



<b>Subject</b>	Social Studies	<b>Grade Level</b>	5th
<b>Unit Title</b>	Robert Owen and the Utopian Society		
 			
<b>Learning Outcomes</b>			
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 <a href="http://www.doe.in.gov/standards">http://www.doe.in.gov/standards</a> .			
<b>Teacher-Developed Outcomes/Objectives</b>		<b>Indiana College and Career Ready Academic Standards</b>	
<ol style="list-style-type: none"> <li>1. I can describe group actions that illustrate civic virtues.</li> <li>2. I can describe individual actions that illustrate civic virtues.</li> </ol>		5.2.8 Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect, and responsible participation.	
<b>Assessment</b>	Students will create their own utopian society and present them to the class.		
<b>Time Frame</b>	Span over two class periods		
<b>Introduction</b>	<p>Have you ever wanted to change the way society works? Have you ever been unhappy with the way certain things were handled in your society? Think about some of the things you don't like about society. What are some things you do like that are necessary for the society to work?</p> <p>Write down a list of things you need in society and a list of things society could do without. You could include laws, actions, civic virtues and how people act. Get in groups and brainstorm 5-10 things for each side of the list.</p> <p>Bring the students back together and ask them to name their most important idea from each of their lists. Discuss their ideas and continue onto the body of the lesson.</p>		
<b>Lesson Body</b>	<p>Do you know who Robert Owen is? We're going to learn about him today. He was someone who was also unhappy with society. He thought that citizens could make better contributions to society than what he was seeing happen. Robert wanted to create a utopian society. Who can tell me what the word utopian or utopia means?</p> <p>Listen to the answers and describe that a utopian society is one that is nearly perfect and has no flaws.</p> <p>We're going to get in groups and research Robert Owen. In your groups, discuss what major aspects he wanted in his society and which aspects he didn't want. You can use any resources that are allowed on your school devices (only do this if school limits which sites students can get on. Otherwise, provide information and resources for students to research.)</p> <p>You will have 15-20 minutes to do this research in your groups. Once you are finished, think about which aspects you agree with. Does Robert have valid ideas regarding society? Are some of his ideas far-fetched?</p> <p>When time is up, I will alert you all to begin with your next task. This task is to create a utopian society here within our classroom. I want you to think about what things are necessary for the classroom society to operate. What aspects could we get rid of? What would make the classroom society perfect for everyone involved? How would everyone need to act in your society to make it perfect? What civic virtues would each person need to have in order for it to work? Is it possible to create this kind of environment?</p> <p>Within your groups, you will have the rest of this time period to create this society within our classroom. You must portray your society in some way. This could be a poster, a flyer, a booklet, or anything else that creatively displays</p>		

	<p><i>what your classroom society will be like. You will share your society with the class tomorrow as a presentation. There will be time to ask questions about each group's society.</i></p> <p><i>If there aren't any questions, then you may begin researching Robert Owen and his utopian society.</i></p> <p><i>Walk around while groups are doing research. Observe what aspects that are drawn to and which ones they don't really care for. While they are creating their own societies, engage them in creative inquiry questions. Ask questions about why they chose a certain aspect to include. Ask why they chose not to include other aspects. Get them thinking about the repercussions of including some aspects and not others and what that would do to the classroom society.</i></p> <p><i>Have groups share their societies with the rest of the class the next day. Allow students to ask questions and ask more creative inquiry questions here as well.</i></p>
<p><b>Closure</b></p>	<p><i>Great job on your societies everyone! I hope you see that the point of this lesson was to use your creativity and your experience within society to decide what things are important and what aspects aren't. You were able to see what civic virtues groups and individuals need in order to keep society running smoothly.</i></p> <p><i>I want you to close your eyes and think about these questions. What did you learn about today that was surprising to you? What was the most important aspect that you would want in your society? Do we have that aspect already today, why or why not? What will you remember about this lesson in the future? What other questions or comments do you still have about today's lesson?</i></p> <p><i>Open your eyes now. Get out your journals. I will write these questions on the board and you can answer them in your journals. Try to use correct spelling, grammar, and use complete thoughts.</i></p>
<p><b>Planned Modifications</b></p>	<p><i>For students below grade level, they can write in their journals in incomplete thoughts. As long as they have information, that is okay. Students below grade level will also be working with those on or above during the presentation part so they can help contribute to the project.</i></p>
<p><b>Materials, Resources, and Technology</b></p>	<p><i>Board, devices that can access internet or printed information about Robert Owen, materials to create posters/flyers/booklets like markers, crayons, paper, scissors, glue, tape, and any other necessary materials</i></p>
<p><b>Research or Theoretical Base</b></p>	<p><i>Best practices- group work, justification of thinking</i></p>