



Subject	Social Studies	Grade Level	1st
Unit Title	Discovering Historic New Harmony		
 			
Learning Outcomes			
List 1 to 2 outcomes/objectives addressed in this lesson and the Indiana College and Career Ready Academic Standards to which each objective is aligned. Indiana Standards are available at http://www.doe.in.gov/standards .			
Teacher-Developed Outcomes/Objectives		Indiana College and Career Ready Academic Standards	
1. I can identify change between the past and present in New Harmony using primary sources.		1.1.1 Identify continuity and change between past and present in community life using primary sources.	
2. I can identify local people from the past who lived in New Harmony that demonstrated good citizenship.		1.1.3 Identify local people from the past who have demonstrated good citizenship.	
Assessment	<p>Pre-Assessment: Have students draw what they think life was like in New Harmony when it was first established.</p> <p>Post Assessment: Have students draw what they think life was like in New Harmony when it was first established after the lesson and using the knowledge they now have. Students can pair and share to describe what is happening in their pictures.</p>		
Time Frame	30 minutes		
Introduction	<p>Attention Grabber: "1,2,3 eyes on me!" *Students repeat after you and say "1, 2, eyes on you!"</p> <p>Have students sit on the carpet and introduce them to today's topic.</p> <p>Teacher: "Today we will be learning about historical New Harmony Indiana. This town is very close to us and is filled with history!"</p>		
Lesson Body	<p>Teacher: "Has anyone been to New Harmony, Indiana before?" Have students raise their hand if they have been before.</p> <p>Show this video to give the students an idea of what New Harmony used to look like: https://www.usi.edu/outreach/historic-new-harmony/programs/heritage-artisans-days/</p> <p>Have students share their insights from the video. You can do this by having a discussion of what they thought was interesting to them.</p> <p>Teacher: "How did the people in the video dress? Do we dress like that today?"</p> <p>Provide students with ample time to discuss and answer your question. Refer to the video as needed if students become stuck.</p> <p>Teacher: "What did you see the people in the video doing? Do we do these things today?"</p> <p>Provide students with ample time to discuss and answer your question. Refer to the video as needed if student become stuck.</p> <p>The teacher will now introduce Robert Owen by showing a picture of him.</p>		



Teacher: "This is Robert Owen. He was the second founder of New Harmony. He bought the town from the Harmonists and created his own vision in 1825. He wanted the town to be equal for everyone who lived in it. Teacher: "Would you live in this town? Why or why not?"
 Allow students ample time to discuss / answer your questions.

Closure After students have watched the video and seen pictures of historical New Harmony, they will draw what they think it looks like in the past and share it with the class. They can pair and share if that makes it easier for students to share. After students are finished, show pictures of New Harmony today and compare and contrast the images.

Planned Modifications Plan accordingly for students who have visual impairments such as classroom placement. Make sure the student with visual issues is closest to the Smart Board and teacher in order to help them with their learning. The same goes for students with hearing impairments, place them where they are nearest to the audio and the teacher.

- Materials, Resources, and Technology**
- Smart Board
 - YouTube
 - Pictures
 - Craft paper
 - Colored pencils

Research or Theoretical Base <https://www.teachingvisuallyimpaired.com/accommodations--modifications.html>