

**IOWA PAST TO PRESENT TEACHERS GUIDE**  
**Revised 3<sup>rd</sup> Edition**

**Chapter 12: Experiments in Community Living**

**CONTENT OBJECTIVES**

Following the completion of the readings and activities for this chapter, students will have acquired the following understandings:

- a. Communitarian groups that settled in Iowa developed their own particular cultural norms and lifestyles that remind us that people of many different points of view have helped to shape Iowa's unique cultural heritage.
- b. The Icarians, a communitarian group, existed in Iowa from 1855 to 1895.
- c. The Society of True Inspiration settled in Iowa in 1855. The Inspirationists maintained their simple communal lifestyle until 1930 when they reorganized to form the Amana Society.
- d. The Old Order Amish settled in Iowa in the 1840s. Although a number of Amish groups have appeared over the years, many are living in essentially the same manner as most Iowa farmers did in 1900.

**VOCABULARY TO KNOW**

Amish Mennonites	Depression
Beachy Amish	duplexes
Old Order Amish	economic
Baptism	elders
Commercial	Icarians
Commitment	independent
Communitarian	isolate
Conscientious	settlement
Cultural	Society of True Inspiration

## **PEOPLE TO IDENTIFY**

Barbara Heineman

Jacob Ammann

Etienne Cabet

Maria Marchand Ross

## **FOR FURTHER STUDY**

1. Using a map of the world, have student identify the route some of the communitarians used to get to Iowa. Teachers may wish to make supplementary resource material available to students.

2. Take students on a field trip to the Amanas. If this is not possible, allow time for students who have visited the Amanas to share their experiences.

3. Communitarian groups have settled in other states in addition to Iowa. Individual students may wish to locate information about communitarians outside of Iowa to compare and contrast with information about Iowa groups.

4. Some students will enjoy reading books about communitarians who settled in Iowa and other parts of the United States. One such book, *A Change and a Parting*, by Barbara Yambura, chronicles the events leading to the reorganization of the Society of True Inspiration to form the Amana Society in 1930. Consult the librarian for additional titles.

## **Activity 12-1: THE OLD ORDER AMISH**

**Skills.** Interpreting photographs

**Materials.** Pictures of Amish men in conversation, Amish threshing and Amish barn-raising (in text).

### **Procedure**

1. Introduce the lesson by reviewing information from the text regarding the origin and development of Amish communities.
2. Examine the three images illustrating various aspects of Amish life:
3. After providing students time to view the images, discuss the following questions:
  - a. When might the photographs have been taken?
  - b. What does each photograph reveal about the Amish way of life?
  - c. In what way is the Amish lifestyle unique and different from the majority of Iowans?
  - d. Why have the Amish held on to their way of life while the dominant culture has continued to change rapidly?

## **Activity 12-2: *THE BUDGET*, AN AMISH MENNONITE NEWSPAPER**

**Skills.** Working in small groups, interpreting information in newspaper articles

**Materials.** Student copies of the excerpts from *The Budget* found in Chapter 12.

### **Procedure**

1. Begin the lesson by reviewing that the Amish maintain a strong sense of community and belonging among their members. One way the community ties at large are strengthened is through the Amish Mennonite newspaper. *The Budget*, printed in Sugarcreek, Ohio, devotes a large section in each issue to everyday information from local fellowships throughout the Americas.
2. Divide students into two groups. Provide each group with a copy of one of the sections of the Budget found in the textbook. Have students read the entries and then cut the assigned section of the Budget into paragraph pieces.
3. Have students classify these paragraph sections by the kind of information that is included.
4. Conclude the lesson by having each group share its findings and the categories they created. Discuss the value of *The Budget* as a unifying vehicle of communication for the Amish Mennonite community.

### **Activity 12-3: ICARIAN SETTLEMENT**

**Skills.** Reading and interpreting a map

**Materials.** Map of Icarian settlement (in text), student copies of handout 12-3

#### **Procedure**

1. Introduce the lesson by reviewing the chapter material related to the Icarian settlement.

2. Locate the map of Icaria in the text and distribute copies of handout 12-3. Provide students with time to complete the questions accompanying the map.

3. Conclude the lesson by discussing student responses.

**ICARIAN SETTLEMENT**

**Directions.** Use the map of Icaria to answer the following questions.

1. What year does the map represent? For how many years had the Icarians been in Iowa?

\_\_\_\_\_

2. How can you tell that the Icarians shared things? \_\_\_\_\_

\_\_\_\_\_

3. For what reasons might the Icarians have settled near the Nodaway River? \_\_\_\_\_

\_\_\_\_\_

4. What kinds of work did the Icarians do for a living? \_\_\_\_\_

\_\_\_\_\_

5. What methods of transportation might the Icarians have used? \_\_\_\_\_

\_\_\_\_\_

6. What kinds of activities did the children do? \_\_\_\_\_

\_\_\_\_\_

7. List the different types of tools the Icarians used on their settlement. \_\_\_\_\_

\_\_\_\_\_

8. What different forms of energy did the Icarians probably use? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **Activity 12-4: THREE IOWA COMMUNITARIAN SOCIETIES**

**Skills.** Using the textbook to compare and contrast three social groups

**Materials.** Student copies of handout 12-4

### **Procedure**

1. Introduce the lesson by briefly reviewing information from the chapter regarding each of the three major communitarian societies: the Old Order Amish, the Icarians, and the Society of True Inspiration.
2. Divide the class into three groups and distribute copies of handout 12-4. Provide time for each groups to complete the worksheet for one of the three communitarian societies.
3. Conclude the lesson by sharing responses and comparing the characteristics of each group.

**THREE IOWA COMMUNITARIAN SOCIETIES**

**Directions.** Use information from the textbook to complete each of the boxes.

	Icarians	Society of True Inspiration	Old Order Amish
Important Push Factors			
Important Pull Factors			
Where Settled			
Religion			
Work activities			
Role of children			
Importance Today			



## **Activity 12-5: UNDERSTANDING COMMUNAL LIFE**

**Skills.** Working together as a group

**Materials.** None

### **Procedure**

1. Introduce the lesson by having students identify classroom jobs and responsibilities necessary for keeping the room running smoothly. In addition, inform students that for a day all property within the classroom will be held in common by the class. All crayons will be kept in a common box for the class to use. All scissors, books, pencils, etc., will be held as common property. Several jobs within the class will be assigned to individuals.

2. After adequate planning time, have a community day within the classroom where property and responsibility are held jointly by the class members.

3. Debrief this activity the following day by discussing the positive and negative aspects of a communal lifestyle. Relate this discussion to the successes and failures of Iowa's historic communal societies, as well as publicly held properties in today society, such as libraries, parks, recreation centers, and museums.