

- Do not pollute
- Recycle

**Air:**

- Turn off lights, electricity requires burning of coal, which pollutes air
- Car pool
- Use public transportation
- Combine errands to reduce trips made to store
- Keep your car tuned up

**Land/Farm Land/Trees**

- Do not litter or pollute
- Plant Trees
- Recycle paper, plastic, glass, etc.
- Reduce waste/less waste equals less landfills

**Coal/Oil/Natural Gas**

- Turn off lights
- Turn off television when leaving room
- Turn furnace down/Air conditioner up
- Close storm window in winter to reduce chills or cold drafts

After the students have discussed various ways to help conserve our natural resources I will ask the students to construct a poster. Each student will be given 1 sheet of post board and they will be asked to create a poster about a resource of their choice. The poster needs to state what the resource is and how we as individuals can help to conserve/preserve that resource. The students will be instructed to make the poster very informative so that anyone who sees it will know how to help conserve our natural resources in Illinois.

**Modeling and Guided Practice:** While I am instructing the students on what type of poster I would like them to create I will show an example by using a poster I have created about the resource I feel it is most important to conserve. I will point out to the students my title, my methods of conserving/preserving the resource, and any illustrations I have added to my poster. This will assist students in knowing what is expected of them when constructing this poster.

**Conclusion:** For the conclusion of the lesson I will ask students to share the poster he/she has constructed and give a brief explanation why he/she chose that natural resource. I will then have a closing discussion to ask the students what they learned about conserving natural resources today, what steps they think they can take to conserve our natural resources and why it is so important to take those steps.

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### Slavery 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 slavery. The students will be able to feel how slaves did in the past as well as today. The students will be able to understand whether there are still enslaved today. The students will offer examples of slavery and we will compare and contrast if those definitions still exist today.

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

- IL.1.B.1a > Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.
- IL.1.B.1c > Continuously check and clarify for understanding (e.g., reread, read ahead, use visual and context clues, ask questions, retell, use meaningful substitutions).
- IL.4.A.1b > Ask questions and respond to questions from the teacher and from group members to improve comprehension.
- IL.4.A.1c > Follow oral instructions accurately.
- IL.4.A.1d > Use visually oriented and auditory based media.
- IL.4.B.1b > Participate in discussions around a common topic.
- IL.14  
GOAL: Understand political systems, with an emphasis on the United States.
- IL.14.B  
STANDARD: Understand the structures and functions of the political systems of Illinois, the United States and other nations.
- IL.14.C.1 > Identify concepts of responsible citizenship including respect for the law, patriotism, civility and working with others.
- IL.14.D  
STANDARD: Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.
- IL.15.A.1a > Identify advantages and disadvantages of different ways to distribute

- goods and services.
- IL.15.A.1b > Describe how wages/salaries can be earned in exchange for work.
  - IL.15.D STANDARD: Understand trade as an exchange of goods or services.
  - IL.15.E STANDARD: Understand the impact of government policies and decisions on production and consumption in the economy.
  - IL.15.E.1 > Identify goods and services provided by government.
  - IL.16 GOAL: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.
  - IL.16.A STANDARD: Apply the skills of historical analysis and interpretation.
  - IL.16.A.1a > Explain the difference between past, present and future time; place themselves in time.
  - IL.16.A.1c > Describe how people in different times and places viewed the world in different ways.
  - IL.16.B STANDARD: Understand the development of significant political events.
  - IL.16.C STANDARD: Understand the development of economic systems.
  - IL.16.C.1a.W > Identify how people and groups in the past made economic choices (e.g., crops to plant, products to make, products to trade) to survive and improve their lives.
  - IL.16.D STANDARD: Understand Illinois, United States and world social history.
  - IL.17.A STANDARD: Locate, describe and explain places, regions and features on the Earth.
  - IL.17.A.1a > Identify physical characteristics of places, both local and global (e.g., locations, roads, regions, bodies of water).
  - IL.18.B STANDARD: Understand the roles and interactions of individuals and groups in society.
  - IL.18.B.1a > Compare the roles of individuals in group situations (e.g., student, committee member, employee/employer).
  - IL.26.B.1b > Drama: Demonstrate individual skills (e.g., vocalizing, listening, moving, observing, concentrating) and group skills (e.g., decision making, planning, practicing, spacing) necessary to create or perform story elements and characterizations.

**Objectives:** The students will be able to role play throughout this activity. The students will understand how slaves lived during Lincoln's time. The students will be able to

create a concept map of slavery in the past as well as today. We will discuss how slavery "ended," when Lincoln was president. The students will learn about the rights that people had during Lincoln's time, as well as the rights people do in the United States today.

**Vocabulary:**

**Slavery:** The state of being under the control of another person while working under harsh conditions for little or no pay, and people are considered property.

**Chattel slavery:** This is what we know to be old slavery. This is African Americans who worked on plantations in the south with not freedom. These people were considered property.

**Modern slavery:** Work that is done against a person's will, and could be forced to do this work with harsh punishments.

**Materials:** I will be providing a map of the U.S. and a map of the whole world. The students will need a piece of paper, pencil or pen and I will be bringing poster board to create concept map and a KWL chart on slavery.

**Resources:**

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

Free the Slaves. "Introduction into Modern Slavery." Retrieved March 25, 2007, from Free the Slaves: <http://freetheslaves.net/slavery/introduction>

Kaye, Mike. (2000). "Forced Labor in the 21<sup>st</sup> Century." Retrieved March 25, 2007 from ICFTU: <http://www.icftu.org/www/pdf/forcedEN.pdf>

**Focusing Activity:** When the students enter the cafeteria, they will be asked to remove their shoes. I will let them know that we are going to be discussing slavery, and they will be role playing. They will become slaves and Mrs. Correll, Ms. Lackey, and I will be the slave owners. They will be instructed to stand for the time of five minutes. If they move, wiggle, or disrupt another student one minute will be added to their time standing. If anytime throughout the lesson the students speak without raising their hand, or they disrupt other students, they will have to stand up for the time of one minute. This will also help with some behavioral issues. The reason why I am doing this is to give the students a better understanding of not having a choice of what to do. They will be told what to do and if they do not follow the rules they will be penalized by adding a minute to their standing time. While standing, the students will be asked to offer suggestions to complete our KWL chart and our concept map.

**Purpose/Importance of the lesson:** The importance of this lesson is to provide information about how slavery occurred during Lincoln's time and if slavery still exists today. Students are accustomed to being able to have the freedom to do almost anything. This lesson will guide them to understanding that freedom can be taken away without notice.

**Instruction:** I will begin the lesson with the students standing. We are going to make a KWL chart and a concept map. First I will ask the students, "What you know about when you hear the word slavery?" They will respond with answers such as, African Americans, Southern states, Northern states, race, cotton, property, etc. We will then be constructing a concept map with the word slavery in the middle. I will also have a KWL chart available for the students to respond to what they already know about slavery. Such questions I will ask is when slavery occurred, does slavery still exist today, who abolished slavery, what type of jobs were slaves ordered to do, etc. After we have finished with the concept map, I will have the students focus their attention on the KWL chart. We will now discuss what the students want to know about slavery. At this point of the lesson the students will still be without shoes, but will be able to sit down. If some of the students wiggle they will be able to sit once they have completed their punishment. I will call upon students who only raise their hands and disregard the students who are shouting the answers. They will give me responses such as: where is slavery located today, how old were slaves, what types of jobs did slaves perform, are children forced to work in foreign countries, etc. We will write down the responses on the chart. We will then discuss how controversial slavery was during Lincoln's time.

I will read some example passages from our Lincoln book. We will then discuss the hardships slaves endured throughout the Nineteenth Century. We will then discuss ways that slavery still exists today. I will ask the students if they can offer me any locations where slavery exists. They will say U.S., India, Pakistan, U.K., and many of the eastern countries have slavery that is not publicized. We will discuss how certain items the students are wearing could have been made by children who are forced to work. I will ask the class what types of goods do you know about that are made outside of the U.S.? They will reply on such items as: jeans, shirts, shoes, and other goods that are shipped to the U.S. for consumption. We will discuss how slavery benefited the economy and how it would hurt our economy. We will talk about types of slavery that occur today.

From the brochure, Anti-Slavery, they discuss how there is forced labor all around the world. Pakistan offers us an example of "bonded labor." "One particular case which STFS was involved in concerned the Munoo Bheel family. Eight members of this family worked as bonded laborers for the landlord Abdur Rehman Murri in Sindh's Sanghar District until they were released with STFS' help in 1996. Two years later, on 4 May 1998, Abdur Rehman Murri and six other men were identified as being responsible for abducting them at gunpoint from the farm where they were working. During the abduction other laborers were beaten and at least one was seriously injured." In the United Kingdom, one woman was forced to work from 6:30 A.M. till 11:30 P.M. without any compensation for breaks or bathroom use. She was held without any way to leave. Children are also suffering from forced labor. Parents and relatives have children walk the streets trying to sell goods to others. If the child does not make enough money that day, they can be punished by the means of being beaten and whipped.

Today there are over 27 million slaves in the world today. Some students may ask how slavery affects us today. Free the Slaves explains this in the following: "Since slavery feeds directly into the global economy, it makes sense that we would be

concerned by the ways in which slavery flows into our homes through the products we buy and the investments we make. Slaves harvest cocoa in the Ivory Coast, make charcoal used to produce steel in Brazil, and weave carpets in India. These products reach our stores and our homes." This means that everything we wear is made outside of the U.S., and we could be wearing something that someone your age made for little or no money. Free the slaves also discuss how the cost of slaves has changed from Lincoln's time as well as today. "New Slavery turns each of these characteristics on its head. An average slave in the American South in 1850 cost the equivalent of \$40,000 in today's money; today a slave costs an average of \$90. In 1850 it was difficult to capture a slave and then transport them to the US. Today, millions of economically and socially vulnerable people around the world are potential slaves. This "supply" makes slaves today cheaper than they have ever been. Since they are so cheap, slaves are no longer a major investment worth maintaining. If slaves get sick, are injured, outlive their usefulness, or become troublesome to the slaveholder, they are dumped or killed. For most slave-holders, actually owning the slave is an inconvenience since they already exert total control over the individuals' labor and profits. The slave-holder cares more about these high profits than whether the holder and slave are of different ethnic backgrounds; in new slavery, profit trumps skin color. Finally, new slavery is directly connected to the global economy. As in the past, most slaves are forced to work in agriculture, mining, and prostitution. From these sectors, their exploited labor flows into the global economy, and into our lives."

After we have discussed how slavery has occurred in the 19<sup>th</sup> Century as well as today, we will complete our KWL chart. I will ask the students to give me some facts that they have learned from this lesson. Such responses include, slavery still exists today, children are forced to make money for the family, people are still working for little pay or even no pay, and etc. Great. These are all great examples of we have learned. Now I want you all to get out a pen and a piece of paper. I want you to write down some ideas about how you felt when you were told that you had to stand and you were not able to wear shoes? The students' responses can vary. (I did not like not being able to sit down. Standing started getting uncomfortable, etc.) Do you suppose that we really do have the ideal life since we are not forced to work to help support our families, or even not being able to have the freedom to watch television or play with your friends?

**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 write some responses on how the class felt when they were not allowed to speak out of turn, stand for a period of time, and being told when to do an activity.

**Conclusion:** Now that we know examples of ways the slaves were treated in Lincoln's time as well as today, the students will have a better understanding of what really goes on with the making of particular goods and services. The reason why knowing about slavery is important, is because we do not realize that there are people who are forced to work

and make money for their families. Unfortunately, the means of how people do it are not humanistic. Students will know what actually goes on in other parts of the world, and they will also be able to connect the information we have learned today to apply to the rest of their lives. We should be very appreciative that we do not have to be forced to do any type of hard manual labor and we all have a chance to go to school and learn. +  
Students may think they are forced to go to school; but when they look back on their educational career, they will appreciate all the tasks they were put through during those years. If we did not have the organizations that are so involved in this issue, we would still have many people being held in captivity, with no means of freedom. What are some ways we can prevent forced labor and slavery? How did you feel when you did not have the freedom to wear shoes, and not being able to sit down unless you were told? (I did not like it) +