

## Historic New Harmony Field Trip Alignment To Fourth Grade Indiana Academic Standards

<i>Academic Standard</i>	<i>New Harmony Connection</i>
<p><b>SS.4.1.3 2007</b> The American Revolution and the Indiana Territory: 1770s to 1816. Explain the importance of the Revolutionary War and other key events and people that influenced Indiana's development.</p>	<p>Father Rapp and his followers founded New Harmony in 1814. The town was created using a utopian town design to keep with their lifestyle. Homes and properties were created to be equal. Their building style was advanced for their time.</p>
<p><b>SS.4.1.6 2007</b> Statehood: 1816 to 1851. Explain how key individuals and events influenced the early growth of and changes in Indiana.</p>	<p>In 1825, Father Rapp sold New Harmony to a wealthy Welsh industrialist named Robert Owen. Owen hoped to create a community where education and social equality would flourish. Owen brought many leading scholars of the time to New Harmony including naturalists, geologists, and educators. Many natural discoveries were made in Indiana.</p>
<p><b>SS.4.3.9 2007</b> Human Systems: Explain the importance of major transportation routes, including rivers, in the exploration, settlement and growth of Indiana and in the state's location as a crossroad of America.</p>	<p>The Harmonists made rope, wine, beer, and other goods. These products were recognized worldwide for their fine quality and were sold in the United States, the British Isles, the Netherlands, Switzerland, and Germany. The Wabash River was used to transport goods.</p>
<p><b>SS.4.3.10 2007</b> Human Systems: Identify immigration patterns and describe the impact diverse ethnic and cultural groups have had on Indiana.</p>	<p>Father Rapp came from Germany to the United States and first settled in Pennsylvania in 1804. Rapp's group came to the United States seeking religious freedom. The Harmonists believed the second coming of Christ was imminent and they worked daily to reach Christian perfection.</p>
<p><b>SS.4.4.1 2007</b> Give examples of the kinds of goods and services produced in Indiana in different historical periods.</p>	<p>The Harmonists had a rope walk they used to make rope. Using grapes grown in their vineyards, they produced and sold wine. Harmonists also made wool and cotton goods.</p>
<p><b>SC.4.1.4 2000</b> Describe how people all over the world have taken part in scientific investigation for many centuries.</p>	<p>Charles Lesueur came to New Harmony in 1826. He conducted one of the first scientific investigations of Indian mounds in Indiana in New Harmony. David Dale Owen created a geological laboratory, lab, and lecture hall in New Harmony in the 1830s. He studied rocks and fossils. Thomas Say studied shells and insects in New Harmony.</p>
<p><b>SCI.4.2.6 2010</b> Describe ways in which humans have changed the natural environment. Explain if these changes have been detrimental or beneficial.</p>	<p>When the Harmonists came to New Harmony, 120 members of the group died from malaria during a two year period. They drained the swamp here which improved living conditions.</p>

## Historic New Harmony Field Trip Alignment To Illinois Upper Elementary Learning Goals

<i>Academic Standard</i>	<i>New Harmony Connection</i>
<b>16.D.2b (US)</b> Describe the ways in which participation in the westward movement affected families and communities.	Father Rapp and his followers left Germany and moved to Pennsylvania in 1804. In 1814, they moved west to form New Harmony.
<b>16.D.2 (W)</b> Describe the various roles of men, women and children in the family, at work, and in the community in various time periods and places.	Each person in the Harmonist society had a specific job to benefit the community as a whole. Robert Owen focused on providing good education for students. Up to 400 students were receiving an outstanding education for the time during the Owen-Maclure period.
<b>16.E.2a (US)</b> Identify environmental factors that drew settlers to the state and region.	The Wabash River aided the Harmonists in trade. They made rope, wine, beer, and other goods. These products were recognized worldwide for their fine quality and were sold in the United States, the British Isles, the Netherlands, Switzerland, and Germany. The Wabash River was used to transport goods.
<b>16.A.2c</b> Ask questions and seek answers by collecting and analyzing data from historic documents, images and other literary and non-literary sources.	During a field trip, the guide will ask students questions to reinforce knowledge. Students will have opportunities to ask questions of the guide and further research New Harmony online.
<b>18.B.2b</b> Describe the ways in which institutions meet the needs of society.	The Harmonist church served not only as a place for weekly services, but also special events and town-wide social gatherings.
<b>17.C.2c</b> Explain how human activity affects the environment. <b>13.B.2f</b> Analyze how specific personal and societal choices that humans make affect local, regional and global ecosystems (e.g., lawn and garden care, mass transit).	When the Harmonists came to New Harmony, 120 members of the group died from malaria during a two year period. They drained the swamp here which improved living conditions.
<b>12.F.2b</b> Explain the apparent motion of the sun and stars.	On a field trip, students will see the sun dial on the side of Community House No. 2. Their guide will explain to students how to read the current time using the sun dial. <i>Some tours include a “make your own sun dial” craft, inquire for information.</i>

## Historic New Harmony Field Trip Alignment To Kentucky End of Primary Core Content for Social Studies

<i>Academic Standard</i>	<i>New Harmony Connection</i>
<p><b>SS-EP-2.1.1</b> Students will describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts).</p>	<p>The Harmonists based daily life on their religious beliefs. They came to the United States for religious freedom and believed the second coming was close. Harmonists spent their days working toward Christian perfection to prepare for the second coming.</p>
<p><b>SS-EP-2.2.1</b> Students will identify social institutions (government, economy, education, religion, family) and explain how they help the community.</p>	<p>Many children did not attend school in the early-mid 1800s. Robert Owen believed there was great value in education. As many as 400 children received an outstanding education in New Harmony during the Owen-Maclure period.</p>
<p><b>SS-EP-3.3.1</b> Students will define basic economic terms related to markets (e.g., market economy, markets, wants and needs, goods and services, profit, consumer, producer, supply and demand, barter, money, trade, advertising).</p>	<p>The Harmonists were producers of a variety of goods in New Harmony. They made rope, wine, beer, and other goods. These products were recognized worldwide for their fine quality and were sold in the United States, the British Isles, the Netherlands, Switzerland, and Germany. The Wabash River was used to transport goods.</p>
<p><b>SS-EP-4.1.2</b> Students will use geographic tools to identify major landforms (e.g., continents, mountain ranges), bodies of water (e.g., oceans, major rivers) and natural resources on Earth’s surface and use relative location.</p> <p><b>SS-EP-4.1.3</b> Students will describe how different factors (e.g. rivers, mountains) influence where human activities are located in the community.</p>	<p>New Harmony is located on the Wabash River. The Harmonists used the river to export goods. Robert Owen invited leading scientists and intellectuals of the time to New Harmony and they arrived on the Wabash in a keelboat called the Philanthropist, nicknamed the “Boatload of Knowledge.”</p>
<p><b>SS-EP-4.4.1</b> Students will describe ways people adapt to/modify the physical environment to meet their basic needs (food, shelter, clothing).</p>	<p>When the Harmonists came to New Harmony, 120 members of the group died from malaria during a two year period. They drained the swamp here which improved living conditions.</p>
<p><b>SC-EP-2.3.3</b> Students will describe the properties, locations and real or apparent movements of objects in the sky (Sun, moon).</p> <p><b>SC-EP-2.3.4</b> Students will describe the movement of the sun in the sky using evidence of interactions of the sun with the earth (e.g., shadows, position of sun relative to horizon) to identify patterns of movement.</p>	<p>On a field trip, students will see the sun dial on the side of Community House No. 2. Their guide will explain to students how to read the current time using the sun dial. <i>Some tours include a “make your own sun dial” craft, inquire for information.</i></p>

## Standards Alignment

<p><b>SC-EP-3.5.1</b> Students will describe fossils as evidence of organisms that lived long ago, some of which may be similar to others that are alive today.</p>	<p>David Dale Owen created a geological laboratory, lab, and lecture hall in New Harmony in the 1830s. He studied rocks and fossils. Some of his discoveries are currently on display in the Working Man's Institute in New Harmony.</p>
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