Evan Pryor and Brett Miller

Course Title: Communal Societies

Grade Level: Third

Unit: The Noble Experiment

**Abstract**

 In this unit, the students uncover the ideas and principles of the Owen community. The students will discover how a community functions and how each person plays a role and contributes to the idea of a successful community. Students will develop an understanding of how the Owen community brought important changes to the town of New Harmony and region of Indiana by means of new principles of education, science, and politics.

**Instructional Resources**

*The Noble Experiment.* Ball State University: 2008, Film.

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>

**Focus Questions**

How has society changed from the ideas of the Owen community to present day?

 How do ideas affect how a community is run?

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| **Benchmarks** | **Assessment Tasks** | **Key Concepts** |
| 3.1.4 Give examples of people, events and developments that brought important changes to the regions of Indiana.3.2.6 Roles of Citizens: Explain the role citizens have in making decisions and rules within the community, state and nation. | Students will:1. Create a newspaper article about members of the Owen community. They will write about events that brought new changes to the New Harmony society. (3.1.4)2. Decide the roles of their own community, as well as determine who makes the rules in the society. | * Community
* Societal Roles
* Diversity
* Controversy
 |

**Lesson 1: Preparing for a New Society**

Students will be divided into groups and they will discuss, brainstorm, and implement a new society for which they are in charge. The students will create a new society such as that of the Owen community in the New Harmony area. The students will focus on what characteristics their society will have such as what it will look like? Where will their society be located? How will their society succeed? Will their society produce any goods? What is the role of the men and women? Is their schooling? When the students have finished they will share their societies and ideas with the class.

**Lesson 2: The New Harmony Gazette**

Informed and educated about the Owen community and family, students will create a newspaper article for the New Harmony Gazette. The student article will feature and highlight the Owen family’s ideas, accomplishments, and community in the New Harmony area. The students will be given a copy of a newspaper article to reference during the lesson.

**Lesson 3: Becoming the Scientist**

Students will select a scientist who participated in scientific research at New Harmony. Students will find facts about their person and their major impacts on New Harmony. Students will create a poster with information about their scientist. Students will then participate in a wax museum where each student becomes the scientist they have chosen and presents their information to the class.

**Lesson 4: Communal Education**

Students will be divided back into their groups that they created a society with and as a group; such as the Owen community did plan a school curriculum and typical school day. When planning the students should focus on what they want the people in their society to be educated about? Where will the school be located? Can women attend the same classes as men? Is there a different curriculum for women? What skills do you want the students to learn? How far does schooling go? When the student groups have finished they will share their ideas about education in their society with the class.

**Lesson 5: A day in their shoes**

Students will participate in a skit to demonstrate roles in a society. The students will act as if they grew up in a communal society, and treat others the way that would have been accepted in the time period. Once the students have selected a skit, they will use their knowledge to reenact the scenario. Students will then switch gender roles to see how life would be like for the opposite gender during the time period.

**Lesson 6: The Student Institute**

Students will act as if they are in a communal society. Each student will write their thoughts about town life, politics, science, and education. The student writings will be collected and bonded together to create a book. Students will be asked to share their thoughts about the society with “the community.” Students will pretend that they are communal members attending a Working Men’s Institute meeting.

**Lesson 7: Rules of a New Society**

Students have been left in charge of the Owen community in New Harmony. Robert Owen has passed the torch down to you and has decided that you can create your own new rules for the Owen community. Students should focus on who will run the community? What the roles of the people in the community will be? What are the new rules for the community? Students will converge with their classmates to create a set of rules and roles for their new Owen community.

**Assessment**

**Abstract**

 Students will use new acquired knowledge of the Owen community to create an article for a classroom newspaper. The students will use resources such as the Internet to find events and accomplishments of the Owen community and specifically some if it’s members.

**Prompt**

* A news article guideline will passed out to the students to follow and model, while they are creating their news article.
* Notes taken from the video *The Noble Experiment*
* Newspapers for students to reference while writing their articles
* *The Star Press* newspaper.

**Directions**

Over the past few days you have gained more knowledge about the customs, ideas, and people of the Owen community. Today we are going to gain more insight into the Owen family, as well as their accomplishments and impact on the state of Indiana. Today we are going to make a classroom newspaper in small groups. This artifact will be created by using your writing and artistic skills. Each group will choose a member of the Owen Family male or female to research using the Internet on websites provided below. Students will create a newspaper article about that individual. When creating the news article you must guide your article by the following questions

* Why did you choose this individual?
* What accomplishments to the community, state, and region did this individual contribute to our community today?
* What were some hardships or struggles that this individual encountered and did they overcome it?
* How did the community feel about this individual, were they respected or admired?
* How did this individual contribute to the community?
* What would the community or region be like if this individual did not exist?
* Use the following websites
	+ <http://faculty.evansville.edu/ck6/bstud/wmi.html>
	+ http://webapp1.dlib.indiana.edu/findingaids/view?doc.view=entire\_text&docId=InU-Ar-VAA1364
	+ http://www.electricscotland.com/history/other/robert\_dale.htm
	+ http://www.jstor.org/stable/27786070

You may notice when looking through a newspaper that the articles are well written and organized neatly. As a team it is your job to create a newspaper article that follows the same guidelines that you would find in a local or national newspaper. Once each group has finished writing their newspaper article, as a class we will put each article into a classroom made newspaper. When finished the articles will be presented orally to the class by a lecture and by using an Elmo to highlight your article. When finished presenting the newspapers will be issued throughout the school, as well as town hall for visitors and the community to view.

**Procedure**

 Give students the newspaper article guideline handout and place them into small groups of three or four students. Each group should have a different Owen family member, and write about their accomplishments and impact on the state of Indiana. Briefly explain the handout to the students, as well as the scoring rubric. Also, put key points and concepts on the board for the students to build upon. Finally respond to any questions that the students may have about the task.

**Scoring Rubric**

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| --- | --- | --- | --- | --- |
| Benchmark |  |  Score |  |  |
|  | 4 | 3 | 2 | 1 |
| Give examples of people, events and developments that brought important changes to the regions of Indiana.(3.1.4) | Students give at least three accurate examples of how their Owen family member has impacted Indiana.  | Students give at least three examples but include minor error and accuracy of information. Students also follow all guidelines of the newspaper article. | Students give at least two accurate examples with minor informational errors. Students follow all guidelines of the newspaper article. | Students give one or less examples with minor errors. Students follow all guidelines of the newspaper article |
|  |  |  |  |  |

**Assessment Two**

**Abstract**

 In this assessment task, students will be asked to use their knowledge of societal roles in a community such as the Owen community. Students will explain the variety of roles for different people in the community such as men vs. women. Students will explain the importance of each person they select. Students will write their descriptions in an outline format in groups of two or three. The goal of this assessment task is to have students select what they believe are important roles in the community. Students will compare the roles in the Owen community to the roles they have in their community. Student work should be collected and placed on a bulletin board inside the classroom and place their ideas on communal roles at the local library for archive use. This assessment will be used as a reference that students can use to reflect modern culture to past society.

**Prompt**

* *The Noble Experiment*
* Notes prepared from the video *The Noble Experiment* to help guide your task
* A list of the different kinds of roles in the community.
	+ Women
	+ Children
	+ Men
	+ Scientists
* An example of a proper outline.
* John F. Kennedy Public Library.

**Directions**

**“**Today we will be examining the variety of roles in the community. Each person in the community is valuable in some form or another. It’s your job to determine what each person’s role in community is. You will be creating an outline of three different roles in the community. Be sure to provide detailed information of each role. When writing your outline, please make sure you answer the following questions:

* What is a “normal” day for this person?
* What type of responsibilities does this person have?
* How does this role impact the rest of the community?
* Does this person have the power to make important decisions?

**Procedure**

 Make sure the students have watched *The Noble Experiment* and have the proper background knowledge of communal rules and customs. Be sure to read the directions thoroughly to the students and provide each student with focus questions and notes from the video. Also make sure the students are aware of the expectations for format of the outline.

**Scoring Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Benchmark |  | Score |  |  |
|  | 4 | 3 | 2 | 1 |
| Roles of Citizens: Explain the role citizens have in making decisions and rules within the community, state and nation.(3.2.6) | Students accurately describe three different citizen roles in the Owen community based on questions. Student provides detailed descriptions of each citizen’s role within the community. | Students accurately describe three different roles in the Owen community based on questions. Student provides basic detail of each citizen’s role within the community.  | Students accurately describe two societal roles in the community based on questions. Student provides detailed descriptions of each citizen’s roles within the community. | Students accurately describe two societal roles in the community based on questions. Student provides basic detail of each citizen’s roles within the community.  |