

By Norma Tiek

GRADE LEVEL: Elementary

UNIT: EARLY PIONEER HISTORY, LOCAL AND NEW HARMONY

Oh, I'm sorry (I) ...

Ask: How many people do you think were in our town in 1816 (or founding date for your town)? Do you think you might have liked being an early settler?

Develop factual information through research questions such

as: Who first settled here? (See Was It Yesterday).

For younger students, fact cards might be prepared to match with a question card, such as: THE ANDREW AND WILLIAM MCFADIN FAMILIES CROSSED THE OHIO RIVER FROM KENTUCKY IN

Lesson III NEW HARMONY'S FIRST ERA

Focus: Without naming the place, read a description of New Harmony from The Angel and the Serpent, pages 59 and 57.

Ask the class what place they think this could be. Would

town in Indiana?

Ask students to pretend they are visitors as you read aloud

COMPARE: List of places would have rather lived as a pioneer

Extension Activities: Develop role plays of local pioneer
child and Harmonist child or a skit
as they might meet



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GIBSON COUNTY





Appendix A

Articles of Association

February 15, 1805

Be it hereby known to all who need to know it,

drink, and clothing, etc., and not only during

Appendix B

Agreement of 1821

Be it known, that today 20th Jan: 1821 in the

year of our Lord, one thousand, eight hundred and
twenty one, the present agreement, treaty and
alliance was made and concluded between us the

and unable to work, they shall, as long as they remain members of the Community, receive and enjoy the same support as before during their better days or as their circumstances may require.

In confirmation of these presents both parties have hereunto set our hands and seals. Done in Harmony the day and year above stated.

Karl J. R. Arndt, George Rapp's Harmony Society 1785-1847