion to create laws to govern the group next meeting. I would also like for everyone to pay attention to whether or not these laws are fair and just to all people. Do you think these laws, especially the ones protecting people's rights, were the same for the slaves or African Americans? (No, slaves did not have any rights.) Did Abe Lincoln help to change this? (Yes, he freed the slaves.) Gabby, would you like it if Michael created a law that said you were not allowed

to participate in any fun activities. (no) This is why it is important to make sure that the laws we create are fair to all the people in the group.

Response Activity: Now that we have reviewed the laws, seen how they have changed, and seen how the punishments have changed, we are going to create our own set of laws.

It is important that you all understand that these laws will only apply to our group meetings and no where else. I would like everyone to write down what they think would be two good laws and two fitting punishments. Remember that your laws have to be in everyone's best interest and be reasonable. When everyone is done we will vote on and amend the laws and punishments that will accompany the laws. Once we are done we should have a set of laws to govern our group.

Conclusion: We will discuss their laws, vote on them, and amend them when necessary. We will also vote on fitting punishments to go along with the laws and be sure everyone understands them.

Discussion Questions for Conclusion:

Why did you choose the laws you chose? (They are fair to everyone.)

Do you understand the importance of being fair and just? (Yes, everyone is equal and should be treated that way.)

Do you feel that all our laws and punishments are fair? Why or why not? (Yes, because we all had a vote and a say in what the laws and punishments are.)

If you could change any one of our laws today, what would it be and why?

(Possible answer: Mandatory for children to go to school.)