

Subject	Social Studies	Grade Level	4th
Unit Title	Robert Owen, New Harmony, and their lasting effects on Southern Indiana		
 			
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 explain Robert Owen’s attempt at his own Utopia in New Harmony and its lasting effects.		4.1.6 Explain how key individuals and events influenced the early growth and development of Indiana.	
Assessment	Have students compare and contrast their constructed utopia to that of Robert Owen’s New Harmony using a Venn diagram. Students will be expected to correctly list the main components of Robert Owen’s New Harmony and then find the similarities and differences between New Harmony and their utopia.		
Time Frame	1 hour		
Introduction	<p>“I want you to picture your perfect town. The town you think of needs to be able to actually happen. Would kids in your town go to school? How would people get the things they need? Would people drive cars, or would they walk? What would your town look like?”</p> <p>“On the sheet I gave you, I would like for you to draw a rough sketch of what your utopia would look like along with the main ideas of your utopia. For your drawing, think about what the buildings would look like. Would they all be the same color? Will there be smart houses? I would also like for you to fill out the section on the back with your main ideas. Jot down some of your original thoughts from the previous questions.</p> <ul style="list-style-type: none"> - Give students 10 minutes to work on their drawing, write down their main ideas and talk with their peers 		
Lesson Body	<p>“Did you know that this actually happened in New Harmony Indiana? Robert Owen had his own ideas for his perfect society. Does anyone know what a perfect society is usually called?”</p> <ul style="list-style-type: none"> - Guide students towards the response of a Utopia or a Utopian society. <p>“Robert Owen had plans like yours and was able to buy New Harmony from the Harmonist’s who had previously owned the area. Owen planned his utopia to take shape in two big steps. The first step was to begin with a constitution as the plan concentrating on ownership and membership.”</p> <p>“Does your planned utopia have plans for ownership and membership? Add these details into your plans. Will everyone own their own place to live or will people live in housing provided by the government. Will people have jobs to pay for things or will the government provide things that are bought? Add your responses to these questions and your other ideas to the ownership and membership section of your Utopia Blueprint.”</p> <ul style="list-style-type: none"> - Provide students 3 minutes to talk with peers and add these plans to their utopia. <p>“Education was very important to Robert Owen. In New Harmony, children weren’t allowed to work until they were 10 years old, and they attended infant school until then. Children 18 years and younger were limited on their work hours so they could still attend school. Add plans like these to your Utopia Blueprint in the sections under education and work.”</p> <ul style="list-style-type: none"> - Provide students 4 minutes to talk with peers and add education and labor laws to their utopia. <p>“Next, I want you to think about what rights the people in your town will have. Will they have the rights that we have in the United States and in Indiana or will this all be controlled by someone else? You can think of things such as</p>		

	<p>freedom of speech, right to education, freedom of religion. If someone breaks the law, what rights do they have and what will happen? Add your ideas to the rights section of your Utopia Blueprint.”</p> <ul style="list-style-type: none"> - Provide students 3 minutes to talk with peers and add rights to their utopia plans. <p>“Last, I want you to revisit your original thought about what you want your Utopia to look like. Remember that education was really important to Robert Owen. What is really important to you? Add this to your Utopia Blueprint under main ideas revisited.”</p> <ul style="list-style-type: none"> - Provide students 3 minutes to talk with peers and add their ideas to their utopia plans. <p>“After all of this planning, do you think you would have enough to start your own perfect town like New Harmony?”</p> <ul style="list-style-type: none"> - Ask students to raise their hands for either yes or no <p>“Despite the planning on Owen’s part, problems started to arise. There weren’t enough plans on how things would actually be carried out and despite the efforts, there was not enough resources for the population that lived in New Harmony.”</p> <p>“Although Owen’s community ultimately failed, it had great influences in Southern Indiana. What is one thing that you would want your utopia to be known for whether it was a success or it failed? Add this to your Utopia Blueprint.”</p> <ul style="list-style-type: none"> - Give students 2 minutes to talk with peers and add their ideas to their utopia plans. <p>“Before the community failed, many scientists, educators, and scholars would travel to New Harmony to research. Some were attracted by Robert Owen and his partners successes in education, others were invited by Owen’s partner. Those scientists, educators, and scholars arrived a year after New Harmony was purchased, arrived on a flatboat known as the boatload of knowledge.”</p> <p>“Both members of the community, and Owen’s family continued to make great contributions in education, science, women’s rights, and labor reforms.” “William Owen founded the Thespian Society and aided in establishing the Posey County Agricultural Society. Richard Owen was a decorated war hero, a professor at Indiana University, and later becoming the first president of Purdue University.”</p>
<p>Closure</p>	<p>Students will complete the Venn diagram to compare and contrast their utopia to Robert Owen’s utopia.</p> <p>“It’s fun to come up with our own utopian communities, however the laws that we have ensures that everyone has the rights that we do and opportunities to life, liberty, and the pursuit of happiness. Think of the practical laws that we have that ensure the United States remains and doesn’t fail.”</p>
<p>Planned Modifications</p>	<ul style="list-style-type: none"> - Teacher available to further explain the meaning of each subsection of the Utopia Blueprint - Students who prefer to work on their own may choose to not share with a partner - Students may choose how to display their thoughts within the different blueprint subsections. Students may write sentences, bullet points, or draw.
<p>Materials, Resources, and Technology</p>	<ul style="list-style-type: none"> - Copies of the “My Utopia Blueprint” - Copies of Venn Diagram for each student - Lesson plan with guide of Robert Owen’s New Harmony connected to the student’s utopia
<p>Research or Theoretical Base</p>	<p>Information obtained from:</p> <p>University of Southern Indiana. (n.d.) Robert Owen 250th Celebration. https://www.usi.edu/outreach/historic-new-harmony/programs/robert-owen-250th-celebration/</p> <p>University of Southern Indiana. (n.d.) Boatload of Knowledge. https://www.usi.edu/science/geology-and-physics/new-harmony/boatload-of-knowledge/</p>

Name: _____

My Utopia Blueprint

A large, empty rectangular box with a thin black border, occupying the majority of the page. It is intended for the student to draw or write their 'Utopia Blueprint'.

My Main Ideas

Ownership and Membership

Education and Work

Rights

Main Ideas Revisited

Legacy (Known For)

