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ILLINOIS STATE
BAR ASSOCIATION

LAW-RELATED EDUCATION

*The Newsletter of the Illinois State Bar Association's
Committee on Law-Related Education*

Statements, expressions of opinion or comments appearing herein are those of the editors or contributors, and not necessarily those of the Association or the Committee.

Our LRE Newsletters are emphasizing Abraham Lincoln in the coming editions to help teachers prepare for and enjoy celebrations of the 200th anniversary of his birth. All editions are archived at <http://www.isba.org/Sections/lrenewshome.html>

In This Issue

- Lincoln, Lincoln Everywhere...
- *Abe*, the Musical!
- Remember Law Day 2010!
- Summer's Coming - Don't Forget to READ!
- Surname Search - Lincoln
- Illinois State Bar Association Lawyers in Classrooms Program
- 2010 High School Mock Trials – Awards and Recognitions
- ISBA Commissioned Bust of Lincoln Presented to the ABA Law Museum
- Points of Law
- Arlington National Cemetery and the Civil War
- News You Can Use
- Using Abraham Lincoln as a Role Model
- Let the Punishment Fit The Crime!
- Summer Day Camp At Lincoln's New Salem – Do You Have A Pioneer Spirit?
- 2011 High School Mock Trials - Save the Date!



Lincoln, Lincoln Everywhere...



In the early fall of 1853, Abraham Lincoln was present at a land sale for a new town in Logan County. Lincoln was asked to christen the town and for this he used the juice from a watermelon. The town of Lincoln, Illinois was born.

There are countless other cities, parks, and businesses that bear Lincoln's name throughout the country. As a classroom challenge, ask students to locate a city named for Lincoln and research its roots.

- In which state is the city, township or county located?
- When was the location named? Was Lincoln alive?
- Did Abraham Lincoln ever visit the location (before or after it was named for him)? Use the Lincoln Log online to check <http://www.thelincolnlog.org/view>
- Locate the city on a map of the United States.
- What is the city known for now? Is it a state capital?
- What are the natural resources in the area? Would President Lincoln have been familiar with them?
- How far is the location from Lincoln's home in Springfield?

Take Lincoln, Nebraska, as an example. Wikipedia states:

Lincoln started out as the village of Lancaster, which was founded in 1856, and became the county seat of the newly created Lancaster County in 1859. The capital of Nebraska Territory had been Omaha since the creation of the territory in 1854; however, most of the territory's population lived south of the Platte River. After much of the territory south of the Platte considered annexation to Kansas, the legislature voted to move the capital south of the river and as far west as possible....

However, Omaha interests attempted to derail the move by having Lancaster renamed after the recently assassinated President Abraham Lincoln. At the time, many of the people south of the river had been sympathetic towards the Confederate cause and it was assumed that the legislature would not pass the measure if the future capital was named after Lincoln. The ploy did not work, as Lancaster was renamed Lincoln and became the state capital upon Nebraska's admission to the Union on March 1, 1867.

http://en.wikipedia.org/wiki/Lincoln,_Nebraska

Wikipedia also has a list of counties named for Lincoln:

[http://en.wikipedia.org/wiki/Lincoln_County_\(disambiguation\)](http://en.wikipedia.org/wiki/Lincoln_County_(disambiguation))

Some known Lincoln Cities:

- Lincoln City, Oregon
- Lincoln City, Indiana
- Lincoln, Delaware

Some known Lincoln Townships can be found at this Wikipedia cite:

http://en.wikipedia.org/wiki/Lincoln_Township



Abe, the Musical!



There is now a two act musical based on Abraham Lincoln's life (book and lyrics by Lee Goldsmith, music by Roger Anderson and orchestration by Greg Anthony). The musical premiered in Quincy, Illinois on February 20, 2009, with a second production at New Salem State Historic Site also in 2009.

The world depicts Lincoln's life through his 1860 election and includes his experiences as a flatboat pilot, his first experiences at seeing slavery first-hand, his romance with Ann Rutledge at New Salem, his marriage to Mary Todd and the birth of his four sons.

The musical was recognized by the Abraham Lincoln Bicentennial Commission. More information on this artistic rendering, including a selection from the script, and a video excerpt, is available at the official *Abe* website, www.abethemusical.com.

Remember Law Day 2010!

Attention all Law Day Planners! The 2010 Law Day theme is "Law in the 21st Century: Emerging Challenges and Enduring Traditions." Remember to visit www.lawday.org for details on the theme, as well as downloadable artwork, lesson plans, resources, the *Dialogue*, and more.

And, don't forget to visit the ISBA's Law Day Webpage for additional resources.
<http://www.isba.org/teachers/lawday/index.html>

Summer's Coming - Don't Forget To Read!

President Barack Obama said at a town hall meeting before the election, *It's not good enough for you to say to your child, 'Do good in school,' and then when that child comes home, you've got the TV set on. You've got the radio on. You don't check their homework. There's not a book in the house. You've got the video game playing. So turn off the TV set. Put the video game away. Buy a little desk. Or put that child at the kitchen table. Watch them do their homework. If they don't know how to do it, give 'em help. If you don't know how to do it, call the teacher. You know I'm right. And, since I'm on a roll, if your child misbehaves in school, don't cuss out the teacher! You know I'm right about that! Don't cuss out the teacher! Do something with your child!* The crowd went wild expressing their support.

<http://articles.latimes.com/2008/feb/29/nation/na-trailwow29>

We support turning off the television and setting aside some time each day, or each week, for reading and sharing the reading experience. Need suggestions? We have a law-related reading list available: <http://www.isba.org/teachers/publications/booklist.pdf>



Here's one that might interest your students! *Abraham Lincoln: Vampire Hunter* by Seth Grahame-Smith (Hardcover available March 2, 2010)



From Amazon.com Reviews:

Indiana, 1818. Moonlight falls through the dense woods that surround a one-room cabin, where a nine-year-old Abraham Lincoln kneels at his suffering mother's bedside. She's been stricken with something the old-timers call "Milk Sickness."

"My baby boy..." she whispers before dying.

Only later will the grieving Abe learn that his mother's fatal affliction was actually the work of a vampire.

When the truth becomes known to young Lincoln, he writes in his journal, "henceforth my life shall be one of rigorous study and devotion. I shall become a master of mind and body. And this mastery shall have but one purpose..." Gifted with his legendary height, strength, and skill with an ax, Abe sets out on a path of vengeance that will lead him all the way to the White House.

While Abraham Lincoln is widely lauded for saving a Union and freeing millions of slaves, his valiant fight against the forces of the undead has remained in the shadows for hundreds of years. That is, until Seth Grahame-Smith stumbled upon The Secret Journal of Abraham Lincoln, and became the first living person to lay eyes on it in more than 140 years.

Using the journal as his guide and writing in the grand biographical style of Doris Kearns Goodwin and David McCullough, Seth has reconstructed the true life story of our greatest president for the first time—all while revealing the hidden history behind the Civil War and uncovering the role vampires played in the birth, growth, and near-death of our nation..

Read more about this book: <http://www.amazon.com/Abraham-Lincoln-Vampire-Seth-Grahame-Smith/>

Think that's interesting? Look for other titles along these same lines:

Pride and Prejudice and Zombies: The Classic Regency Romance by Jane Austen and Seth Grahame-Smith

Sense and Sensibility and Sea Monsters by Jane Austen and Ben H. Winters

Queen Victoria: Demon Hunter by A.E. Moorat

Adventures of Huckleberry Finn and Zombie Jim by Mark Twain and Bill Czolgosz

The Undead World of Oz: L. Frank Baum's The Wonderful Wizard of Oz Complete with Zombies and Monsters by L. Frank Baum and Ryan C. Thomas

The War of the Worlds Plus Blood, Guts and Zombies by H.G. Wells and Eric S. Brown

Mr. Darcy, Vampire by Amanda Grange

Mansfield Park and Mummies: Monster Mayhem, Matrimony, Ancient Curses, True Love and Other Dire Delights by Jane Austen and Vera Nazarian

Robin Hood and Friar Tuck: Zombie Killers - A Canterbury Tale by Paul A. Freeman



*Emma and the Warewolves: Jane Austen's Classic Novel with Blood-Curdling Lycanthropy*¹ by Jane Austen and Adam Rann

How to Survive a Horror Movie: All the Skills to Dodge the Kills by Seth-Grahame-Smith

Speaking of vampires, PBS has an on-line lesson plan about nature's blood suckers that leads nicely into a mock trial that puts a teacher on trial for being a "bloody sucker."

http://www.pbs.org/wnet/nature/lesson_plans/bloodysuckers2.html

Surname Search - Lincoln

The Internet Surname Database provides historical background and origins of names. When "Lincoln" is entered, the following text appears:

This ancient surname is of English locational origin. It derives from the city of Lincoln, the county town of Lincolnshire. First recorded as Lindo in the earliest known surviving charter called "Claudii Ptolemaei Geographia", a Roman gazetter dated about the year 150 A.D., it is said that Lindo is identical in meaning with the Welsh "llyn", a lake. This is not surprising as Lincoln was the northern capital of the fen country, later known as East Anglia, a region which from the beginning of time up to the 17th century was several hundred square miles of lakes and marshes. Lincoln is first recorded in the fused form of Lindocolina in the famous work of the Rev. Bede known as "Historia Ecclesiastica," in about 730 A.D. The second element derives from the Latin word "colonia", meaning a colony or settlement. Lincoln was an important administrative centre during the Roman occupation of Britain, and remained so for a thousand years. Locational surnames were usually "from" names. That is to say names given to people after they left their original homes, to move somewhere else. In this case Adam de Lincoln appears in the Poll Tax Returns for the county of Yorkshire in 1379, whilst later William Lincoln is recorded in the Oxford University Register dated 1537. The most famous name holder was Abraham Lincoln (1809-65), the 16th president of the United States. The first recorded spelling of the family name is shown to be that of Aluredus de Lincolia. This was dated 1086, in the Domesday Book of Lincolnshire, during the reign of William, The Conqueror, 1066 - 1087.

Students can search for their own last names at <http://www.surnamedb.com/>

Illinois State Bar Association Lawyers in Classrooms Program

Teachers, don't forget that ISBA member lawyers are signing up as volunteers to help you in your classroom presentations. The volunteers are listed on the ISBA's Website at <http://www.isba.org/lawyersinclassrooms/>. There are numerous topics from which to choose, or feel free to find a lawyer in your area, contact him or her, and discuss other options that might benefit your class. There are lawyers waiting to hear from you!

¹ Lycanthropy - where a patient has delusions of being a wild animal (usually a wolf).



ISBA Lawyers in Classrooms – Lawyer Sign up Form

This informal program will provide ways for Illinois teachers to search an ISBA volunteer database to find lawyers in their areas who are willing to speak on specific subjects. The list will be available on our law-related education website, <http://www.isba.org/Sections/lawrelateded.asp>, as an on-going resource for teachers.

Mr./Ms./Mrs _____ (full name)
Address: _____
City: _____
County: _____ State: _____ Zip: _____
Office Phone: _____ E-mail: _____

I am willing to speak

_____ In my neighborhood
_____ In my city
_____ In neighboring counties
_____ In my county
_____ Statewide

Please select all that apply. I'm willing and able to volunteer to speak on the following topics:

- ___ Abraham Lincoln and other famous lawyers in Illinois (grade school)
- ___ Alternative Dispute Resolution – reaching consensus and problem solving
- ___ Becoming a Lawyer (junior high and high school levels)
- ___ Careers in the law (high school level)
- ___ Constitution/Bill of Rights issues (junior high and high school levels)
- ___ Consumer issues/Contracts and responsibility (high school level)
- ___ Current events: law-related issues in the news
- ___ Diversity – the law is on your side (middle and high school)
- ___ Drugs, Guns and Safety issues in schools (junior high and high school levels)
- ___ Employment issues (high school level)
- ___ Environmental issues – how to “green” your classroom
- ___ Establishing good credit...and keeping it (high school)
- ___ Fairy Tales and the Law (using mock trial fairy tales to teach about the law (grade school)
- ___ Famous trials
- ___ First amendment as it relates to schools and students
- ___ Fourth amendment as it relates to schools and students
- ___ How real are lawyers on TV and Film? (high school)
- ___ Marriage and family law (high school level)
- ___ Mock trials – I'd be available to meet with a mock trial team to help fine-tune their presentations
- ___ Planning a class courtroom visit – able to assist with plans and attend
- ___ So what if I'm arrested? What's the worst that can happen? (middle and high school)
- ___ The Adversarial System/steps in the trial process
- ___ The Court System and its role in government (middle and high school)
- ___ The importance of Rules and Authority (grade school)
- ___ The Law School Experience (high school and college)
- ___ Traffic Laws and Courts (high school level)
- ___ Working your way through college (high school)
- ___ Others _____

**Please return completed form to: Donna Schechter, Illinois State Bar Association,
424 South Second Street, Springfield, Illinois 62701 or fax it to 217.525-9063.**



2010 High School Mock Trials – Awards and Recognitions

First and foremost, we need to extend a heartfelt thank you to the Regional Mock Trial Coordinators who stepped up and took the lead in helping us get the regional trials up and running.

- Kim Anderson, Committee Chair, Cook County Regionals, Area I
- Colleen McLaughlin, Past Committee Chair, DuPage County Regionals, Area II
- Janelle VanDeSampel, Collar Counties (Kane, Kendall, Lake, McHenry, Will, Winnebago), Region III (Hosted by: St. Charles North & St. Charles East High Schools)
- Pablo Eves, Committee Vice-Chair, Downstate Regionals, Area IV

Without the assistance of these individuals, there would have been no 2010 Mock Trial program! And, thank you to the judges and lawyers who volunteered to preside and evaluate at all the regional programs and the state finals!

Co-Sponsors:

We'd like to thank the Constitutional Rights Foundation Chicago (CRFC) as a first-time official co-sponsor of the ISBA's annual High School Mock Trial Invitational. CRFC and ISBA have a long-standing cooperative relationship in law-related education matters, with ISBA and Illinois LEARN providing grant funding for some CRFC programs. CRFC undertook a comprehensive review of the materials prior to release and for that we thank them!!!

Another very welcome first-time co-sponsor of the 2010 Illinois State Bar Association High School Mock Trial Invitational is the Illinois Judges Association. The Judges Association's Seven Reasons to Leave the Party program inspired the case this year. The ISBA's Law-Related Education Committee felt it was important to draw attention to this initiative that has impacted many high school students across Illinois.

The University of Illinois Springfield Campus once again hosted the final program. Their continued support of this program is greatly appreciated.

And the many court facilities that were used for the regionals!

Here are the teams invited to Springfield for the 2010 Illinois State Bar Association High School Mock Trial Championship Trials.

Regional Champions attending Springfield finals

Evanston Township High School, Evanston - Cook County
Oak Park/River Forest High School, Oak Park - Cook County
St. Charles East High School, St. Charles - Collar Counties
Boylan Catholic High School, Rockford - Collar Counties
Hinsdale Central High School, Hinsdale - DuPage County
Timothy Christian High School, Elmhurst - DuPage County
Chatham Glenwood High School, Chatham - Downstate
Normal Community High School, Normal - Downstate



Wild Card Attendees invited to Springfield

Chicago Christian High School, Palos Heights
Mundelein High School, Mundelein
Highland Park High School, Highland Park
York High School, Elmhurst

The following teams went to the final four in Springfield on March 13 and placed in the following order:

- 1st place - Hinsdale Central High School, Hinsdale**
- 2nd place - Evanston Township High School, Evanston**
- 3rd place - York High School, Elmhurst**
- 4th place - Timothy Christian High School, Elmhurst**

Outstanding Attorney Awards

Alex Block, Evanston Township High School (awarded twice)
Vinay Nayak, Hinsdale Central High School
Yadav Gowda, Mundelein High School
Maureen Brown, Boylan Catholic High School
Blake Harwood, Highland Park High School
Peter Mathews, Timothy Christian High School
Tim Doyle, Hinsdale Central High School
Biren Bhansali, Hinsdale Central High School
Jackie Simon, York High School
Margaret Cox, Oak Park River Forest High School

Outstanding Witness Awards

Evan MacAyeal, Hinsdale Central High School
Anhar Mohammed, Mundelein High School
Olivia Doig, Timothy Christian High School
Sally Leaf, Boylan Catholic High School
Nathan Koster, Chicago Christian High School
Anna Wondergem, Timothy Christian High School
Vinay Nayak, Hinsdale Central High School
Dan Skoze, Mundelein High School
Harrison Meece, Normal Community High School

Other teams participating in the 2010 High School Mock Trial Regional Programs:

Bartlett High School, Bartlett
Benet Academy, Lisle
Carmel Catholic High School, Mundelein
Central High School, Burlington
Deerfield High School, Deerfield
DeLaSalle Institute, Chicago
Glenbard East High School, Lombard



Glenbard North High School, Carol Stream
 Glenbard South High School, Glen Ellyn
 Glenbrook South High School, Glenview
 Guerin College Preparatory, River Grove
 Harlan Community Academy, Chicago
 Hinsdale South High School, Darien
 Homewood Flossmoor, Flossmoor
 Hubbard High School, Chicago
 Joliet Catholic Academy, Joliet
 Joliet West High School, Joliet
 Kenwood Academy, Chicago
 Libertyville High School, Libertyville
 Maine East High School, Park Ridge
 Maine South High School, Park Ridge
 Maine West High School, Des Plaines
 Meridian High School, Mounds
 Morgan Park Academy, Chicago
 Mt. Carmel High School, Chicago
 Normal Community West High School, Normal
 Prairie Central High School, Fairbury
 Providence Catholic High School, New Lenox
 Roxana High School, Roxana
 Salem Community High School, Salem
 South Elgin High School, Elgin
 St. Charles North, St. Charles
 Thornton Township High School, Harvey
 Wheaton Academy, Wheaton
 Willowbrook High School, Villa Park

This event would not be possible without the continued support of the Illinois State Bar Association and the Standing Committee on Law Related Education for the Public, and the volunteers who assisted in the regional and final trials. Thank you to everyone for helping again this year.

ISBA Commissioned Bust of Lincoln Presented to the ABA Law Museum



ISBA President Jack Carey presented a replica of a bronze bust of Lincoln to ABA President Wells for the ABA Law Museum in Chicago. Illinois artist John W. McClarey created the original bust of Lincoln, titled “Prairie Lawyer, Master of Us All,” that will stand forever in the Illinois Supreme Court Building in Springfield. The bust was commissioned by the Illinois State Bar Association to commemorate the 200th anniversary of Lincoln’s birth. Other replicas of the Lincoln bust have been placed in special areas of recognition, including law schools throughout Illinois, to remind students of the work of Lincoln the lawyer. The bust is a bronze image of Lincoln as he appeared circa 1859.

A former high school history teacher, McClarey has pieces in places such as the Henry Horner Lincoln Collection at the Illinois State Historical Library and the Lincoln National Historic Site



in Springfield. One prized commission, a bronze sculpture of Lincoln, was dedicated in June 1998 at the Russian State Library for Foreign Literature in Moscow.

The original bust is located at the Illinois Supreme Court Building, Springfield, Illinois. Smaller replicas of the original work have been presented to:

- The artist, John W. McClarey
- The United States Supreme Court, Washington, D.C.
- American Bar Association Law Museum, Chicago, Illinois
- Abraham Lincoln Presidential Museum & Library, Springfield, Illinois
- Illinois Law Schools
 - DePaul University Law School, Chicago
 - Illinois Institute of Technology, Chicago-Kent College of Law, Chicago
 - Loyola University Law School, Chicago
 - Northern Illinois University College of Law, DeKalb
 - Northwestern University School of Law, Chicago
 - Southern Illinois University School of Law, Carbondale
 - The John Marshall Law School, Chicago
 - University of Chicago School of Law, Chicago
 - University of Illinois College of Law, Champaign
- And one is located at the Illinois Bar Center, Springfield, Illinois.

Points of Law

Tobacco Laws Are Changing - The Family Smoking Prevention and Tobacco Control Act of 2009 gives the FDA the authority to regulate marketing and promotion of tobacco products and set performance standards for tobacco products to protect the public health. Starting early in 2010, tobacco manufacturers will be banned from sponsoring sporting, athletic and entertainment events using product brand names and logos. The legislation also bans tobacco advertising within a thousand feet of schools and playgrounds. By July 2011, warning labels for cigarettes and smokeless tobacco products will need to comprise the top 50 percent of the front and rear panels of the package, and the FDA will issue regulations requiring graphics on labels depicting the health risks of smoking.

Clean Your Computer Before Passing It Along - What do you do with your old computer if it breaks or becomes outdated? Some people pitch, some recycle, and some donate; all options that can carry consequences. Deleted data can be recovered by a professional or someone intent on stealing an identity or pirating information. If you are not destroying your hard drive, be sure to use a utility program to wipe your drive clean before passing your computer to someone else. These programs are sold online and in stores where computers are sold. If you have questions, ask a qualified salesperson about what the utility program can and cannot do.

Your Rights if you're stopped for a suspected DUI offense - Before making an arrest for drunk driving, a police officer might ask you to perform field sobriety tests (such as walking a straight line) or to take a preliminary breathalyzer test. You may refuse to take these tests without penalty. Things change if the officer places you under arrest. An arresting officer may request a breath, blood or urine test, whichever he or she chooses. If the test shows a blood alcohol level of 0.08 or more, the officer will issue you a ticket, take your license and tell you that after a



45-day waiting period your license will be suspended. You can request a hearing to fight the suspension. If you refuse the breath, blood or urine test, the officer will give you a notice of statutory summary suspension. You can request a hearing to fight the suspension. You can also request a hearing to challenge the test result.

Environmental Crimes - Illinois has Open Dumping Laws that hold a property owner responsible for open dumping on the property, even if the owner isn't doing the dumping. The most common Open Dumping crimes involve inappropriate disposal of items like tires, agricultural waste, chemical run-off, construction debris and abandoned household trash. There are appropriate ways to dispose of virtually all items that can be potentially harmful to the environment. If you don't know what to do with an item, contact your local disposal company or city government for directions.

Equal Employment Opportunity For All - State and federal laws prohibit employment discrimination. In Illinois, the Department of Human Rights administers the Illinois Human Rights Act, which prohibits discrimination based on race, color, religion, sex, national origin, ancestry, citizenship status (with regard to employment), being age 40 and over, marital status, physical or mental handicap, military service or unfavorable military discharge. Freedom from Unlawful Discrimination extends beyond the employment arena. To secure freedom from discrimination, these legal protections extend to real estate transactions, access to financial credit, and the availability of public accommodations.

18 Year Old Males Must Register For The Draft - Even though the United States currently does not have a military draft, if you are a male citizen or male alien residing in the United States you must register for the draft within 30 days of your 18th birthday. You may register up to 120 days before your 18th birthday. This is known as Selective Service registration. If you fail to register, you could be convicted of a federal crime punishable by up to five years imprisonment and a fine up to \$250,000. You may be asked to show proof of registration to be eligible for federal college financial assistance and federal job training assistance programs. You may enlist with the military services at 17 with your parents' consent. Without their consent, you may enlist between the ages of 18 to 35.

Animal Cruelty Is Against The Law - Illinois law prohibits abusing animals. This includes any form of beating, tormenting, starving, overworking or otherwise harming animals. In addition, no owner may abandon any animal where it may become a public charge or may suffer injury, hunger or exposure. Simple neglect of an owner's duties can bring a fine of up to \$1500 and imprisonment of up to 6 months. As cruelty increases, so do the fines and prison terms. A conviction for animal torture, the most serious cruelty act, can bring a fine of up to \$25,000 and imprisonment from 2-5 years. Suspected animal cruelty should be reported to the local police.

Justice Is Not Automatic - Justice is not automatic. Everyone has to work to make it happen. This means that we all have duties as citizens of this country. For instance, you may be called to serve on a jury or as a witness in a trial. Doing so ensures the justice system works. Your role in making freedom and justice for all a continuing reality means reporting a crime if you see one happening; reporting child abuse, working as an election judge or doing something as basic as obeying the



speed limit, pulling to the side of the road when an emergency vehicle approaches, or not littering. Do your part to ensure our justice system works.

Amber Alert Is Available When Needed - In 2002, Illinois was one of the first states to adopt a statewide plan to coordinate efforts to find missing children. All states now have similar plans. The Amber Alert Notification Plan is a partnership between broadcast media, law enforcement and the National Weather Service to transmit a bulletin in serious, confirmed child abduction cases. An Amber Alert can galvanize entire communities to assist in the search for, and safe return, of a missing child.

Senior Drivers Have Special Requirements - Senior citizens often experience changes in reflexes, vision or hearing, and may be on medication that can affect response times or judgment, all of which can lead to problems behind the wheel. If you are an Illinois driver 18 through 80 years of age, you are issued a four year drivers license that expires on your birthday. Drivers aged 81 through 86 are issued two year licenses, and drivers over the age of 87 must renew their driver's licenses every year. To keep our seniors and others safe, vision screening is mandatory, and all persons age 75 and over must take a behind the wheel driving test.

Arlington National Cemetery and the Civil War

If you visit Arlington National Cemetery in Washington, D.C. you'll notice a columned mansion on a hill overlooking the graves. This was the home of Confederate General Robert E. Lee. The home was part of the estate of George Washington Parke Custis, step grandson of George Washington. In 1831 Mary Anna Randolph Custis married her childhood sweetheart, Robert E. Lee. The Lees set about restoring the house and grounds and the home became known as the Custis-Lee Mansion.

Lee's distinguished military career prompted General Winfield Scott to suggest to President Lincoln that Robert E. Lee be offered the command of the Army of the Potomac at the outset of the Civil War. Lincoln agreed and Scott extended the offer while Lee's home state of Virginia was still maintaining neutrality, but Lee declined the offer. When Virginia seceded, Lee resigned his commission in the United States Army and offered his services to Virginia and the confederate army.

Lee expressed concern for the home at Arlington during the war and urged his wife and family to take possessions and seek safety. Having done so, the Union army soon began using the land surrounding the house and later officially confiscated the property due to the Lee's failure to pay taxes, which they would have needed to do in person, thus leaving their Southern sanctuary. The property was an ideal location for a hospital and two military forts were soon built to protect the area.

On July 17, 1862 President Lincoln signed a law authorizing the establishment of national cemeteries, "for the soldiers who die in the service of the country." During the Civil War 14 National Cemeteries opened under this legislation, Arlington was one of these 14. The number quickly grew to 75 national cemeteries established by 1872.



Brigadier General Montgomery Meigs assumed command of the garrison at Arlington House and, it is said that he wanted to be sure that Lee would never again enjoy neither the home nor the property he had abandoned to take up the Confederate cause. On May 13, 1864, Union Private William Christman became the first soldier to be buried on the grounds near the home. General Meigs also directed that the property's rose garden be dug up and a vault built to inter the remains of 1,800 Union soldiers who had lost their lives at the 1862 battle of Bull Run near Manassas, Virginia. By the end of the war, over 16,000 Union soldiers had been buried on the Lee's estate. Lee never returned to witness the scene.

Today Arlington National Cemetery and Arlington House, as the Custis-Lee Mansion is now known, are part of the National Park Service. <http://www.nps.gov/arho/index.htm>



Arlington National Cemetery - Learning Opportunities:

Ask students to research some of the following questions:

Did President Lincoln ever meet Robert E. Lee? [Probably not. When Lincoln's son Robert showed the President a photo of Robert E. Lee, Lincoln looked at it and said, "It is a good face; it is the face of a noble, noble, brave man. I am glad the war is over at last."]

<http://www.mrlincolnwhitehouse.org/inside.asp?ID=16&subjectID=2>

Which Presidents are buried at Arlington National Cemetery? [John F. Kennedy and William H. Taft]

Are any Confederate Soldiers buried at Arlington? [Yes. While Arlington was originally a "Union" cemetery, there are Confederate soldiers buried there. Most were battle casualties, prisoners of war, or died in Washington area hospitals during or immediately following the Civil War; some were Confederate soldiers whose service later in life authorized their burial there.]

Did the Lee family have slaves at Arlington? [Yes]

<http://www.nps.gov/arho/historyculture/slavery.htm>

Are there any slaves buried at Arlington? [Yes. In Section 27 of the Cemetery there are more than 3,800 former slaves. During the Civil War they were known as "Contrabands." Their graves are marked with the words "civilian" or "citizen."]

Which Lincoln cabinet member designated Arlington as a military cemetery on June 15, 1864? [Secretary of War Edwin M. Stanton.]

Arlington National Cemetery is the home of the Tomb of the Unknowns. How many soldiers are buried in the Tomb? [Three, representing soldiers from WWI, WWII and the Korean Conflict. There were 4, but the fourth soldier, representing the Viet Nam War, was later identified and reburied in his home state of Missouri. The burial chamber representing the Unknown Soldier from the Viet Nam War remains empty and will remain so.]



How many national cemeteries are there? How many are located in Illinois? Ask students to locate the ones that are located in Illinois on a map. [There are 130 national cemeteries in 39 states. Illinois has ten.]

Abraham Lincoln National Cemetery
Alton National Cemetery
Camp Butler National Cemetery
Confederate Mound
Danville National Cemetery
Mound City National Cemetery
North Alton Confederate Cemetery
Quincy National Cemetery
Rock Island Confederate Cemetery
Rock Island National Cemetery

<http://www.cem.va.gov/cems/listcem.asp>

News You Can Use

The Center for Civic Education has launched *60-Second Civics*, a daily podcast containing information about U.S. government, the Constitution and American history. The podcast offers behind the headlines aspects about people and ideas in U.S. history and government. To subscribe, visit <http://www.civiced.org/> for more information.

For more than forty years, the American Lawyers Auxiliary has been active in its support of public education, citizenship awareness, and other service programs. Recognizing the vital role that teachers play in law-related education, the Auxiliary continues to sponsor its Law-Related Education Teacher of the Year Award to honor teachers who have made significant contributions in the area of law-related education. Nominations for the 2010 Law Related Education Teacher of the Year may be made by a school administrator, coordinator, director, teacher, student, or any other interested party. For full information, visit <http://www.civiced.org/docs/external/AmericanLawyersAuxiliaryTeacherOfTheYear2010.doc>

Our Courts is a web-based education project designed to teach students civics and inspire them to be active participants in our democracy. *Our Courts* is the vision of Justice Sandra Day O'Connor, who is concerned that students are not getting the information and tools they need for civic participation, and that civics teachers need better materials and support. Current resources on the site include: quality online lesson plans and links to teaching resources and each branch of government in individual states. These resources, written and compiled by classroom teachers, are practical solutions to classroom needs. For students, we have interactive features like Civics in Action, and Talk to the Justice, where students can tell each other and Justice O'Connor about their opinions and their civic participation. <http://www.ourcourts.org/>

The *American Judicature Society* <<http://www.ajs.org/index.asp>> is pleased to announce the addition of a new lesson plan to its High School Curriculum on the Judiciary. The new "Judicial Independence" lesson helps students understand the concept of "judicial independence," why it is important for our courts, and how it can be threatened. Materials include online resources for teachers, lecture notes, discussion questions, and suggested activities and assignments with



accompanying handouts and overheads. Click here <<http://www.ajs.org/hsc/>> to access the High School Curriculum website. Also, if you are a high school government teacher and you use the new Judicial Independence lesson in your class, AJS would appreciate your and your students' feedback on the lesson. Click on the Evaluate the Lesson Plan

<http://www.ajs.org/hsc/lesson_plans.asp> link to access evaluation questionnaires for both teachers and students. If you have any questions about evaluating the Judicial Independence lesson, contact Malia Reddick at mreddick@ajs.org or 515/271-2287.

Malia Reddick, Ph.D., Director of Research & Programs

American Judicature Society <<http://www.ajs.org/>>

2700 University Ave.

Des Moines, IA 50311

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Using Abraham Lincoln as a Role Model

Whether you want to teach about role models or heroes, Abraham Lincoln can offer students of diverse ages an example of what it means to rise above obstacles and excel. Step one in the learning process is to either read a brief biography of Lincoln to younger students, or assign reading about Lincoln to older students. Once students know Lincoln's accomplishments and challenges:

- Discuss qualifications that would earn the title "hero" or "role model." Is there a difference between someone who is considered a hero and someone who is a role model? Can they be both?
 - Character
 - Authority, must the person be in a position of power?
 - Bravery and boldness
 - Honesty and integrity
 - Humor
 - Decisive, able to think fast and make good decisions
- What specifically did Abraham Lincoln do that would make him a hero?
 - Held the nation together during the Civil War
 - Helped to end slavery
 - Pardoned soldiers during the Civil War
 - Continued to serve as President even after receiving death threats
- What did Abraham Lincoln do that would make him a good role model?
 - Worked hard to educate himself
 - Had a reputation for honesty and fairness
 - Was a good husband, parent, neighbor and friend
 - As a lawyer worked to help others

Do heroes and role models both have to have some of the same qualities? What might they be?

- Problem solvers
- Remain calm in a crisis, help others to work together to solve problems
- Fight for the underprivileged or downtrodden
- Brave when in danger, able to face enemies without backing down
- Think fast and act appropriately



What qualities do heroes and role models NOT need?

- It doesn't matter how they look - they can be short or tall, big or little, young or old, and can be from any race, religion or other background
- It doesn't matter if they are rich or poor, or just average
- It doesn't matter if they have years of school, or just some education. Lincoln only had a few years of formal education
- It doesn't matter where they live or what country they came from

Can a person be a hero without being a role model?

Can a person be a role model without being a hero?

Most people who are considered role models are known by a person to have certain qualities. Close relationships can lead to someone gaining role model status. Parents, family members, neighbors, and others well known to students may be considered role models, but not necessarily heroes.

Ask students to compile a list of jobs or professions that would most likely be perceived as being filled with "role models" or "heroes." Ask them to list the jobs/professions under headings of "heroes" and "role models" with a separate column for those jobs/professions that may be both.

Examples of those who may be both heroes and role models:

Police, firefighters, rescue workers, ambulance drivers, doctors and nurses.

Examples of those who may be role models, but perhaps not heroes (again, these may be people well known to the students):

Actors, teachers, clergy, parents and other relatives, friends, older siblings, those who enforce our laws and keep us safe without us even knowing about it (lawyers, judges, legislators, government officials), anyone who contributes to society and shares their talents and time, volunteers.

Examples of those who may be heroes, but perhaps not role models:

People who undertake one single act to save a life, not in a professional capacity.

Private investigators who undercover abuses.

Students may recognize some of the people listed below (some real, some fictional). Ask if they would name each person a Hero, a Role Model, or both. When making their determination, ask them to consider what they know about the person or character that would help them decide. Is what they know about the person or character real or could it be part of a public relations campaign to make a person seem better than they really are?

Abraham Lincoln, President

Albert Einstein, Science

Amelia Erhart, Aviation

Amy Tan, Author

Anne Frank, Author

Ariel, the Little Mermaid (Fictional)

Barack Obama, President

Bella (Fictional - Twilight books)

Beyonce, Singer

Bill Gates, Microsoft



Brad Pitt, Actor
Buffy the Vampire Slayer (Fictional)
Captain Jack Sparrow (Fictional)
Cat Stevens/Yusuf Islam, Musician
Dora the Explorer (Fictional)
Dr. Martin Luther King, Civil Rights
Eleanor Roosevelt, First Lady
Erin Brockovich, Investigator
Forrest Gump (Fictional)
Han Solo (Fictional)
Harry Potter (Fictional)
Homer Simpson (Fictional)
Indiana Jones (Fictional)
James Bond (Fictional)
John Lennon, Singer
John Wayne, Actor
Justice Sandra Day O'Connor
Katie Couric, Newswoman
Laura Ingalls Wilder, Author

Madame Marie Curie, Medicine
Maya Angelou, Poet
Mia Hamm, Athlete
Michael Jordan, Basketball
Michelle Obama, First Lady
Muhammed Ali, Boxer
Nancy Drew (Fictional)
Neil deGrasse Tyson, Astrophysicist
Nolan Ryan, Baseball
Oprah Winfrey, Television
Princess Diana
Princess Leia (Fictional)
Queen Elizabeth II of England
Rosa Parks, Civil Rights
Sally Ride, Astronaut
Ted Turner, Broadcasting
Walt Disney, Movies/Theme Parks
Winston Churchill, British Prime Minister
Yao Ming, Athlete

Ask students to write a brief paragraph on someone they feel is a hero or a role model. Ask them to give at least three reasons why they selected the person.

**In *The Mikado* by Gilbert & Sullivan,
we are told to "LET THE PUNISHMENT FIT THE CRIME."
By Donna Schechter and Ann Pictor**

This lesson plan is recommended to support instruction on citizenship, law-related education, juvenile justice, and to instruct on the consequences of breaking the law.

Appropriate for grades 7-12

Materials needed: 2006 Illinois State Bar Association High School Mock Trial Materials - found at <http://www.isba.org/Sections/2007mocktrialinfo.html>

Time needed: Three 50-minute class periods

First class period:

Have students read the 2006 Illinois State Bar Association High School Mock Trial Scenario and witness statements. For purposes of this lesson plan, ask the students to assume that each of the defense witnesses is guilty of vandalism in the cemetery. Have students concentrate on:

- Damages to the cemetery property
- Who is harmed
- How would the families feel if they saw the destruction at the cemetery
- The backgrounds of the three students involved in the incident

Second class period:



Discuss each of the above, asking students to try to identify with each of the students involved in the incident.

- Can they explain why the person would have entered the cemetery property and damaged the monuments?
- Are there extenuating circumstances that can excuse or explain the behavior?
- Should these be taken into consideration in determining appropriate punishment?
- Should the students each receive the same punishment or receive different "sentences?"
- If this is a first offense, should the punishment be lighter than if it was a pattern of behavior?
- Does prison time act as a deterrent against future crimes?
- Do the students feel remorse?
- Do they accept responsibility for their actions?

Third class period:

Discuss possible punishments

- restitution (payment to the cemetery)
- fine (payment to the families)
- community service
- serving time
- apologies extended to families and cemetery personnel
- probation
- education/training/counseling
- restraining order to avoid places or people (ban from cemetery property)
- limiting activities, house arrest (students may only attend school, work and then go home)

Ask students to consider what punishment they would choose for each of the three defendants. This is a good time to put students into groups of three or four and allow five to ten minutes to determine the appropriate punishment for the vandalism. Students may choose one or a group of punishments. For instance, they could mandate that the offenders pay restitution to the cemetery, pay a fine to the families who experienced the harm, apologize to all parties harmed, and be sentenced to house arrest.

Ask students to consider, when determining the appropriate punishment, the purposes for the punishment.

Will it or should it:

- deter the students from doing it again or serve as an example to others?
- protect society?
- help rehabilitate the offenders?
- provide restitution to the families or cemetery?

Ask each group to nominate a spokesperson, who will present to the class as a whole their recommendation for punishment for each of the three defendants. Teacher may write the names of each of the three defendants on the chalkboard and begin listing suggested punishments under each name, keeping a tally of which options are suggested most often. After all groups have announced their recommended punishments, and you are able to see which defendant receives the most votes for which punishment, discuss why the students felt that was the most appropriate punishment and discuss "does the punishment fit the crime?"

Ask the students what was most important to them in making their recommendations for punishment:

Did they feel that the crime was particularly awful?

Did they consider the defendants' family situations?

Did they consider prior records or bad acts?

Did they consider the feelings of the cemetery personnel?



Did they consider the feelings of the families whose monuments had been vandalized?
Did they consider the intelligence of the defendant?
Did they feel the defendants' were being truthful in their statements?
Did they think it was important to sentence each individually or give the same punishment to all? Why?

After discussing the above, the teacher should indicate to the class: If convicted of a crime, in addition to the punishment, other issues a person might face after conviction include:

- You may not be able to hold public office, or receive your pension if you did hold public office and were convicted.
- You may not be able to receive a business license
- Employers may ask if you have ever been convicted of a crime. Even if you have served your time or made restitution, the conviction may still be on your permanent record. Employers have the right to not employ you based on that record. It isn't considered discrimination to decline employment based on this type of record. Employers may fire you if you lied about your record.
- Even juvenile records have to be reported to the court if you seek to become an attorney or to the military, or to certain employers if you need security clearance
- Having a criminal record may reduce your chance of being admitted to the military
- If you are incarcerated, you won't be able to vote.
- If you wanted to become a lawyer, a criminal record will seriously infringe on that career path.
- You may not be able to adopt or serve as foster parent of a child.
- You may not be able to serve on a jury.

The teacher may ask the class, would any of these factors change your feelings regarding the guilt or innocence of the defendants? Discuss why or why not.

The teacher may also bring up the parental responsibility issue, indicating that if the students are sentenced to reimburse the cemetery or families, could this punishment extend to the parents?

Related activities:

- Internet search for cases mentioning cemetery or other vandalism. What punishment was imposed?
- Draft a school policy regarding school vandalism and list possible punishments that would fit the crime.
- Undertake a community volunteer project to help clean an area that has been vandalized.
- To discuss possible punishments and the appropriateness, invite a judge to speak to the class, you may also consider inviting a lawyer, police officer and/or mediator to discuss related issues.
- Assign students to craft an advertising campaign that discusses vandalism issues and could serve as a deterrent.
- Assign students to create original artwork/posters that are anti-vandalism.
- Assign students the task of creating their own jury instructions relating to vandalism and appropriate punishments.

Additional discussion topics:

Why do people vandalize? Is the damage directed at an ethnic group, religion, community, neighborhood, or other "class?" Did someone just get out of control and not think about consequences? Would anger management have helped?



2010 Pioneer Life Summer Day Camp

Summer Programs 2010

Do you have the pioneer spirit? Come catch it at the Pioneer Life Summer Day Camp programs! Lincoln's New Salem State Historic Site in conjunction with Illinois College offers programs for youth entering 5th - 12th grade. It is our mission to provide a safe, friendly and productive environment where youth can attain knowledge regarding New Salem, its residents and the effect they had on Abraham Lincoln during his six years of transition from aimless drifter to lawyer and statesman. We also want youth to experience the persistence and determination that was necessary to sustain life at New Salem in the 1830s, skills that will allow them to achieve success throughout their own lives. Below is a general description of the two programs that will be offered during the summer months of 2010.

Walking in Lincoln's Footsteps at New Salem - This 5th-7th grade program gives campers a taste of what life was like in the 1830s when Abraham Lincoln called New Salem home. Campers will explore the importance of tasks done around the home and trades practiced in the village. They will also learn about young Abraham Lincoln and how his years at New Salem shaped him. At various times during the 5-day camp session, they will dress in period attire and participate in activities in the village. Daily camp sessions begin at 9:00 a.m. and end at 4:30 p.m. On the final day the campers will present a short program for families at 4:30 p.m.

Living History Apprentice Program - This program provides older youth entering 8th-10th grade the opportunity to step back in time and become part of "living history". Campers are trained to interpret the history of Lincoln's New Salem to public visitors and participate in activities that allow them to portray the daily life of a young person in the village. These activities may include cooking, gardening, splitting rails and feeding the livestock. In addition, they will learn a skill and complete a project during the session. For female campers, this may be a quilting, weaving or a needlepoint project. For male campers, it may be leatherwork, broom making or woodwork. Campers will also spend a portion of each day assigned to one of the village homes, where they will "apprentice" as a historical interpreter. Daily camp sessions begin at 9:00 a.m. and end at 4:30 p.m. On the final day, families are invited into the village at 4:30 to visit the various homes where the "apprentices" are interpreting.

2010 Session Dates

Walking in Lincoln's Footsteps at New Salem: July 12-16; July 19-23

Open to youth entering 5th - 7th grades

2010 Registration materials are available at

<http://www.lincolnsnewsalem.com/pdfs/2010Registration.pdf>

The 2010 Handbook is available on line at

<http://www.lincolnsnewsalem.com/pdfs/2010Handbook.pdf>

Living History Apprentice Program: June 14-18; June 21-25

Open to youth entering 8th-10th grades

2010 Registration materials are available at



<http://www.lincolnsnewsalem.com/pdfs/2010Registration.pdf>

The [2010 Handbook](#) is available on line at
<http://www.lincolnsnewsalem.com/pdfs/2010ApprenticeHandbook.pdf>

Van Transportation - Van transportation will be provided from Springfield - White Oaks Mall for all camp sessions. Vans are also available from Jacksonville during specified sessions (see below). RETURN VAN SERVICE IS NOT PROVIDED at the end of the final day of camp (Thursday). Parents are invited to attend the closing camp activities - more information will be provided in the camp handbook.

Springfield: White Oaks Mall (upper level, near Auxiliary Police)
8:30 A.M. Pick-Up 5:00 P.M. Drop-Off

Jacksonville: Illinois College (Physical Plant Parking Lot)
Available June 21-25 and July 19-23 sessions only; 8:15 A.M. Pick-Up 5:15 P.M. Drop-Off

Camp Fees - Program fees for 2010 will be as follows:

Pioneer Life Day Camp and Apprentice Programs
\$175 with van service from Springfield or Jacksonville
\$155 without van service

Registration - To register for a session, download and print the [registration form](#)
<http://www.lincolnsnewsalem.com/pdfs/2010Registration.pdf>

Registrations are reserved on a first come, first served basis. After completing the forms return them along with a \$35 deposit or the entire camp fee. The entire camp fee will be due by June 1, 2010. Checks should be made payable to ILLINOIS COLLEGE and sent to the address below:

ILLINOIS COLLEGE
ATTN: PIONEER LIFE SUMMER DAY CAMP
1101 WEST COLLEGE AVE
JACKSONVILLE, IL 62650

Cancellation Policy - In the event of low registration, it may be necessary for us to cancel a session. If this happens, we will let you know at once and make a full refund of fees you have deposited. If your child will be unable to participate, we will make a full refund up until two weeks prior to the start date of the session being attended. Exceptions to this may be made in the case of a family death or medical emergency.

Questions - If you have further questions, please feel free to contact us via e-mail at PioneerCamp@ic.edu or via phone at 217-245-3497. Thank you for your interest in the Pioneer Life Camp programs!



2011 Illinois State Bar Association High School Mock Trial Invitational -

Save the Date!

The 2011 Illinois State Bar Association High School Mock Trial Invitational will be held on Friday and Saturday, March 4 and 5, 2011 at the University of Illinois Springfield. Save the date! More information on the mock trial event will be contained in the fall edition of this newsletter. As always, mock trial information is available on the ISBA website at <http://www.isba.org/teachers/mocktrial>

Because we were able to secure adequate facility space there will be NO formal regional mock trials in 2011; we'll be going back to the big event in Springfield. The rule that states that all teams must participate in a practice trial will still be in effect. Anyone wishing to hold an invitational or practice trial event should let us know when and where so we can circulate information.

.....

*Nearly all men can stand
adversity, but if you want to test a
man's character, give him power."*

A. Lincoln

The Illinois State Bar Association's Law-Related Education Newsletter is provided free of charge on a quarterly basis during the school year. We are dedicated to promoting law-related education resources and discussion topics appropriate for use in classroom or community settings. If you do NOT wish to receive this complimentary newsletter, please reply and indicate in the message line that you wish to be removed from our mailing list.



- *Current subscribers: If your e-mail changes, please let us know. And, please feel free to forward this publication to others who may be interested.*
- *Note: The Illinois State Bar Association's Standing Committee on Law-Related Education for the Public does not share or sell this mailing list.*



This and other editions of the ISBA's LRE Newsletter
are available on-line at <http://www.isba.org/Sections/lrenewshome.html>

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