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The Noble Experiment

**Course Title: The Noble Experiment**

**Grade Level: 3rd Grade**

**Unit: The Owen Community 1825-1827**

**Abstract:**

In this unit, students will participate in activities that will directly relate to what the members of the Owen Community were experiencing. Through group work, and class discussions students will involve themselves in content that may still affect them in today’s world. Students will be comparing maps of what the community looked like at its’ early stages, and then comparing it to a map showing change over time. Also, students’ will discuss what it means to be a good member of the community, and how they can reflect that in their own life. Overall, the students will make connections with communities in the past, and communities in today’s world.

**Focus Questions:**

* What were major changes to the Owen Community?
* How did the people of the Owen community view these changes?
* What were some of the great people/things that existed in the Owen Community?

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| Benchmarks | Assessment Tasks | Key Concepts |
| Students Will:* Give examples of people, events and developments that brought important changes to the regions of Indiana. (3.1.4)
* Roles of Citizens: Explain the importance of being a good citizen of the state and the nation. Identify people in the state who exhibit the characteristics of good citizenship. (3.2.5)
* Roles of Citizens: Explain the role citizens have in making decisions and rules within the community, state and nation. (3.2.6)
 | Students Will:1. Recognize Jane Dale Owen by creating their own Minerva society that will perform tasks such as drafting a constitution and leading a social club. (3.1.4, 3.2.6)
2. Locate and label Midwestern states on a map, and identify the governor for each state. Formulate a list describing Indiana’s governor and Robert Owen’s model citizen. (3.2.5)
 | * Community
* Education
* Government
* Science
* Change
 |

**Catalog of Lessons:**

Lesson 1: Change within a Community

 To begin, the children will be split into 4 separate groups. In each group, the students will be held responsible to discuss and determine a list of things that have changed over time. This can be anything from weather, to growing older, and plant life. When the students have finished brainstorming things that have changed, together as a class we will put together a list of things we all noticed have changed during our lifetime. Then, it will be explained to the students that any community can change, just like the Owen Community. The students will be provided with a simplified map of what the Owen Community physically looked like, and then a map (overhead projector) will be placed over the original map to show changes that occurred within the physical community.

Next, the question will be asked, “Do you think that the community you live in has changed?” The students will be asked to draw a map of their community. This could be a neighborhood, downtown, or even a local park. Then, maps will be provided to the students showing their community at different points throughout history. The students will be asked to discuss what has changed, and why they think their community changed the way that it did. Finally, the students will be asked to quickly draw a new map, which will predict how their community will look fifty years from now, and then compare with their fellow classmates. This will allow for the students to make the connection between how the original community looked like, and the change that was occurring with the people of the Owen Communities physical community.

Lesson 2: Citizenship

 During this transitional time period for the Harmonists, the Owen family really took hold of trying to make life better for everyone in their surrounding community. Some were noted for making headway in politics, others in science. After viewing this particular section of the video, have the student’s list qualities of the Owen family, and discuss why these qualities are valued. Following the discussion, have the students discuss qualities that they saw in the Owen Family, and then compare to themselves and try to find those same qualities.

Next, split the class into groups of four, and provide each group with large paper and coloring utensils. Explain to the students that they are going to draw what they think a good citizen will look like, and then have them write around the person the qualities that an exceptional citizen should have. When finished with their drawing, each group will present their poster and explain why they wrote their set of qualities and why they see those qualities as valuable. Finally, as a class have the students discuss what they can do to be a good citizen, and make a difference in their community.

Lesson 3: Science in the beginning

 To initiate the class discussion have the students brainstorm events, items, or things that they think of when they hear the word science. Then, let all the students go up to the board, and using the chalk allow each student to write a one word answer or short sentence explaining what they think is involved with science. After reviewing the words and sentences on the board have the students discuss in small groups what they believed science involved during the Owen Community time period. When the students have finished discussing, pass out pictures of early documentation drawn by scientists during that time period.

Explain that scientists had to document everything while they were investigating, and because of that they had to be good artists or be very creative with their sketches. Thomas Say was an earlier pioneer for science during the Owen Community time period and explains that he was one of the first to find enjoyment in documenting everything from leaves, to bugs, and even shells. Provide students with paper, and coloring utensils, and then proceed to the closest outdoor area. Explain to the students that one of the best ways to document what an object looked like was to draw it, however you could also rub a coloring utensil over a piece of paper which would have been held on top of an object. Give the students ten minutes to discover objects in the outdoor area, and collect a series of rubbings that they could put together in a class journal.

Lesson 4: Educational Reform

 During this time period, the Owen Community was experiencing change in the educational world. What was once seen as normal and okay was beginning to rapidly see change. To begin, the book First Day Jitters will be read to the students. The students will be asked to describe how the character in the book felt about going to a new school, and experiencing all the new changes. Then, the students will be asked to describe how school was changing for the Owen Community. Students will be split into groups of 4-5, and each group will be given a poster and a marker. The students will be asked and share a t-chart comparing what their school system was like originally, and the changes that were being made to their community and why. By doing this, the students will be able to make a connection with what changes were being made, and how they can relate that to their life.

Lesson 5: Bringing Change

 After shortly watching the video clip, have the students discuss what they thought about women’s rights and slavery. Next, explain that the students will be simulating the Owen Community, and will experience first hand what it was like to be a woman or a slave during that particular time period. Students will come to the front of the room, and they will pull out cards which will tell them what character they will be playing (slave, woman from the Owen community, and Francis Wright). The reason there will be students interacting as a slave will serve the purpose of having the students experience what it was like to be a slave, and why it would cause those of the Owen Community to feel so strongly against slavery. The students will be given time to talk with their classmates and brainstorm what they will say. Once the time is given the students will then be asked to conduct a “town meeting”, and the teacher will act as the Forman of the discussion. Topics will be provided to the students to discuss, and they will debate on what they believe and why. Therefore, the students will make the connection with what the community was feeling at that time, and why.

Lesson 6: Library and Educational Reform

 One of the main goals for the introduction of, and importance of a library, was to aid the members of the community to be educated members. By having educated members of a community that can aid in better decisions being made due to the wider scope of knowledge. In order for the students to make a connection between the importance of a library and how it effects education, the students will be researching other libraries around the country. Using the computer lab, the students will be allowed to research any library in the world. During their investigation they will need to find facts like, when the library was opened, how many books does it have, what is something unique about this library, and find one book from the library’s archives that they would like to read. After completing the activity the students will be able to share what library they researched, and all the facts that they found. Finally, the students will be encouraged to discuss why libraries are so important, and think about why McClure thought it was so important for the Working Men’s Institute to be successful.

Lesson 7: A Worker’s Worth

 Though working conditions now are much more improved, students still need to experience how poor they were in the past. This will help them understand the value and reasoning of Robert Owen and his Owenite Community. A segment in class will be dedicated to evaluating all students’ productivity rate as they did in the past within Mines and Sweatshops. A four-sided block will hang from each student’s desk. Each side will be colored black, yellow, blue, or white. White will represent the best productivity, Blue represents a satisfactory amount, Yellow represents an unsatisfactory amount, and Black will represent the worst productivity rate. Student’s will all be assigned the same amount of work, and put on a 15-30 minute time limit. At the end of the time limit the teacher will assess how much work each student completed, and assign them the appropriate colored side of their block.

 At the end of the activity, the instructor will ask students to discuss how they felt when their productivity was rated. They will also be asked to discuss whether Robert Owen was right for wanting to improve working conditions.

**Instructional Resources:**

Indiana Memory:

* (Robert Owen getting land, New Harmony) <https://digital.library.in.gov/Record/ISL_p181901coll18-3179>
* (Robert Owen) <https://digital.library.in.gov/Record/ISL_p181901coll18-2897>
* (Harmonist Dormitory) <https://digital.library.in.gov/Record/EVPL_evapost-508>
* (Labyrinth) <https://digital.library.in.gov/Record/EVPL_evapost-509>
* (Old Dam on the Wabash River) <https://digital.library.in.gov/Record/EVPL_evapost-511>

Danneberg, Julie. *First Day Jitters*. Print.

(The following links will be provided to the students as examples for lesson 6)

<http://www.imcpl.org/>

<http://www.loc.gov/index.html>

<http://www.library.nashville.org/>

<http://chapelhillpubliclibrary.org/>

**Teacher Made Materials:**

* Map of Owen Community
* Colored block
* Character strips

**Course** **Title**: The Noble Experiment

**Grade** **Level**: Third Grade

**Unit**: Community Service

**Abstract**: This assessment will allow the students to be more aware of all the different opportunities that are available for them to help their community and make it a better place. They will also have a better understanding of why Mr. Owen did what he did and how they can have a feeling of satisfaction from helping others.

**Prompt**: Read *Wilfrid Gordon McDonald Partridge* (Fox, Mem. *Wilfrid Gordon McDonald Partridge.* Omnibus Books, 1984.)to the students and ask them if they have ever visited a nursing home to keep someone company. Have students make a list of all the different ways they can contribute to the community by helping one another.

**Directions**: “We recently learned about Robert Owen and all the wonderful things he did to help his community. We are going to try to improve our local community by thinking of special ways to get involved and assist those in need. I have put you in groups and each group will need to do the following:

1. Think of a project that will benefit the community.
2. Create a flyer and any other source of media that you want to use to spread the news about your service project (newspaper article, internet site, or radio message)
3. List all the materials you will need for this project and any expenses that might need to be made. (If the group is thinking of a way to raise money, then they must plot the data on a graph of how much they made compared to how much was spent in order to perform the event.)
4. Decide on a location to hold this event.
5. Describe what your project will benefit.
6. Turn everything in organized in a folder with your service project labeled on the front.”

**Procedure**: Explain that they will be taking on the persona of Robert Owen and all his generous contributions. List contributions such as starting schools, treating everyone fairly, improving housing conditions, and paying better wages on board or on poster so the children have examples. Students will then be responsible for coming up with their own service project that will in someway help their community (school supply drive, can food drive, or cleaning up a river). The class as a whole will discuss how these service events benefit the community and what good ideas they can come up with to help persuade the rest of the community to get involved. The students will then pick a date that they would like the whole class to participate in their community service project if it is local and the class will perform this service at a designated time. The class will be participating in this activity as a whole, therefore the service project will be made as a class decision. The students will need to find a way to advertise their project to the members of the community, such as creating flyers to place around the school and even community. After the project has been completed the students will individually create a journal page explaining what their role was in putting this project together, what lesson they learned from helping another organization in their community, and draw a picture of something they did during the service learning project. When the students have completed their journal pages, the class will combine all the pages together in order to create a class journal. This class journal will be sent to the organization so that they can put in out for other members of the community to see.

**Scoring** **Rubric**:

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| Benchmarks | Score: 1 | 2 | 3 | 4 |
| Roles of Citizens: Explain the importance of being a good citizen of the state and the nation. Identify people in the state who exhibit the characteristics of good citizenship. (3.2.5) | Student created event that only benefitted one or two people and no media was used.  | Service project benefitted community, however, only used 1 media option and wasn’t easy to organize. | Project benefitted community, but only used 2 or fewer media options. Event could be easily formulated. | Student created event that benefitted the community and described how it did so. Put forth effort in forming three or more ways to spread the news of the event and was a plausible occasion. |
| Roles of Citizens: Explain the role citizens have in making decisions and rules within the community, state and nation. (3.2.6) | Students did not divide work equally and was not turned in on time. | Students only gave 2 of the members equal responsibilities and the work was a day or less late.  | Students gave all but one member equal responsibilities and completed the work on time. | Students showed leadership by giving equal amounts of work to each group member and completing the project on time. |

Course Title: The Noble Experiment

Grade Level: 3rd Grade

Unit: Letter to Lincoln

**Abstract**: This assessment will help students practice their knowledge of the appropriate way to write a letter. Also, the students will be given the opportunity to view what life might have been like when slavery existed, and what the treatment was like for slaves during that time period. Writing this letter will allow the children to take a position and persuade another to go along with what is right, thus bettering their country and having an opinion of their own.

**Prompt**: Read a letter to the class that is proposing an idea or asking for something. Give each student a copy of the letter so that they may follow along and see how it is arranged. Write letter format on the board (Salutation, introduction, body, conclusion, and closing).

**Directions**: One of the multiple rights Robert Owens fought for during our history was abolition. He wrote a letter to President Lincoln concerning the abolition of slavery found on <http://faculty.evansville.edu/ck6/bstud/lincoln.html> . This means doing away with slaves and treating everyone fairly. Let students read this letter and analyze the words Owen used to persuade President Lincoln. Then introduce that they will be writing a letter to President Lincoln. When the students are writing this letter they will be using the same stance Mr. Owens addressed. You will need to:

1. Write a letter on a postcard in the correct letter format.
2. Propose what you think is the appropriate action that should be taken against slavery.
3. Why you think this should happen and how this can happen.
4. On the front of a postcard draw a picture of New Harmony, using pictures from the website provided

(<http://maxkade.iupui.edu/newharmony/home.html>)

**Procedure**: Give students a postcard template and crayons. Once they have the picture of what they think New Harmony would have looked like on one side, they may begin their letter to Abraham Lincoln. Put letter format on board for reference. Explain what the letter should include and answer any questions students may have. The letters will then be sent to Historic New Harmony for them to put on display or have on hold in case other visitors would like to read them. After the students have completed the postcard they will be asked a series of questions, "Do you think people are treated equally in today’s society?" and, "Is abolition still an issue now?" and have the student explain in full detail their answer for each question.

**Scoring Rubric:**

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| --- | --- | --- | --- | --- |
| Benchmarks | Score: 1 | 2 | 3 | 4 |
| **3.2.7** Roles of Citizens: Use a variety of information resources to gather information about local, state and regional leaders and civic issues. | Student failed to include any facts learned during unit, and failed to use Lincoln’s letter as a resource of information. | Student included no facts learned from the unit, and used less than two pieces of information from Lincoln’s letter. | Student used one fact learned from unit, and included only two pieces of information from Lincoln’s letter. | Student included at least one fact learned during the unit, and used two or more pieces of information from Lincoln’s Letter. |
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