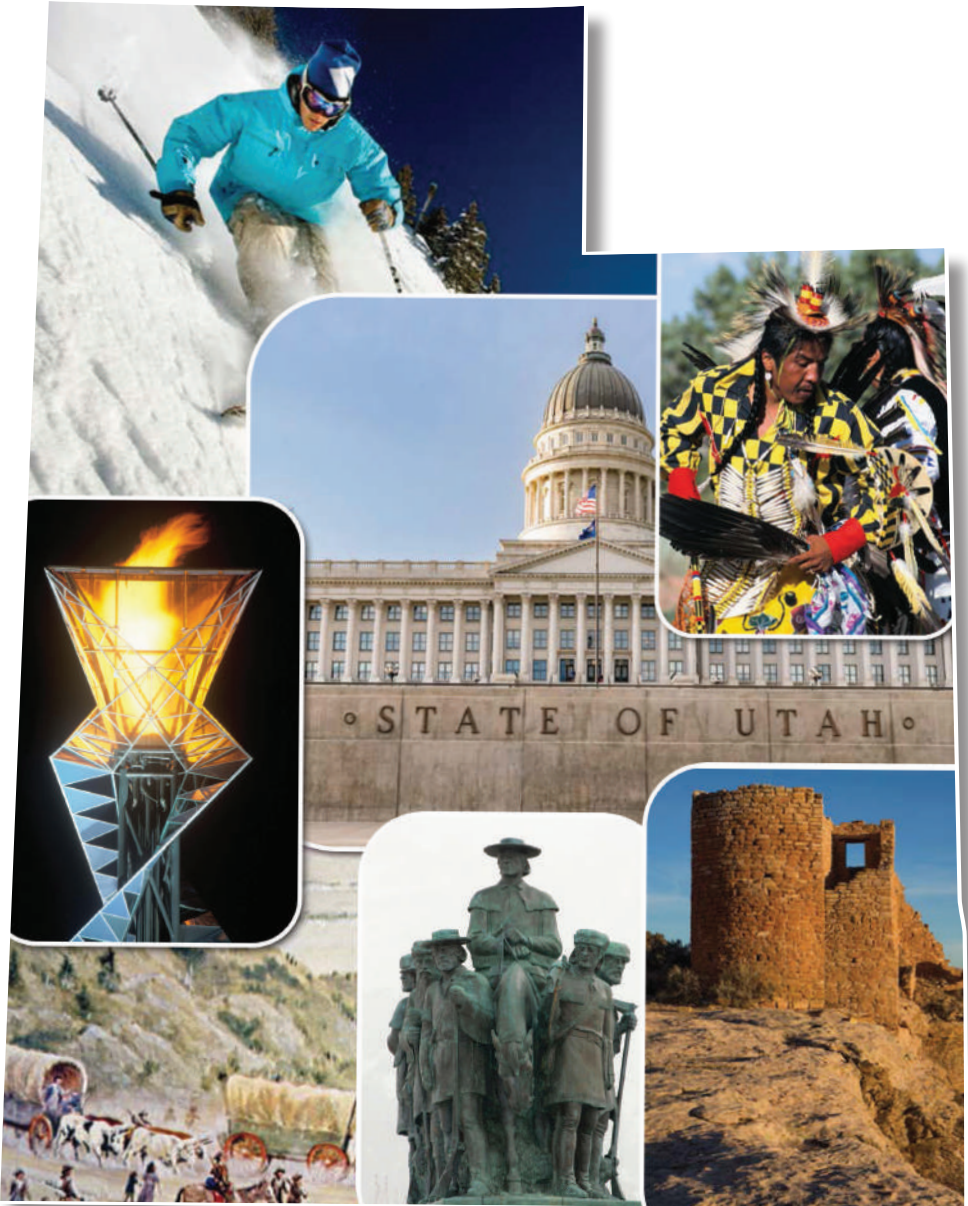


# The Story of Utah

Reader



**THIS BOOK IS THE PROPERTY OF:**

STATE \_\_\_\_\_  
 PROVINCE \_\_\_\_\_  
 COUNTY \_\_\_\_\_  
 PARISH \_\_\_\_\_  
 SCHOOL DISTRICT \_\_\_\_\_  
 OTHER \_\_\_\_\_

Book No. \_\_\_\_\_  
 Enter information  
 in spaces  
 to the left as  
 instructed.

ISSUED TO	Year Used	CONDITION	
		ISSUED	RETURNED
.....	.....		
.....	.....		
.....	.....		
.....	.....		
.....	.....		
.....	.....		
.....	.....		
.....	.....		

PUPILS to whom this textbook is issued must not write on any page or mark any part of it in any way, consumable textbooks excepted.

1. Teachers should see that the pupil's name is clearly written in ink in the spaces above in every book issued.
2. The following terms should be used in recording the condition of the book:  
 New; Good; Fair; Poor; Bad.

# The Story of Utah

Reader



Core Knowledge®

## Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.



You are free:

- to **Share**—to copy, distribute, and transmit the work
- to **Remix**—to adapt the work

**Under the following conditions:**

**Attribution**—You must attribute the work in the following manner:

*This work is based on an original work of the Core Knowledge® Foundation ([www.coreknowledge.org](http://www.coreknowledge.org)) made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply that the Core Knowledge Foundation endorses this work.*

**Noncommercial**—You may not use this work for commercial purposes.

**Share Alike**—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

**With the understanding that:**

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

Copyright © 2025 Core Knowledge Foundation

[www.coreknowledge.org](http://www.coreknowledge.org)

All Rights Reserved.

Core Knowledge®, Core Knowledge Curriculum Series™, Core Knowledge History and Geography™, Core Knowledge In Your State™, and CKHG™ are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

ISBN: 979-8-88970-487-4



# The Story of Utah

## Table of Contents

Chapter 1	<b>A Place Called Utah</b> .....	2
Chapter 2	<b>Utah's Government</b> .....	16
Chapter 3	<b>Utah's First Peoples</b> .....	34
Chapter 4	<b>European Exploration and Settlement</b> .....	54
Chapter 5	<b>Utah Joins the United States</b> .....	68
Chapter 6	<b>Change and Conflict</b> .....	84
Chapter 7	<b>Utah in the Twentieth Century</b> .....	100
Chapter 8	<b>Utah in the Twenty-First Century</b> .....	128
Glossary	.....	143



# **The Story of Utah Reader**

**Core Knowledge In Your State™**

# Chapter 1

## A Place Called Utah

**Where Is Utah?** Utah is located in the western United States. It has some of the most dramatic landscapes in the whole country. It is filled with mountains, deserts, and canyons. It's also home to more than 3.5 million

### Vocabulary

**inhabitant**, n. a person who lives in a place

### Big Question

How does the physical geography of Utah affect its inhabitants?

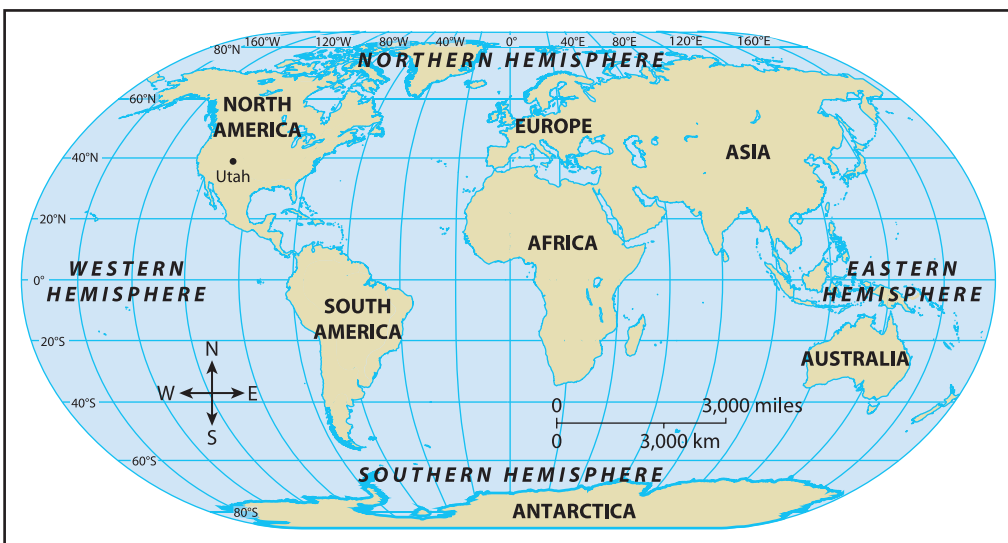
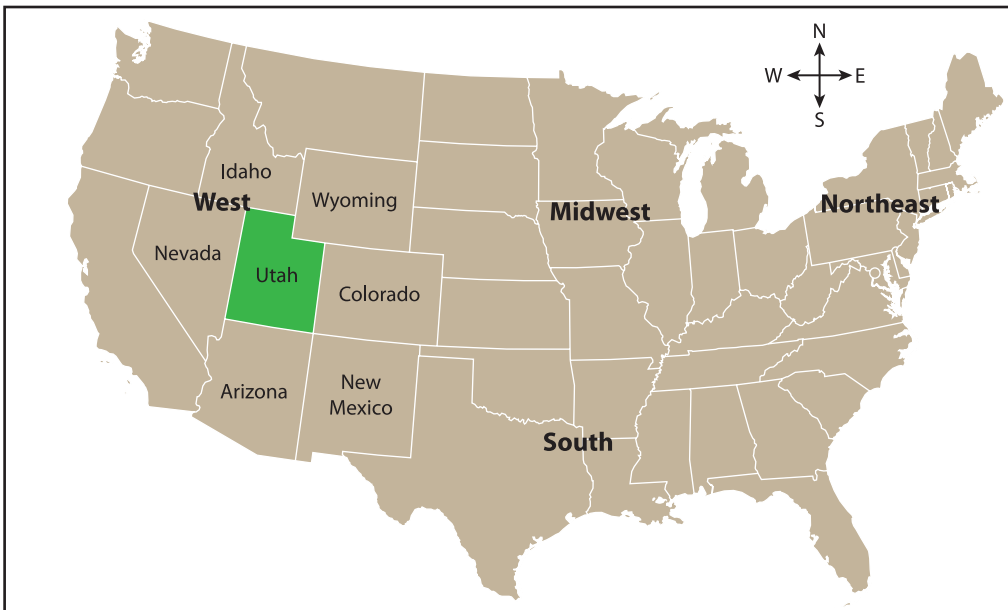
people. The state's geography has affected the lives of its **inhabitants**, from the places they live to the work they do, for thousands of years.



The landscape of Utah, such as shown here at Canyonlands National Park, fascinates Utahns and visitors alike.

Utah is right in the middle of the western United States. It borders the states of Nevada, Idaho, Wyoming, Colorado, New Mexico, and Arizona. Utah is one of only three states where all the borders are straight lines. At the southeast tip of the state, there is a place called the Four Corners where you can stand with your feet in Utah, Colorado, New Mexico, and Arizona all at once.

### Utah's Place in the United States and the World



Utah is in the western United States, which is in the continent of North America, in the Northern and Western Hemispheres.

Utah has three major regions: the Rocky Mountains, the Colorado **Plateau**, and the **Basin** and Range Province. Each region is named for its major landforms, and each has a different **climate**. Each region also has different **natural resources**. For example, minerals including copper are found in the mountains, energy sources such as coal and natural gas are found in the Colorado Plateau, and salt is found in the Basin and Range Province. The Wasatch Front, where the Rocky Mountain region and the Basin and Range region meet, is where most of Utah's people live today.

### Vocabulary

**plateau**, n. a large area of high, flat ground

**basin**, n. a low area surrounded by higher ground

**climate**, n. the patterns of weather in an area over a long time

**natural resource**, n. something from nature that is useful to humans

People around the state find that geography affects their lives. The people who live in the Wasatch Front's towns and cities work in a variety of fields, including government, education, and technology. The state's mountain ranges are popular for skiing and other activities, and visitors love the Colorado Plateau for its many beautiful national parks. Each region's geography offers opportunities and challenges that help make Utah a very special place!

## Utah's Physical Geography

Utah has several important geographical features. The Rocky Mountains run through Utah from north to south. The Rockies are the longest mountain range in North America, at around

three thousand miles (4,828 km) in length.

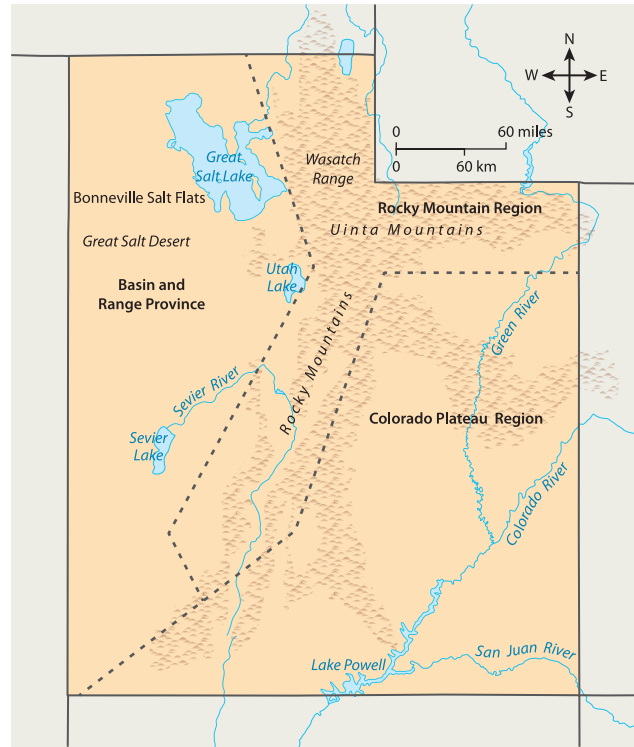
Two of Utah's own mountain ranges are part of the Rockies. The Wasatch Mountains are in the north and central region of the state, and the Uinta Mountains are in northeastern Utah. The Uinta Mountains are unusual because they are the only mountain range in the United States that runs from east to west.

Utah also has lakes and waterways.

These are important to the state and its people because the climate is generally very dry. The largest lake in the state is the Great Salt Lake, which is one of the largest saltwater lakes in the world. Lake Powell is another major lake in the south of the state. Utah shares Lake Powell with

its neighbor Arizona. Lake Utah, in the center of the state, has been used for a long time by people for **irrigation** and is an important area for wildlife. Rivers are found throughout the state.

## The Geography and Regions of Utah



Utah's three major regions are each named for the geographical features that define them.

### Vocabulary

**irrigation**, n. the watering of crops by moving water from a well, a river, or a lake to a place where it does not rain enough to grow crops

The most important rivers are the Colorado, which runs through the southeast corner of the state; the Green River, which is a shallow river only fifty feet deep; and the Bear River, which is the longest river in the United States that doesn't eventually flow into an ocean.

A long time ago, a large lake that we call Lake Bonneville covered northwest Utah. The lake mostly dried around thirteen thousand years ago, leaving behind basins, rivers, and lakes, like the Great Salt Lake. Most of what was once Lake Bonneville is now the very dry area called the Great Salt Lake Desert. The dried-up lake also left behind the Bonneville Salt Flats. These flats in northwest Utah make up a large, very dry, very flat area where the ground is full of salt left behind by the dried-up saltwater lake.

Today, Utah is known for its **arid** deserts. In fact, Utah is the second driest state in the United States, but it's not all deserts! The different regions of Utah have different climates. The valleys and flat areas in the Basin and Range Province are mostly arid. The high points of both the Rocky Mountains and the Colorado Plateau are mostly **humid** with lots of rain and snow. The areas in between are called subhumid or semiarid. That means they are in between arid and humid, with medium levels of rain and snow.

### Vocabulary

**arid**, adj. dry with very little rain or snow

**humid**, adj. wet with a lot of rain and snow

The driest part of the state is the Great Salt Desert. It gets only eight inches of rain per year on average! The wettest part of the state is the Wasatch Mountains. They get fifty inches of rain per

year on average. The average across the whole state is eleven inches per year. This shows that most of the state is very arid, even though a few parts are very humid.

Utah's varied climate also means varied weather patterns throughout the year. The Colorado Plateau is usually dry in the winter and wet in the summer. The Basin and Range Province, on the other hand, is very dry in the summer and gets a little bit of rain in the winter. Humid areas support more vegetation, such as trees and grasses. Arid areas can only support vegetation that can live without much water, such as cacti. There are also different natural resources in different areas, such as coal in the Colorado Plateau and salt in the Great Salt Desert.

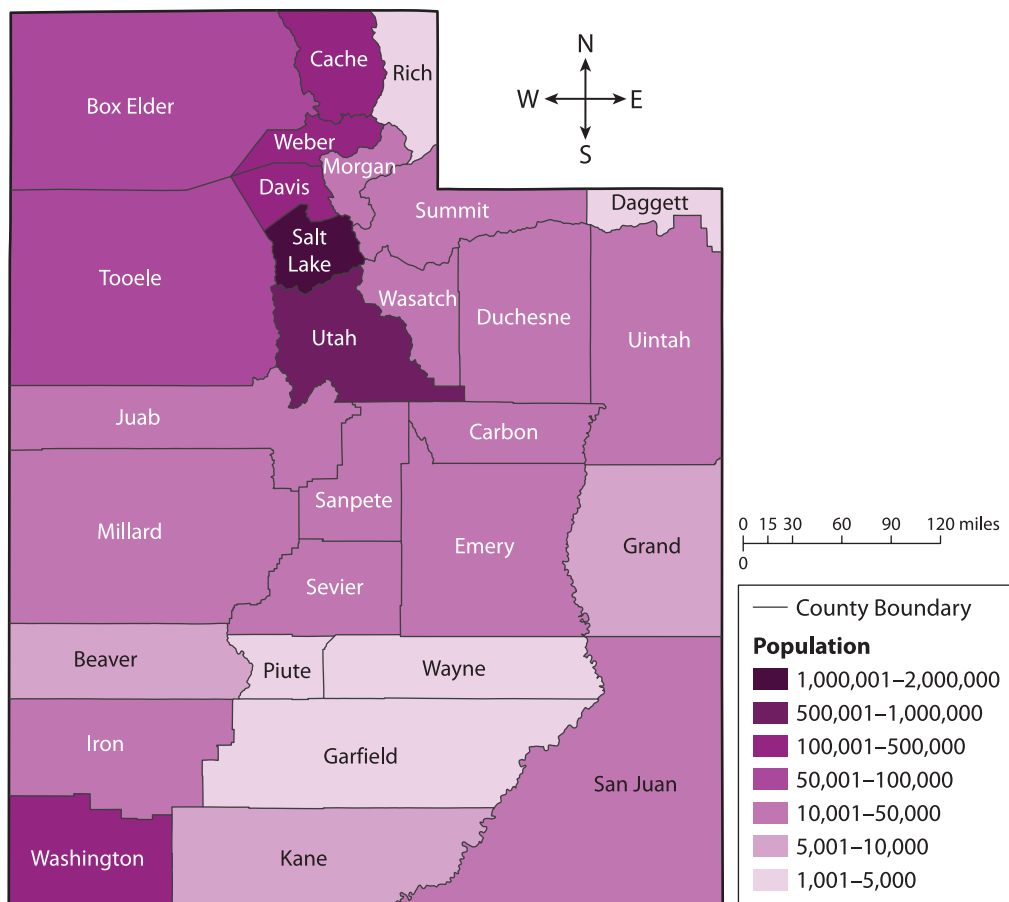
## **Utah's Human Geography**

The population, or number of people, in Utah is very unevenly distributed throughout the state. Most of the state's population is concentrated in the Wasatch Front, where the Basin and Range and Rocky Mountain regions meet, around the Great Salt Lake. This area includes Utah's capital city, Salt Lake City, which is an important center for business, religion, education, and culture. It also includes the best farmland in the state. Other major settlements near Salt Lake City include Ogden to the north and Provo to the south.

St. George is a city in Utah's southwest, near the borders with Arizona and Nevada, while Moab is a city in the east of the state, near Arches National Park and the Colorado border.

There are dangers as well as opportunities for the people who live in Utah. The dangers vary by region. For example, earthquakes

## Population of Utah's Counties



Utah's population is very concentrated in the Wasatch Front in the north and center of the state.

and **landslides** can happen in the Wasatch Front. The area is vulnerable to earthquakes because it lies on a fault line, a place where underground tectonic plates rub up against one another. The area is also vulnerable to landslides because it lies at the bottom of large mountains. One danger can lead to the other because an earthquake can shake the mountains, causing a landslide. Both dangers can cause major damage to homes and businesses in the Wasatch Front. Salt Lake

**Vocabulary**

**landslide**, n. the sliding of rock or earth down a mountain or cliff

City was hit by a major earthquake in 2020, which caused power blackouts across Utah and \$62 million worth of property damage.

Another danger the state's people face is drought, or lack of fresh water. Drought is a big problem in the arid Basin and Range Province. Farms there use large amounts of water for irrigation due to the lack of rain in the area. They do this by taking water from

lakes and rivers stored in **reservoirs**. Reservoirs are large lakes, usually made by people, that are used to store water. Water from Utah's reservoirs is sent to farms through a series of pipes. This water must be stored and managed carefully. If too much water is used for irrigation, this can drain the water supply elsewhere, leading to more droughts. This is one way that humans can and have affected Utah's environment.

### Vocabulary

**reservoir**, n. a lake created by people for the purpose of storing water

## The Economy of Utah

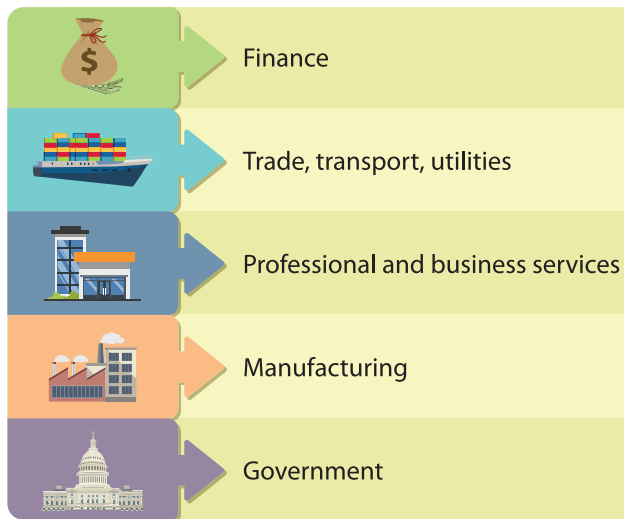
Utah's economy has changed greatly over time. In the nineteenth century, Utah's economy was self-sufficient, meaning Utahns made everything they needed within their state. Utah's economic activity

then mainly consisted of farming, small industry, and crafts. Today, Utah's economy is much more **interdependent** with that of the rest of the country. Farming is still important to Utah, but the state's farmers are now much more focused on livestock, or animals, than on crops, and many of their products are sold outside Utah.

### Vocabulary

**interdependent**, adj. dependent on one another

## Utah's Five Largest Employers, 2024



Utahns now work in many different industries. Their state's economy is much more interdependent with other states than in the past.

Most people in Utah now work in industries other than farming. Many of these industries involve buying and selling products or services across state borders.

These industries include transportation, business, information, and trades. For example, trucking companies commonly move goods between states, and some businesses even **trade** goods and services with other countries. Some industries are concentrated in certain parts of Utah. For example, jobs in government are concentrated in the state's capital, Salt Lake City, while copper mining mostly happens in the mountains.

Some industries in Utah greatly affect the environment. This is especially true of industries like mining and energy that extract, or remove, natural resources. These industries can have a big

### Vocabulary

**trade**, n. the buying and selling of goods

environmental impact even while they only represent a small portion of all jobs.

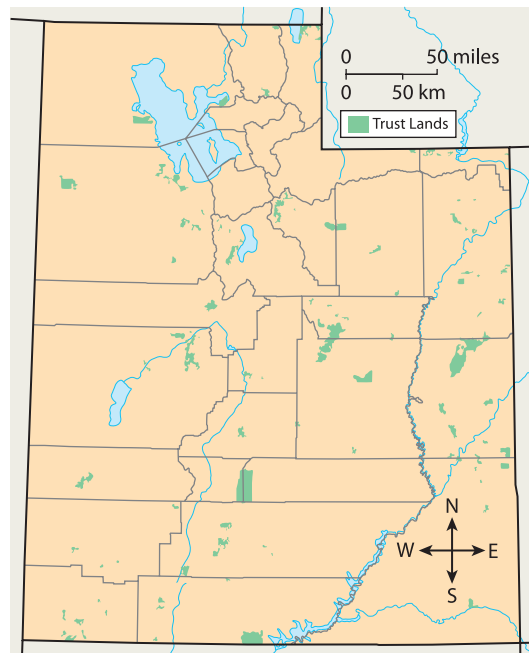
Today, many people in Utah are working to make sure that the state has more **sustainable development**. For example, leaders in Salt Lake City set up a Sustainability Department in 2016. The department's role is to encourage and monitor steps to reduce the city's impact on the environment.

Another way that Utah works toward sustainable development is through Trust Lands. These are lands given to Utah by the U.S. government to support public schools, colleges, and universities. The Trust Lands Administration has the power to manage how such lands are used. The administration allows some businesses to extract resources like coal, natural gas, and minerals from Trust Lands. Some of the money raised is used to fund Utah's schools. The administration has the power to make sure the resources are used responsibly and managed sustainably so businesses using Trust Lands can continue to provide for Utah's schools in the future.

## Vocabulary

**sustainable development**  
(phrase) building and using things in a way that keeps the environment healthy and safe for the future

### Utah Trust Lands



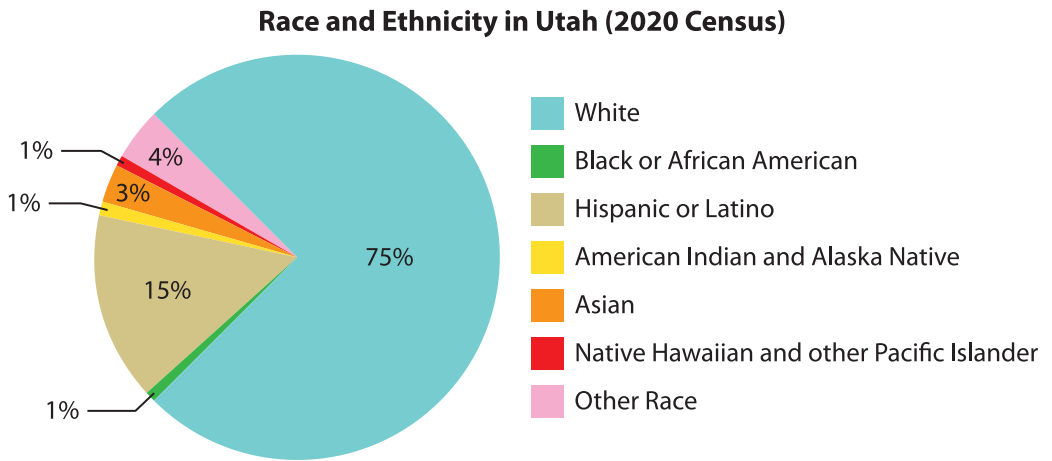
Utah's Trust Lands help support sustainable development and the state's education system.

# Life and Culture in Utah

Life and culture in Utah are always changing. The federal **census** conducted in 2020 showed that Utah is getting more diverse, with increasing numbers of people from different places and of different backgrounds, beliefs, and cultures, including a variety of religions and ethnicities.

**Vocabulary**  
.....  
**census**, n. a count of the number of people living in a certain area

Members of the Mormon church, officially the Church of Jesus Christ of Latter-day Saints (LDS), founded the modern state of Utah in the nineteenth century. The church remains a strong cultural influence on the state. For example, the Tabernacle Choir in Salt Lake City is still very important to Utah’s culture. Its members have performed for huge audiences across the United States and in twenty-eight other countries around the world. They have even performed for ten U.S. presidents. The choir brings a piece of Utah’s unique culture wherever it goes!



The results of the 2020 census showed the diversity of Utah’s population.

Utah's culture can be seen in many other places, too. The Sundance Film Festival in Park City shows the most important independent movies every year. These are movies that are made outside of Hollywood with smaller **budgets**. Sundance

### Vocabulary

**budget**, n. an amount of money available for spending based on a plan for how it will be spent



Two Diné dancers perform at a powwow.

gives these movies a chance to reach wider audiences than they otherwise could. Many movies introduced at the Sundance Film Festival have gone on to become huge national hits!

Native Americans remain an important part of Utah's culture as well. Every year, people attend powwows, cultural festivals that keep Native cultural traditions alive. One example is the Red Canyon Powwow in Moab, which focuses on Native drumming and dancing performances. This event also often involves Native peoples from outside Utah, including the Cree Confederacy and the Northern Shoshone. The powwow presents an opportunity for people to learn about the many Native cultures that contribute to the rich culture of Utah.



The seal of Utah includes its official coat of arms.

Utah's coat of arms is an important symbol that also denotes Utah's culture. It includes a beehive, which represents the values of industry, perseverance, and thrift—in other words, working hard, not giving up, and spending money wisely. It also includes the sego lily, a plant that is known for being tough and surviving

in the desert—just like the people of Utah. These symbols are shown in schools, courts, and government buildings all over the state. They represent values that all Utahns can uphold.

# Chapter 2

## Utah's Government

### How Can Government Help?

In May of 2023, melting snow caused severe flooding of rivers all over the state of Utah. Roads were washed out, bridges

were too damaged to cross, and water systems were clogged. Utah County alone suffered over ten million dollars' worth of damage. Residents rushed to help one another. Every level of government stepped in

to help as well. City, county, and tribal governments led rescue and cleanup efforts in their respective communities. State government agencies like the Department of Emergency Management organized rescue and recovery efforts across Utah. The **federal**, or national, government helped, too, through the Federal Emergency Management Agency (FEMA).

### Big Question

What are the roles and functions of the different governments in Utah?

### Vocabulary

**federal**, adj. relating to a system of government in which the national government shares power with other levels of government, such as the states; can also refer to the national government



Government can help people and places recover after disasters occur.

In a crisis like the one Utah faced in 2023, government works to provide aid and support to people. But government does much more than organize support in an emergency. Government works to organize society. It makes and enforces laws. It provides vital services such as education and funding for programs that can benefit people and society. Often, government works with people, communities, and businesses to make sure they have the support and resources they need.

How is government organized? In the United States, government is divided into levels: the federal government, state governments, and **local governments**. These levels of government all serve their communities in different ways and have different responsibilities.

### Vocabulary

**local government**, n. the government of a county, city, or town

## The Federal Government

Utah is one of the fifty states in the United States. The government of the United States is called the federal government. The federal government shares power with the state governments and local governments. The federal government takes care of the issues that affect the whole country. It makes decisions that no one state or even a group of states could carry out on its own. Its responsibilities include declaring war, creating national armed forces, and establishing rules for U.S. citizenship.

The federal government's structure comes from the United States **Constitution**.

### Vocabulary

**constitution**, n. a set of rules that gives government power and explains how a government works

The Constitution is a set of rules that says what the federal government is, how it works, and what it can and cannot do. The Constitution is designed to ensure that the United States government is a **republic**. The Constitution also guarantees **rights** for citizens. These include the rights to free speech and free assembly, the right to practice any religion or no religion at all, and the right to equal treatment under the law.

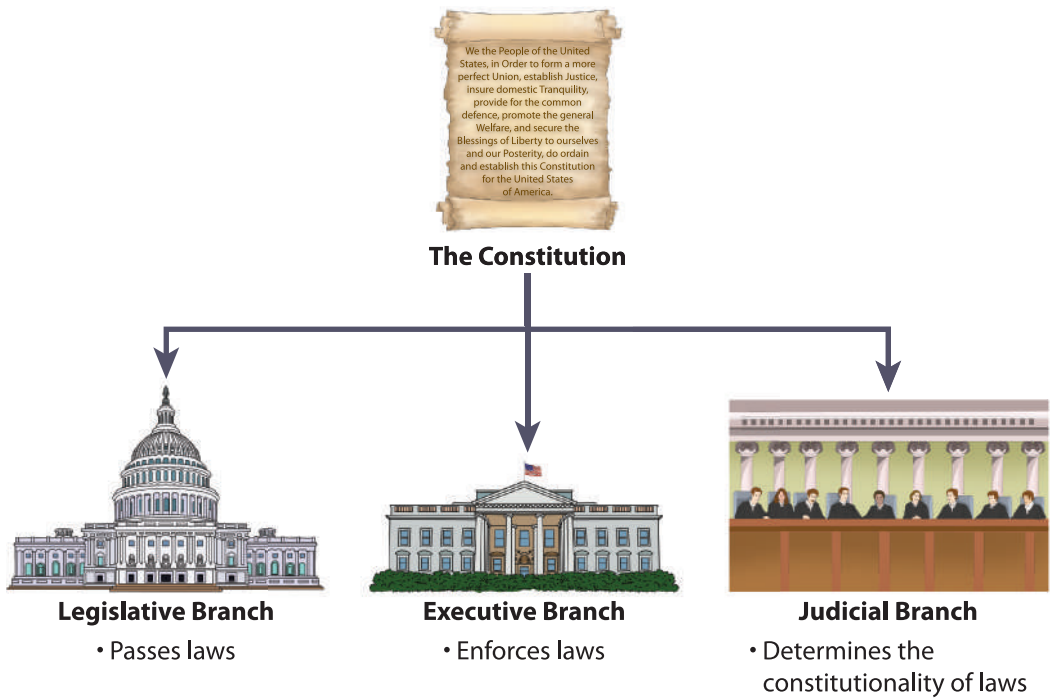
**Vocabulary**

**republic**, n. a form of government in which people elect representatives to rule for them

**right**, n. a freedom that is protected by law

**legislative**, adj. having the power to make laws

The Constitution divides the federal government into three branches, or parts. Each branch has its own specialized role and responsibility. The **legislative** branch, also called Congress, makes laws. Congress is divided into two houses,



The Constitution organizes the federal government into three separate branches, each with its own assigned responsibilities.

or parts: the House of Representatives and the Senate. These houses debate proposed laws before passing a final version they are both satisfied with. The **executive** branch, which is headed by the president, enforces the laws passed by Congress. The executive does this through agencies and orders that implement and enforce laws and regulations. The president can also suggest laws to Congress. The **judicial** branch, which is made up of courts, examines laws and has power to decide if laws go against the Constitution or not.

### Vocabulary

**executive**, adj.  
having the power to carry out and enforce laws

**judicial**, adj. having the power to decide questions of law

These branches are designed to split up the power of the federal government so that one is not more powerful than the others. Each branch has the ability to check the power of the others.

## Utah's Federal Representatives

Like all U.S. states, Utah has representatives in Congress. These are elected positions. Two senators represent the entire state of Utah in the Senate. Senators are elected to terms that last up to six years. Four representatives represent Utah's four congressional districts in the House of Representatives. Members of the House of Representatives are elected every two years. There are no limits to the number of times a senator or representative can run for reelection. It is up to the voters to decide whether to keep them or not.

Utah's senators and representatives work to represent Utah when laws are being made at the federal level. They aim to make



Representatives of Utah in the U.S. Congress work here in the U.S. Capitol.

sure laws benefit the people of Utah. They also work with their colleagues in Congress to promote laws they think will be good for the whole country. The Constitution, though, aims to ensure that the people of each state have a say in crafting the laws that affect them not only at the federal level, but also at the state level.

## **Utah's State Government**

All states have their own governments. The Utah state government makes and enforces laws that only apply to people living in Utah. It also provides services for the people of the state. For example, the state government runs the education system in Utah, through the Utah Board of Education.

The Utah state government and the U.S. federal government are similar in many ways. Utah's state government is divided into legislative, executive, and judicial branches, too. The

design for the Utah state government comes from Utah's state constitution. Like the U.S. Constitution, Utah's constitution explains what the state government is, how it is organized, and what it can and cannot do. It protects freedoms of speech and religion for the people of Utah. It also protects certain rights that the U.S. Constitution does not specifically name. For example, Section 16 of Article I of the Utah Constitution guarantees that people cannot be put in prison for debt, or owing someone money.

## Utah's State Legislature

Like the federal government, Utah's state government makes laws in its own **legislature**. A state legislature is a body for discussing and drafting a state's own laws. There are differences and similarities between Utah's state legislature and Congress.

### Vocabulary

**legislature**, n.  
the part of the government responsible for making laws

The Utah state legislature is split into two parts, or houses. The house of representatives has seventy-five members. Members are elected to serve for two-year terms. The state senate has twenty-nine members, who are elected to serve for four-year terms. Elections for the Utah legislature are held every two-years. To be elected to the Utah legislature, someone must be at least twenty-five years old, be a U.S. citizen, and have lived in Utah for at least three years. They must also have lived in the district they want to represent for a certain amount of time.

## Utah's Executive Branch

The executive branch enforces laws. This means it tries to make sure that people follow laws and punishes people who do not. Utah's executive branch is headed by the governor and the lieutenant governor. A lot of the executive's work is done by state agencies such as the Utah Board of Education and the Utah Department of Veterans Affairs. The governor is elected to serve for a four-year term. There are no term limits on the governor, so they can run for election as many times as they like. Candidates for election as governor must be at least thirty years old, be a U.S. citizen, and have been a resident of Utah for at least five years. They also cannot hold any other state or federal office while they are running for or serving as governor.

Like the president of the United States, Utah's governor appoints cabinet members to help run the executive branch. These are



Utah's governor and state legislature work in the state capitol building in Salt Lake City.

the heads of the different departments within Utah’s executive branch. For example, the state treasurer oversees the state’s budget, and the executive director of the Department of Transportation oversees transportation. The governor’s office is based at Utah’s state capitol building in Salt Lake City, but agencies of the executive branch can be found all over the state. These include the Department of Motor Vehicles (DMV), state police, and the state parks department.

## How Laws Are Passed in Utah

The executive and legislative branches work together to make new laws. The governor can recommend the legislature look at an issue, but it is up to the legislators to come up with any new laws. The legislature meets once a year, beginning in January, to debate new laws and to vote on them. The legislature meets for up to forty-five days at a time. The governor can order a special session of the legislature to meet if there is an important matter to discuss.

Both houses of the Utah legislature are broken up into different committees. Each **committee** focuses on a different topic, like public health, education, or the environment. When a new law is proposed, a committee does a lot of research to understand what problem it is trying to solve and what its effects will be. An idea for a new law is called a bill. The members of a relevant committee conduct hearings to debate whether a bill should become a law and what a bill should do.

### Vocabulary

**committee**, n. a small group formed out of a larger group to focus on one issue or goal

They can also make **amendments** to a bill. Then the committee votes on a bill. If most committee members vote for it, then the entire Utah house of representatives votes on it. This is called **floor action**. If a bill passes, it goes to the Utah senate for another vote. If both houses vote in its favor, it is passed to the executive branch.

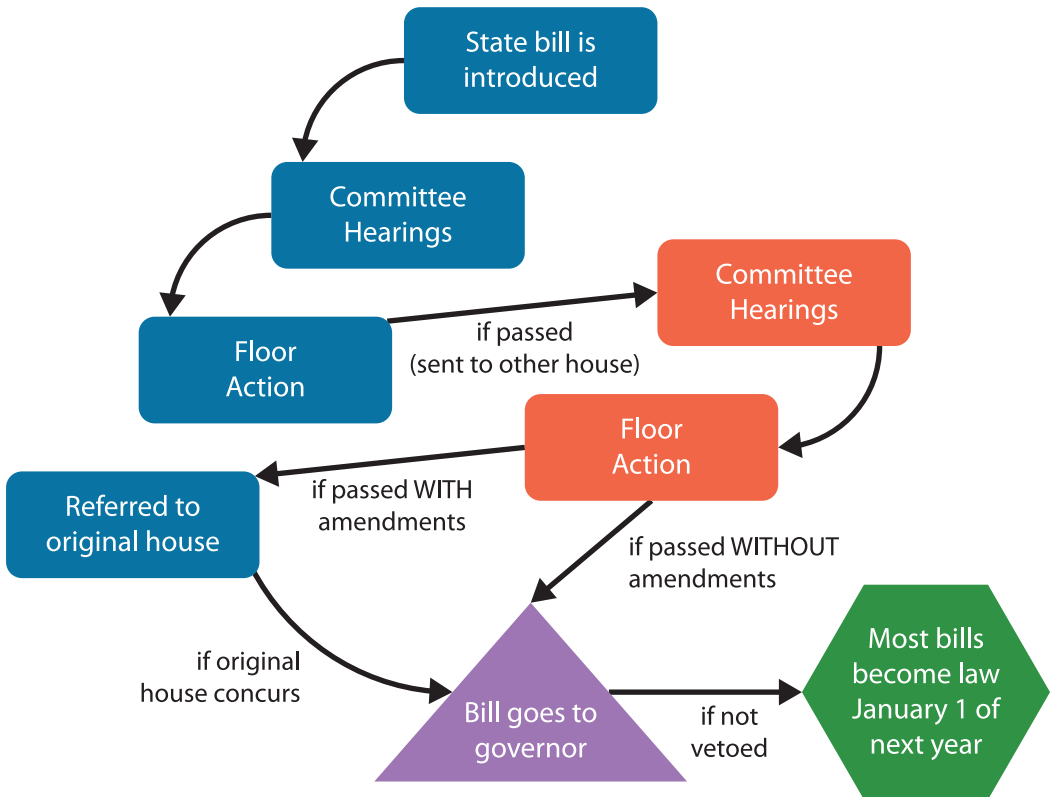
**Vocabulary**

**amendment**, n. a change or addition to a law or document

**floor action**, n. a vote taken on the floor of a legislature to make a new bill into a law

The executive branch can say yes or no to bills passed by the legislative branch. Bills passed by the legislative branch are brought to the governor. When the governor agrees with a bill,

**How a Bill Becomes a Law in Utah**



After both houses of the Utah state legislature agree on a bill, it is sent to the governor for approval.

he or she signs it and makes it into law.

Sometimes the governor disagrees with the legislature's decision and rejects, or **veto**s, a bill. The legislature can still pass a bill that has been vetoed. They can vote to overturn the governor's decision. This is called overriding a veto. To override a veto, each house of the legislature must vote again. The vetoed bill becomes a law if at least two-thirds of the members of each house vote for it.

### Vocabulary

**veto**, v. to reject or refuse to approve a law

The legislative and executive branches often work together to help a bill become a law. The fact that the executive branch can veto a bill even as the legislature can override a veto helps them balance each other's power.

## Utah's Judicial Branch

The judicial branch is made up of courts. The most senior courts are the Utah Supreme Court and the Court of Appeals. The Utah Supreme Court has five members, called justices. Each justice is elected by the people to serve for a ten-year term. The justices choose one of their number to act as a chief justice to serve for four years. There are no term limits on Supreme Court justices. The Supreme Court considers matters of state law, testing cases against Utah's constitution and how decisions were made in past cases. Its role is to ensure laws are applied fairly and correctly, according to state law and the state constitution. The Utah Supreme Court is based in Salt Lake City.

The Court of Appeals has seven members who are elected for six-year terms. The Court of Appeals hears appeals against



The Utah Supreme Court meets in this courthouse in Salt Lake City.

decisions made by other state courts, reviewing cases and hearing arguments to make decisions. Its job is to correct errors made by other state courts, such as the use of bad arguments or faulty evidence to convict someone of a crime.

Below the two highest courts are district courts, which hear criminal cases and civil cases. These courts are organized into eight districts across the state.

Most cases in Utah are handled by state courts. Sometimes, a case will be heard by a federal court. Federal courts only have a limited ability to hear cases. When a case concerns a matter that might be covered by the U.S. Constitution, it can ultimately be decided upon by the U.S. Supreme Court in Washington, D.C.

## **Utah's Local Governments**

Utah also has local governments. These include the governments of Utah's counties, cities, towns, and other

**municipalities.** They can also include **special districts** such as school districts.

Counties are **subdivisions** of the state. Their responsibilities include law enforcement, education, public health management, and more.

The largest Utah cities, those with more than ninety thousand people, have governments with three branches. In many cases, citizens elect a mayor to run their executive branch. They also elect a city council to be their legislative branch. Local courts are part of the state's judicial branch. Some smaller towns have other ways of organizing their governments, such as councils without a mayor.

## Vocabulary

**municipality**, n. a city, town, or village that has its own government

**special district**, n. a unit of government created to meet a particular need

**subdivision**, n. a smaller portion that a larger unit is broken up into



More than three thousand school buses are used in Utah to transport students to and from schools. These buses must be paid for out of the budgets of school districts. These buses are regulated by the state government.

Local governments are trusted to handle local issues. The idea is that local governments know the needs of their communities better and know how to distribute resources better than the state government does. One way this works is that local governments must fund some of their local schools' budgets. Local governments raise some money for their schools' budgets through property taxes, which are taxes on land and buildings that people own. Most of the rest of the money comes from the state government.

## **How Levels of Government Work Together**

Education is a good example of how the levels of government work together. Organizing education is a state and a local responsibility, but the federal government also provides money to support education. State and local governments set educational standards, establish schools, hire teachers, and more. They provided about 91 percent of the funds for Utah's public schools in 2024. Around 8 percent of school funding in Utah came from the federal government in 2025.

If a state wants federal money, its schools must follow the federal Department of Education's rules. These rules ensure that money is spent on things like special education programs to support students who need extra help.

State and local governments also share responsibility for what schools will teach. School districts have freedom to choose what subjects are taught and how. But schools must teach the skills and knowledge identified in standards set by the state.

## Tribal Governments

Utah also has a system of tribal governments. These governments serve and represent Native Americans in the state. Utah has five Native tribal groups and eight independent tribal nations. The nations are the Confederated Tribes of Goshute, Paiute Indian Tribe of Utah, San Juan Southern Paiute Tribe, Northwestern Band of Shoshone Nation, Skull Valley Band of Goshute, Ute Indian Tribe (Uintah and Ouray Reservation), Ute Mountain Ute Tribe, and Navajo Nation. Some of these tribes lived in Utah for over a thousand years before the arrival of settlers in the 1800s. They had their own governments long before settlers formed a territorial government.

Tribal nations in Utah have the right to their own governments. This is called tribal **sovereignty**. Like states, tribal governments must obey federal laws. Also like states, they are free to have their own laws. For example, an item that is taxed by the state might not be taxed within tribal territories.

### Vocabulary

**sovereignty**, n. the right of a state or other area to govern itself

Most tribal governments have three branches and elect their own legislatures, executives, and judges. They have legal systems that govern actions within the reservation each tribe lives on. Tribal governments also work to preserve Native cultures and heritage.

Tribal governments work with other governments in multiple ways. At the federal level, Congress created the Bureau of Indian Affairs to handle issues related to tribal governments nationwide. The Bureau of Indian Affairs works to create economic



Bears Ears in southeast Utah was designated a national monument after a campaign led by members of Utah's Native tribes.

opportunities in and improve the quality of life on tribal lands.

This includes working with tribal governments to protect the environment. State governments often work with tribal governments as partners on issues that concern them both.

Tribal governments sometimes have conflicts with state governments over issues of authority. This is particularly the case when a state government wants to prosecute someone for a crime, but a tribal government insists that this is its right only. Tribal governments generally have the right to choose whether to prosecute crimes committed in their territories.

## **Getting Involved**

People from all over Utah can get involved in their governments. The Utah Constitution says citizens and residents should do so! Article I, Section 2 says, "All political power is inherent in the

people,” and that “. . . all free government is founded on their authority.” This means the people of Utah are strongly encouraged to get involved in government.

There are many ways people can take part in government. People can always use their voices to call for change. An important way people can make changes is by voting in elections for the many elected positions in the state. Elections allow citizens to change who represents them and to make their preferences known. And adults can run for office themselves if they meet the requirements.

People can also campaign for change. For example, in January of 2023, a large group of Utahns attended a rally on the steps of the Utah state capitol building in Salt Lake City. They were concerned by the drying-up of the Great Salt Lake. They argued that allowing the lake to dry out would be a disaster for the environment and economy of the area. They asked that the state government do something to help. As well as rallying, they wrote letters and made calls to representatives in the state legislature asking them to help. In response, the state government created the office of the Great Salt Lake Commissioner. The commissioner’s job was to create a plan to save the lake. This plan was published in January 2024.

Getting involved in government also involves everyday action. Local government relies on people taking an interest in issues and making their voices heard. People can participate in school board and other public meetings. In some cases, citizens will be called upon to serve on a jury in a court case.



Citizens participate in local government by speaking out at city council or school board meetings.

Government is not just for adults. Children have rights and responsibilities, too. For example, you have a right to a good education and to feel safe in your school and in your community. You also have a responsibility to help your school and your community be good places for everyone in them. How can you do this? You can speak up when you see a schoolmate being treated unfairly. You can pick up trash that you see on the ground. Small acts like these can go a long way.

Young people can also help make changes in their communities and even in their states. You can write letters to representatives, donate time or money to special causes, and raise awareness of issues. Getting involved in these ways shows that you take both your rights and your responsibilities seriously.

# Chapter 3

## Utah's First Peoples

**Utah's Earliest Peoples** Humans first came to Utah over thirteen thousand years ago. These earliest peoples are known today as Paleoindians. They lived in all parts of the state. Groups in different areas faced very different conditions. They had to adapt to these different conditions to survive.

### Big Question

How did Utah's Native peoples live before European contact?

### Vocabulary

**scarcity**, n. the state of not having enough of an important resource

**distinctive**, adj. unique or standing out from others

For example, people in areas with plenty of water and food sources tended to settle in one place. People living in desert areas had to deal with **scarcity** of water and food. The ways people adapted to this scarcity defined how and where they lived and the **distinctive** cultures they produced.



We can learn about Utah's earliest peoples from artifacts they left behind, such as these handprints at Basin State Park.

Scholars divide the history of Utah’s earliest peoples into different periods. They do this because we don’t usually know what these people called themselves or even if they thought about themselves as one people or as different groups. There are no written records from these ancient societies for us to read. We call the time before written records **prehistory**. How do we know about these ancient peoples? Specialists called **archaeologists** study the **artifacts** left behind by people in the distant past. These artifacts include tools, pots, clothing, weapons, structures, art, and even piles of garbage.

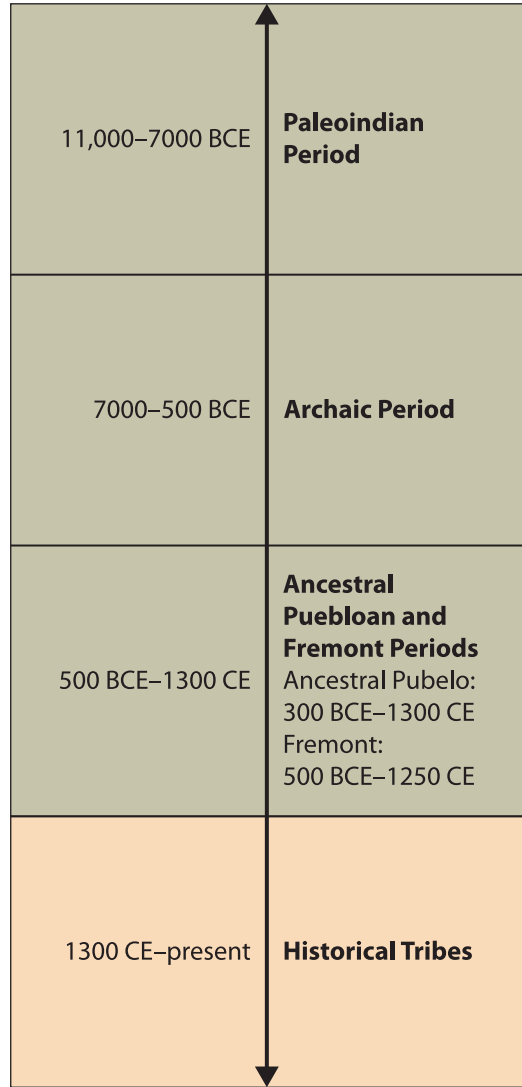
**Vocabulary**

**prehistory**, n. the period of the past before any written records existed

**archaeologist**, n. an expert in the study of ancient people and the objects from their time period that remain

**artifact**, n. an object used during a past period in history

**Timeline of Utah’s First Peoples**



■ Prehistory    ■ Recorded History

The history of Utah’s first peoples is divided into four major time periods, covering thousands of years. Historians use these periods to talk about very long spans of time.

Different artifacts show what past societies valued and how they survived in their environments. They can sometimes even tell us something about what people believed. Thanks to the artifacts they left behind, we know a surprising amount about Utah's earliest peoples!

## The Paleoindian Period

We call the very earliest period of human life in Utah the Paleoindian Period. The Paleoindian Period lasted from about 11,000 to 7000 BCE. The Paleoindian Period started when humans first arrived in North America around thirteen thousand years ago. It is hard to know a lot about the Paleoindian peoples of Utah. We think that they did not build their own shelters, instead living in caves and other natural rocky formations. It is thought that they were **nomadic** peoples who moved around often. They likely followed herds of gigantic animals such as mastodons, hunting them for food and raw materials to make tools and clothing.

### Vocabulary

**nomadic**, adj.  
moving around often in search of food; not settled in one place

Our evidence for the nomadic, hunting lifestyle of the Paleoindian peoples comes from their tools—especially the very sharp arrowheads they left behind. These arrowheads are sometimes called Clovis points, after the Clovis culture that lived across a wide area of North America about 9000 BCE. Clovis sites often feature these very sharp arrowheads, which were made from stones like chert and obsidian. These stones can be sharpened to a very fine edge, and Paleoindians were very skilled at doing so.

Because these stones are not available everywhere Paleoindians lived, we think that some groups got them through trade with other groups. With these arrowheads, and with sharp spears thrown in a special sling called an atlatl, the Paleoindians hunted animals for thousands of years.

The Paleoindian peoples valued stones they could turn into tools, as well as sources of food and clothing. But in some areas of Utah, good stone, food, and other resources were scarce, or low in supply. Groups who had access to these resources could exchange them for other things they wanted.

The environment played a big role in how people lived. During the Paleoindian Period, three large, modern lakes—Great Salt Lake, Utah Lake, and Sevier Lake—were all part of one huge lake that we call Lake Bonneville today. The

### Lake Bonneville



Lake Bonneville once covered most of what is now Utah. When it dried out, it left behind dry, salty desert.

lake was an important source of water, fish, and other resources for the people who lived near it.

By the end of the Paleoindian Period, the land and the climate in Utah were changing. As the Paleoindian Period ended, Lake Bonneville began to dry up and shrink. It left behind dried lake beds covered in salt that became the Great Salt Desert. This caused a major change in how people lived in Utah.

## The Archaic Period

The Archaic Period is the second period in the ancient history of Utah. It is also the longest period, from 7000 to 500 BCE.

In the early Archaic Period, the climate got hotter and drier, and sources of water such as Lake Bonneville started to dry up. The large animals the Paleoindians hunted died out. People had to find other sources of food and resources. They needed to adapt to their changing environments.



Scholars believe these pictographs from Horseshoe Canyon were made during the Archaic Period.

Things got even harder as time went on. In the middle of the Archaic Period, the climate got even hotter and drier than before. There are far fewer artifacts available from this period than any other. People who study this period believe that this is because the harsh climate and lack of food made it much harder for human communities to support themselves. It was probably one of the toughest times to be a human being in Utah's history.

People in the middle Archaic Period adapted to these changing conditions by hunting smaller animals, such as rabbits. We know this because of the many rabbit bones found in sites from this period. While the large animals had disappeared from Utah, the smaller animals had not. But it took a different kind of effort to catch small animals in comparison to catching large ones. Instead of being hunted with atlatls, smaller animals were caught with special traps.

## The Late Archaic Period

Toward the end of the Archaic Period, things began to get better for humans again. The climate continued to warm, but rainfall increased and wetlands reappeared. People began to live in larger groups near the wetlands.

The most important change at this time was the development of **agriculture**. Agriculture started in Utah in the Late Archaic Period, when people **migrated** there from what is now Mexico and Central America. People from Central America had been growing corn for thousands of

### Vocabulary

**agriculture**, n. the growing of crops and raising of livestock for food and other purposes

**migrate**, v. to move from one place to another to live

years, possibly since as early 10,000 BCE! They later grew other native plants like squash, beans, avocados, and chili peppers. This completely changed their lifestyle. They became more **sedentary**, which means they stayed in one place rather than roaming around. They spent less time hunting wild animals and gathering seeds and roots from wild plants and more time farming.

### Vocabulary

**sedentary**, adj.  
staying mostly in one area

Early farmers had discovered that corn, beans, and squash grow very well together and support a healthy diet. The three crops became known as the Three Sisters. The farmers brought the Three Sisters with them as, over generations, they migrated northward and taught other people how to grow crops. Farming and a sedentary lifestyle helped human communities grow larger. This growth marked the end of the Late Archaic Period.



Planting the Three Sisters—corn, beans, and squash—side by side is a farming technique that changed life in Utah in the Late Archaic Period and is still used today.

## The Ancestral Pueblo

The Late Archaic Period ended with the rise of two new cultures in and around Utah. One of these is called the Ancestral Pueblo culture. The other is called the Fremont culture. The two cultures lived in Utah during overlapping times but in different parts of the state. Like the peoples of the Late Archaic Period, they were mostly sedentary.

The Ancestral Pueblo's location near southern Utah's rivers was very important to their way of life. They needed a constant supply of water to support their farming. The early Ancestral Pueblo made baskets to store food and other supplies, and so they are sometimes called Basketmakers.

Early in the Ancestral Pueblo period, people lived in villages made up of pit houses. These were houses that were sunken partly into the ground and covered with a roof made of logs or branches. Pit houses provided both warmth in winter and cooling in summer, which was useful in Utah's climate.

Most villages included one very large pit house called a **kiva**. The kiva was used for both religious ceremonies and village meetings. They were decorated with drawings of life among a tribe or sacred images. Because of the kivas and their decorations, archaeologists think that the Ancestral Pueblo likely had a strong sense of community. They valued gatherings in their special spaces.

### Vocabulary

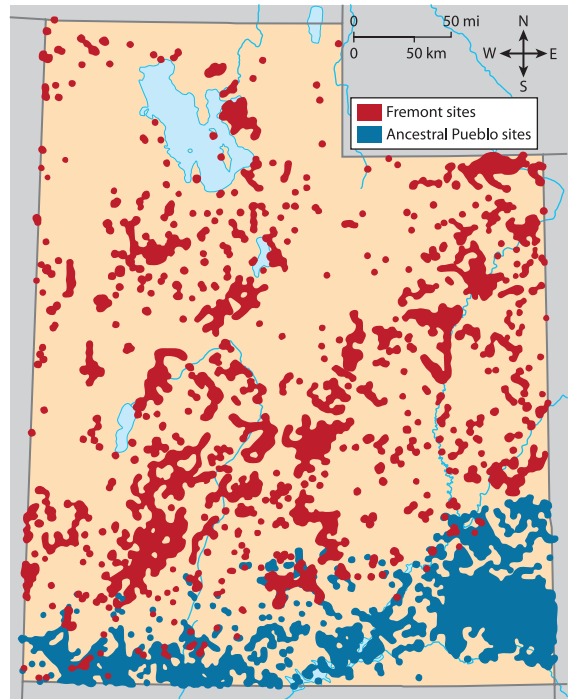
**kiva**, n. a large pit house used by Ancestral Puebloans as a gathering place

Later, members of the Ancestral Pueblo culture began to construct different dwellings for themselves. They built larger, sturdier homes mostly of a thick material made from clay called **adobe**. Adobe is such a good building material that it is still used throughout the southwest United States today.

Another big change during the Ancestral Pueblo period was the development of pottery. Pottery was mostly used for cooking and storing food. Potters also decorated their work with many detailed patterns and colors. Some pottery was even decorated with images of religious figures. Pottery was also probably traded with other cultures. The Ancestral Pueblo most likely also traded other goods they made such as sandals, twine, and rope made from the yucca plant.

The Ancestral Pueblo modified their environment by building reservoirs. They carefully studied how rainwater ran down the sides of hills. They used their observations to decide where to

### Fremont and Ancestral Pueblo Settlements

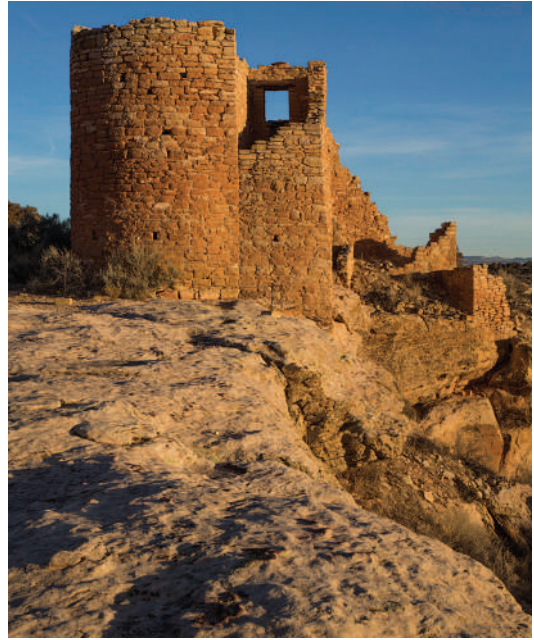


While Ancestral Pueblo settlements were all located in the southern part of Utah, Fremont settlements were spread out across the northern and central parts of the state.

#### Vocabulary

**adobe**, n. a type of brick made from sun-dried clay

build structures to redirect the flow of rainwater and then dug large holding areas at the bottom of these structures. When it rained, the water went into the holding areas, forming pools. This water could then be used for farming, drinking, and other purposes when it was needed. The reservoirs took time, planning, and effort to build. They are evidence that the Ancestral Pueblo had an organized society.



Adobe bricks could be used to make large, sturdy buildings, such as this structure at Hovenweep National Monument, Utah. Archaeologists think it was built in the 1200s CE by the Ancestral Pueblo.

From around 1150 to 1300 CE, the Ancestral Pueblo began to migrate out of Utah. This was caused by another change in the environment. A major drought hit Utah in about 1250 CE. The reservoirs dried up, and the Ancestral Pueblo way of life quickly became impossible. They escaped these conditions by migrating to new settlements in what is now Texas, Arizona, and New Mexico. This was the beginning of the end of the Ancestral Pueblo people as we know them. However, many tribes that still exist in the southwest United States are direct **descendants** of the Ancestral Pueblo. These include the Zuni, Acoma, Hopi, and Laguna.

### Vocabulary

**descendant, n.**  
someone who is related to a person or group of people who lived in the past

## The Fremont People

The Fremont people lived in Utah from about 500 BCE to 1250 CE. They mainly lived in the central and northern parts of the state. Some Fremont people lived very similarly to the Ancestral Pueblo. This is especially true for those who lived on the banks of rivers or lakes. The steady water supply supported farming of corn, beans, and squash, which enabled a sedentary lifestyle. However, many Fremont people lived in areas where water was scarcer and farming was more difficult. In those places, they relied more on hunting and gathering.

Fremont farming communities found inventive ways to water their crops. They did not build reservoirs like the Ancestral Pueblo. Fremont people used irrigation systems to move water from rivers or lakes to crops. First, they studied the ways water ran down hills when it rained. Then, they positioned their farms in the places where rainwater naturally ended up. They also dug ditches to direct water to their farms. This helped Fremont farmers to have a reliable source of water.

Fremont villages and settlements were like those of the Ancestral Pueblo in many ways. They both used pit houses, which helped them keep warm in winter and protected them from summer heat. Farming communities also built **granaries** to store their extra corn. Some Fremont villages featured a larger structure that archaeologists think had a similar role to the kiva as a gathering place for

### Vocabulary

**granary**, n. a building made to store grain for later use

ceremonies. Fremont villages tended to be smaller than those of the Ancestral Pueblo. We think this because the Ancestral Pueblo lived in places that allowed them to grow more food more reliably.

Both the Ancestral Pueblo and Fremont cultures were greatly affected by the drought that hit Utah around 1250 CE. While the Ancestral Pueblo migrated away, Fremont people seem to have completely disappeared by 1500 CE. We do not know why.

## **The Historic Tribes of Utah**

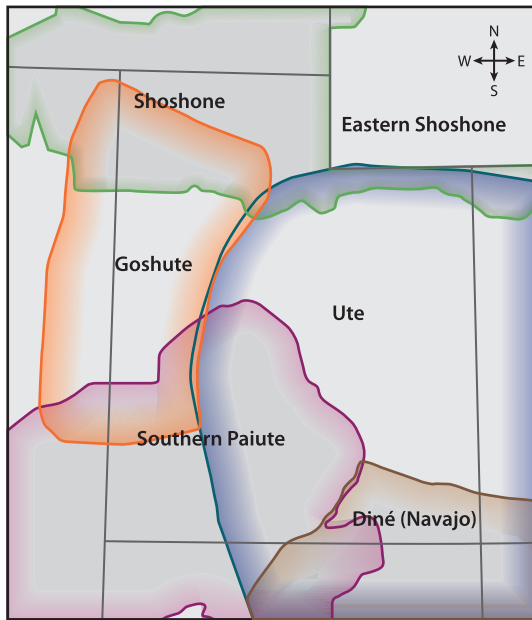
The Ancestral Pueblo and the Fremont peoples were the last two cultures of the prehistoric period. The five tribes that lived in Utah by about 1800 CE are called the historic tribes. They are called historic because they are the earliest tribes that we have historical records of. Because of these records, we know more about them. The five historic tribes of Utah are the Goshute, Diné (Navajo), Paiute, Shoshone, and Ute. All five still exist in some form today.

The historic tribes of Utah lived in different parts of the state. However, the areas they lived in overlapped a little bit. Each group adapted to the geography and climate of its area. This caused them to develop very different cultures.

## **Goshute**

The Goshute came to Utah from California around 1000 CE. They settled in the western part of the state and in some of what is now northern Nevada. Western Utah is mostly desert. It is extremely

## Historic Tribes of Utah



Each of Utah's tribes had its own territory, but territories sometimes changed and overlapped.

dry with hot summers and cold to mild winters. That makes it very difficult to grow crops there.

The Goshute adapted to this environment by living mainly as hunter-gatherers. They never built large villages or settlements like some other tribes did. Instead, they built simple shelters called **wickiups**. These had a frame made of wood covered by a roof made of animal hide or grasses.

### Vocabulary

**wickiup**, n. a simple type of shelter made of wood covered with hide or thatch and used by hunter-gatherers

## Paiute

The Paiute lived in the southwestern part of the state and in some of what is now Nevada and Arizona. Some parts of these areas



**Wickiups were simple shelters that could be built quickly and easily with the materials at hand after moving to a new location.**

had plenty of rivers to provide water. Other parts were just as dry as the deserts where the Goshute lived. The Paiute living in arid areas lived hunter-gatherer lifestyles similar to that of the Goshute. They hunted sheep, deer, and rabbits and gathered wild plants for berries and seeds. They also used wickiups as shelters as they traveled to find food.

The Paiute lived in one of the warmest climates in Utah. They adapted to the heat by wearing minimal clothing. When it got cooler at night, they would wrap themselves in blankets made of rabbit skin. They were also known for their baskets, which they used to gather and store food.

The Paiute who lived near rivers lived very differently. They did some hunting and gathering. They also grew crops including

corn, sunflowers, and squash. Some Paiute adapted to the climate in their area by moving with the seasons. They spent winters in low-lying areas, where they practiced farming. They migrated to mountains in the summer, where the air was cooler and there were more animals to hunt.

The Paiute were also skilled craftspeople. They would collect a type of stone called agate and use it to make tools like arrowheads and spear points. Surrounding tribes liked their crafts and would trade all sorts of other items for these tools.



Paiute wore very little clothing during the heat of the day and rabbit-skin blankets during the cooler nights.

## **Shoshone**

The Shoshone lived across the northern part of Utah and in parts of what is now Idaho and Wyoming. They shared a large region with the Goshute and had a similar lifestyle. The Shoshone were hunter-gatherers who mostly lived in small bands and did not build or settle in large villages. They hunted large and small animals for food and gathered wild plant foods such as pine nuts.

Like the Paiute, the Shoshone practiced a different lifestyle with the change of the seasons. Shoshone tribes spent most of the year hunting and gathering in small bands. They would spend each winter in larger camps with their extended family groups. These camps were bigger than the small bands the Shoshone lived with for most of the year but still much smaller than the entire tribe. The camps let them combine their resources and help one another survive the winter.

Every few years, all the men of the entire tribe would meet and hunt together for pronghorn antelope. This kept all members of the tribe connected to one another despite spending most of the year with smaller groups.

## **Diné (Navajo)**

Today, the Diné are the most populous of the five historical tribes of Utah and one of the two most populous Native tribes in the United States. Archaeologists believe the Diné came to Utah by moving south from what is now Canada in prehistoric times. While their territory spanned several modern U.S. states, Navajo

groups only occupied a small part of the southeastern corner of Utah.

The Diné are also called the Navajo. This was the name given to them by the Spanish. However, they have always called themselves the Diné, which means “the people.”

When they arrived in Utah, the Diné adopted a settled lifestyle based on farming. We think that they were influenced by the Ancestral Pueblo, who lived in the same area. Learning from the Ancestral Pueblo example, the Diné became skilled farmers. They lived in villages close to their crops. Their main form of shelter was called the **hogan**. Hogans are built with a frame made of thick logs covered with earth.

**Vocabulary**

**hogan**, n. a traditional dome-shaped home built from logs and earth and used by members of the Navajo (Diné) tribe



Hogans continue to be built by members of the Diné tribe to honor their ancient lifestyle.

They were well suited to the desert climate of the Diné territory. They provided shelter from the sun during hot days and could be warmed by fires inside during cold nights. They each included a chimney to allow smoke from fires to escape. The entrance of a hogan faced east, toward the rising sun.

## **Ute**

The state of Utah is named for the Ute people. The Ute lived throughout the central and eastern parts of the state and in some of what is now western Colorado. Their territory was mostly desert. They moved across their large territory in search of wild animals to hunt and used wickiup shelters. They also mostly hunted in small bands and rarely gathered in larger numbers. They spoke the same language as some of the Paiute people.

One thing that is distinctive about the Ute people is how long they have lived in the Utah area and how much that place is part of their identity. The Ute tradition has no migration story. Instead, they have a creation story in which they have always lived by the mountains of eastern Utah and western Colorado.

In the 1500s CE, the Ute were among the first tribes in this area to interact with Europeans. The arrival of Europeans transformed Utah and its peoples forever.

## Utah's Five Historic Tribes

Tribe	Location and Climate	Lifestyle	Shelters
Goshute	western Utah; arid and hot summers and cold to mild winters	hunter-gatherers	wickiups
Paiute	southwestern Utah; arid and hot	mix of hunter-gatherers and farmers with seasonal changes	wickiups
Shoshone	northern Utah; arid and hot or cold depending on the season	mostly hunter-gatherers with some seasonal changes	wickiups
Diné (Navajo)	southeastern Utah; relatively wetter and milder than other areas of the state	mostly farmers with some hunting and gathering	hogans
Ute	eastern Utah; seasonally hot and cold	hunter-gatherers	wickiups

# Chapter 4

## European Exploration and Settlement

### Europeans Arrive in Utah

The first Europeans to come to Utah were two Spanish priests, Francisco Atanasio Domínguez and Silvestre Velez de Escalante. They were seeking routes across North America for other Spanish explorers and traders to use. Traveling through what is now Utah in 1776, they made notes in their journal about the excellent land for settlement they saw and the friendliness of the people they called the Utes. The Native American guides who helped Domínguez and Escalante could not have known how European interest in the region would change their lives, nor how swiftly.

### Big Question

How did the arrival of European and American trappers and traders change the human geography of Utah?



This modern monument marks a route across Utah found by Spanish explorers. The Old Spanish Trail was used as a trade route linking Utah with the East and West.

The Spanish first arrived in the Americas in the 1490s. Although the Americas had been inhabited for thousands of years by Native American peoples, these lands were previously unknown to Western Europeans. The lands were full of animals, crops, peoples, and landscapes they had not seen before. Excitement and opportunity swiftly encouraged other Europeans to make the trip across the Atlantic Ocean to the Americas.

The most successful early European settlers of the Americas were the Spanish. The Spanish conquered many of the peoples they found in the Americas and set up bases for themselves. They made forts, or presidios, to act as bases for soldiers and as defenses against Native Americans.

They also set up **missions**, which were settlements based around churches and monasteries. The missions included walls, living spaces, and farms to grow food. A community, led by priests, lived within the mission. Missions were used as bases by **missionaries** who went out to explore and to convert Native Americans to Christianity. They also founded settlements in which a few Europeans oversaw land that was mostly worked by enslaved Native Americans and Africans. These settlements, which included farms and mines, provided wealth and resources for the rulers of Spanish America. Before too long, other European peoples, including the English, French, Dutch, and Portuguese, made their own settlements in the Americas.

### Vocabulary

**mission**, n. a settlement built for the purpose of converting Native Americans to Christianity

**missionary**, n. a person on a journey for the purpose of spreading a particular religious belief



Many missions were built by the Spanish using local methods and Native American labor. This adobe mission, at Pecos National Park in New Mexico, was built in 1717.

The Spanish called their American empire New Spain, and they organized it into **provinces**, each of which had its own governor. The place that would come to be called Utah was far from the major Spanish settlements in Central America. Still, the Spanish claimed that it was theirs. Eventually, Spanish explorers were sent out to try to make that claim a reality.

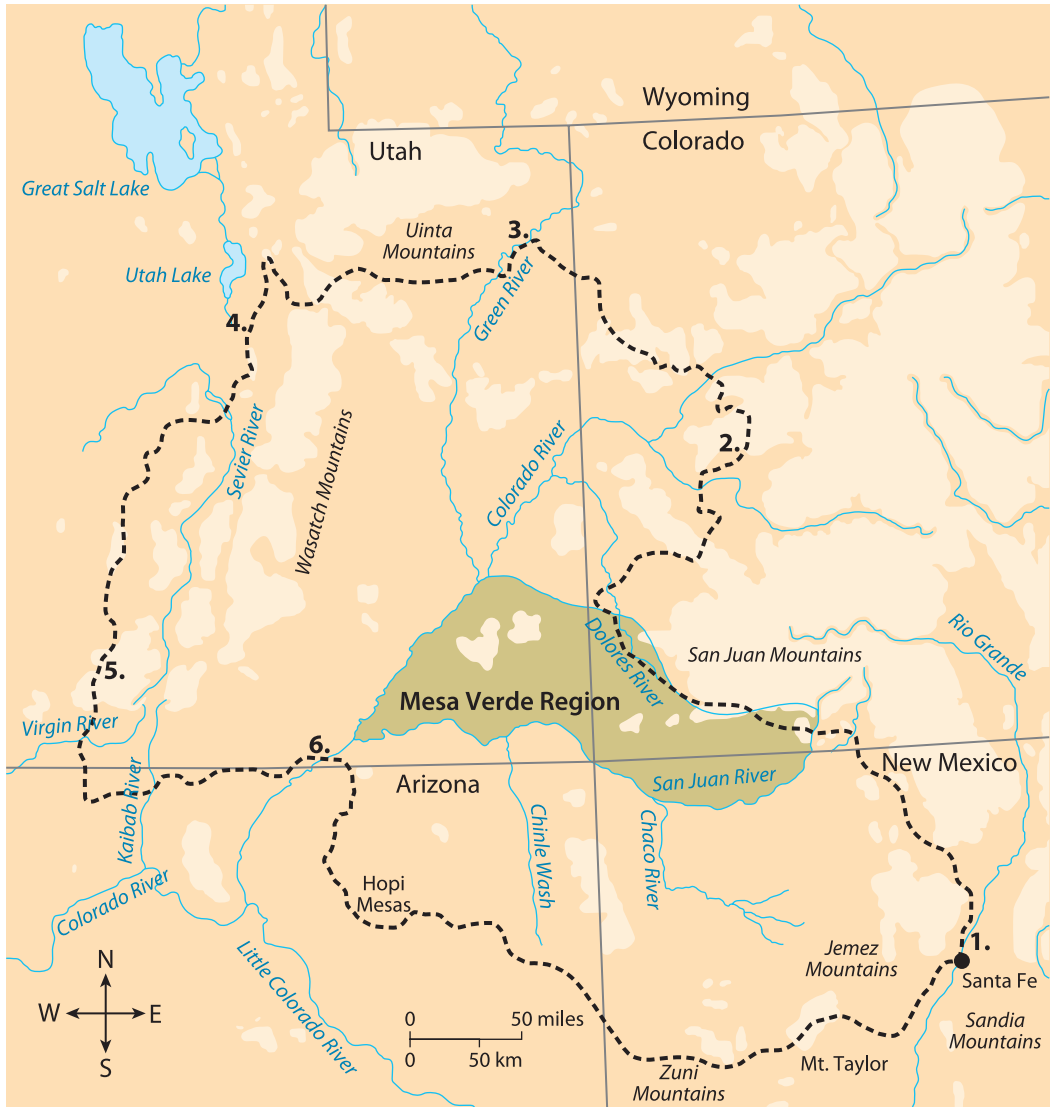
### Vocabulary

**province**, n. an area or region similar to a state

## The Domínguez-Escalante Expedition

By the 1770s, the Spanish controlled much of North and South America. Because of competition from other Europeans, they wanted to find new routes and new ways to extend their power. In 1776, the Spanish wanted to find a safe route between their mission in Santa Fe, New Mexico, and their newer missions in northern California. They knew that travelers would find it difficult

## Domínguez-Escalante Expedition Route, 1776



1. Expedition leaves Santa Fe on July 29, 1776.
2. Expedition recruits Ute guides.
3. Expedition crosses Green River in September 1776.
4. Expedition reaches the Utah Valley and recruits new guide on September 23, 1776.
5. One of the Native guides quits; expedition decides to return to Santa Fe.
6. Expedition crosses the Colorado River in October–November 1776.

The Domínguez-Escalante expedition did not reach California, but it did find and record several routes and landmarks while making contact with the peoples of Utah.

to cross the dry, hot desert west of New Mexico. A good route needed a cooler climate and more reliable access to water. The Spanish sent two priests, Francisco Atanasio Domínguez and Silvestre Velez de Escalante, to find that route. Domínguez and Escalante left Santa Fe on July 29, 1776, heading north on a trek that took them through what are now western Colorado, Utah, and northern Arizona.

On the journey, Escalante kept a journal of the things, places, and people the expedition encountered. Another member of the expedition, Don Bernardo Miera y Pacheco, made a map of the route they took. The journal, map, and experiences of the expedition were a valuable resource for later explorers and travelers. Some of the names given to places by Domínguez and Escalante are still used today. For example, they named the canyon just south of Rangely, Colorado, *El Cañón Pintado*, or the Painted Canyon. They chose this name after the **petroglyphs** carved into the canyon walls.

### Vocabulary

**petroglyph**, n. a picture or design that is carved into a rock surface

## Contact with the Ute and Paiute Peoples

Europeans were not the only people on the expedition. Although the territory was new to the explorers, it was well-known to Native peoples. Domínguez and Escalante gained the help of Native Americans to guide their exploration. In Colorado, they encountered members of the Ute tribe. They called them the “Yutas.” This is where the name Utah later came from. Two

members of the Ute agreed to guide the Spanish explorers. The Spanish called them Joaquin and Silvestre. Joaquin was only a twelve-year-old boy when he joined the journey. The Ute guides helped the expedition travel from western Colorado into the Utah Valley.

When the expedition reached the Utah Valley, they met another group of Ute from the same band as their guides. These Ute were friendly and helpful to them. This may have been because they saw that the explorers had earned the trust of fellow Ute. The expedition introduced the Ute living in the Valley to Christianity. When they left the Utah Valley, the priests promised to return a year later to form a new settlement. While Silvestre stayed behind in his homeland in the Utah Valley, the expedition found a new guide to help it travel farther south and west. The Spanish called this person José María.

However, José María left the group early. The expedition recorded that one of its European members, Don Juan Pedro Cisneros, got into a fight with one of his servants. This frightened Jose Maria, who decided to leave the expedition suddenly. This left the expedition without an adult local guide. At this point, it was October 1776. It was getting cold. The expedition debated whether to keep going or turn back. They decided it was safer to return to Santa Fe. Traveling without a Native guide was much more difficult. It took them an entire month to find a place to cross the Colorado River.

Although Domínguez and Escalante never made it to California, their work was valuable to later generations of explorers, who

used their maps and observations to find their own routes. The Spanish did not take much interest in the Utah Valley after the expedition concluded—but later generations of non-Natives did.

### Trappers and Traders

Utah’s future would be decided by one country founded in the same year Domínguez and Escalante departed on their expedition and by another founded decades later. These countries were the United States of America and Mexico.

Although few Spanish settled there, the territory that would become Utah was ruled by Spain until 1821. That year, Mexico won its independence from Spain. The United States had declared its independence from Great Britain in 1776. People from the two



When Mexico gained its independence from Spain, what would become Utah was part of the Mexican province of Nuevo México.

independent nations wanted to seek out new lands and new opportunities in the west of North America. In 1803, the United States bought a large area of land in the west called the Louisiana Purchase. Explorers such as Meriwether Lewis and William Clark between 1804 and 1806 and Zebulon Pike between 1806 and 1807 were sent out by the United States government to explore the newly acquired territory.

One of the main reasons explorers were sent out was to find routes across the west to the Pacific coast. There, in places like Oregon and California, mining and fur trading were profitable activities. But they were a long way from most of the United States' population in the East. American leaders wanted to find routes that people could take to travel west, settle, and work there.

Additionally, explorers realized that places like the Rocky Mountains were full of animals that could be hunted for their furs. Fur was valuable for making fine clothes to sell to markets in the United States and Europe. People from the United States and other places began to move to this area to work as fur trappers and traders, seeking to profit from this trade. The fur trade was not new in the region. Native Americans in the Rocky Mountains and elsewhere had hunted beavers, elk, and other animals for a long time, for food and for hides and furs.

The early European, Mexican, and American adventurers became known as Mountain Men. Most lived rugged lives and had lots of contact with Native Americans. To people in the East, such lives seemed wild and adventurous.



Some trappers and traders transported large amounts of fur on riverboats such as this one.

In the 1820s, a wave of trappers and traders entered northern Utah. These people worked for fur companies from the United States and Great Britain. These countries were competing to control North America, and fur trapping was one way they competed. British and American fur trappers both tried to over-hunt regions to discourage their rivals and get them to move away. This unfortunately led to animal populations

shrinking. The peak of the fur trade in the region was in the 1830s, after which it began to decline.

The trappers, traders, and explorers made many discoveries that helped later generations of people come to and pass through Utah. One man, Jedediah Smith (1789–1831), found and mapped many routes through the Rocky Mountains. He is thought to have been the first American to make it to California from the East. He explored and mapped routes around the Great Salt Lake in 1825 and, in 1826 to 1827, thoroughly explored what would one day become Utah. Another famous explorer was Jim Bridger (1804–81). Bridger explored the Great Salt Lake region in 1824. Bridger mapped many routes around Utah and set up trading posts that visitors and traders used. One of these, Fort Bridger, was named

after him. These efforts helped people move to Utah in the following decades and helped to shape how the territory was settled.

Many of the routes found by the explorers of this period are still used today. Several Utah highways follow the old routes. The route of modern Interstate I-15, which goes north and south, was first traveled in part by Domínguez and Escalante and then by Jedediah Smith and his party. Highway 91 also follows a route first walked by Jedediah Smith around that time.



Jim Bridger was one of the most famous scouts, explorers, and “Mountain Men” of the Rocky Mountain region.

## **Effects on Utah’s Native Peoples**

Although the routes found and mapped by trappers and traders were new to them, many were well known to Utah’s Native inhabitants. Just as with Domínguez and Escalante, trappers and traders contacted Native guides and learned trails and routes from them. The work of trappers and traders brought more people from the United States, Mexico, and elsewhere into the area that would become Utah. The increased contact between Native Americans and others had major impacts on Native life in the region.



The Ute adopted the use of horses from settlers. The use of the horse changed Ute society by increasing the distance they could travel and hunt.

Contact with people from Europe brought new technologies and ways of living to the region. One of the biggest changes to Native life was caused by the introduction of the horse, which was first brought to North America by the Spanish. After their introduction in the early 1500s CE, horses spread rapidly across North America. In the region of Utah, some tribes, including the Ute, Eastern Shoshone, and Diné, quickly adopted horses. It is believed that some tribes had horses as early as the 1600s. Others, like the Goshute, Western Shoshone, and Southern Paiute, did not adopt horses until much later. By 1800, horses were used widely in the region.

Adopting horses changed a tribe's lifestyle. Among the Ute and others, the horse made it easier for hunters to travel farther, seeking large prey such as bison. The mobility allowed by riding on horseback encouraged Native Americans to embrace a more mobile lifestyle. This also involved adopting semipermanent



The teepee is a form of dwelling with a stick frame wrapped in animal hides for warmth. It is light and easy to pack up and move, helping its users to adopt a mobile lifestyle as they roamed on horseback in search of bison.

dwellings that could be made and packed up easily such as teepees and wickiups.

Contact with the Spanish, and later with Mexico and the United States, changed Native American life in other ways. In the late 1700s and early 1800s, the Spanish paid for enslaved Native Americans. This encouraged more warfare among groups such as the Ute and Diné, motivated by the desire to capture and enslave people to sell to the Spanish. Sometimes these enslaved people were exchanged for guns and other tools, which in turn encouraged warfare. Riding on horseback gave Ute and Diné warriors a huge advantage in fighting against others. Warriors on horses could attack by surprise and move away quickly. By the early 1800s, these warriors were regularly attacking Goshute, Western Shoshone, and Southern Paiute groups.

Not all contact was violent. Trappers and traders engaged in friendly trade with Native Americans. But the impact of settlers, trappers, and traders continued to transform the environments in which Native groups had lived. One major effect was overtrapping, or hunting too many animals. The Native Americans who lived off hunting and trapping found they had fewer animals to hunt, which caused them to move—or to seek other ways of finding resources, such as warfare and trade.

But change did not stop there. In the middle of the 1800s, waves of settlers began to move to the Great Salt Lake region. Their arrival transformed not only Native American lives but also the land itself.

# Chapter 5

## Utah Joins the United States

**Settlers Move West** In 1847, a man called Brigham Young stood in the foothills of Emigration Canyon, at the edge of the Salt Lake Valley. He was the leader of a group from the Church of Jesus Christ of Latter-day Saints, who were seeking a place to live and freely practice their religion. The group had traveled around 1,300 miles (2,092 km) from their previous settlements in Illinois. The journey had been dangerous and difficult. As Young looked across the valley and the Great Salt Lake, he is said to have declared, "This is the right place. Drive on." The group had found their new home.

### Big Question

How did Utah become a U.S. state?



The "This Is the Place" monument in Salt Lake City was built in 1947 to honor the century since Brigham Young and the Latter-day Saints entered Salt Lake Valley.

The Church of Jesus Christ of Latter-day Saints was founded in western New York in 1830 by Joseph Smith (1805–44). This was a time when many new churches were forming in America. When he was young, Smith had visions. As he told it, one night he received a vision from an angel. The angel told him the location of a set of golden plates engraved with writing. Smith said he was given permission by the angel to translate the message on the plates. He published his work as the Book of Mormon in 1830 and used it as the basis of a new church. Smith called his new church the Church of Jesus Christ of Latter-day Saints and began to gather followers. At various points throughout the church's history, its followers have been known as Mormons by people outside of the faith, after the title of the Book of Mormon. However, the church's followers prefer to be called Latter-day Saints.

Smith began preaching his new religion in western New York. He wanted to establish a place for him and his followers to live. He led his followers first to Ohio and then to Missouri. They gathered more followers as they moved from place to place. However, they often faced conflicts with other communities in the



Joseph Smith led his followers around the country, searching for a place to found a community of believers in his teachings.

places they moved to. They were viewed as outsiders, and their beliefs were mistrusted. Several times, the Latter-day Saints were violently attacked.

Eventually, around fifteen thousand of Smith's followers escaped violence by fleeing from Missouri to Illinois in 1839. New conflicts soon arose. Some members left the church in 1844 because they objected to some of its practices. They founded a newspaper in the town of Nauvoo and published an article that was critical of the church. Smith tried to get his followers to destroy the newspaper's headquarters. He was later arrested by the state of Illinois for starting a riot. He and his brother Hiram were murdered by a mob while awaiting trial.

After Smith's death, the church was led by the Council of the Twelve Apostles. The head of the council was Brigham Young. In 1846, Young decided that, for its own safety, the church needed to leave Illinois. He wanted to found a new state in the western desert, which he would call Deseret. Out of the fifteen thousand Latter-day Saints in Nauvoo, Young chose a group of about 1,500 to be the first to head west, but the group quickly grew to about three thousand. The group left in February. Following routes used by explorers and Mountain Men, they traveled around 1,300 miles (2,092 km) until they reached the Great Basin in July 1847.

The journey was long and difficult. Heavy spring rains made the trails muddy. Many of the group's members had never traveled such a long distance. Brigham Young worked quickly to create order and discipline on the trail. He made an exact and detailed



This art shows followers of Brigham Young descending a mountain into Salt Lake Valley. The rays of sunshine are a symbol of the land's promise.

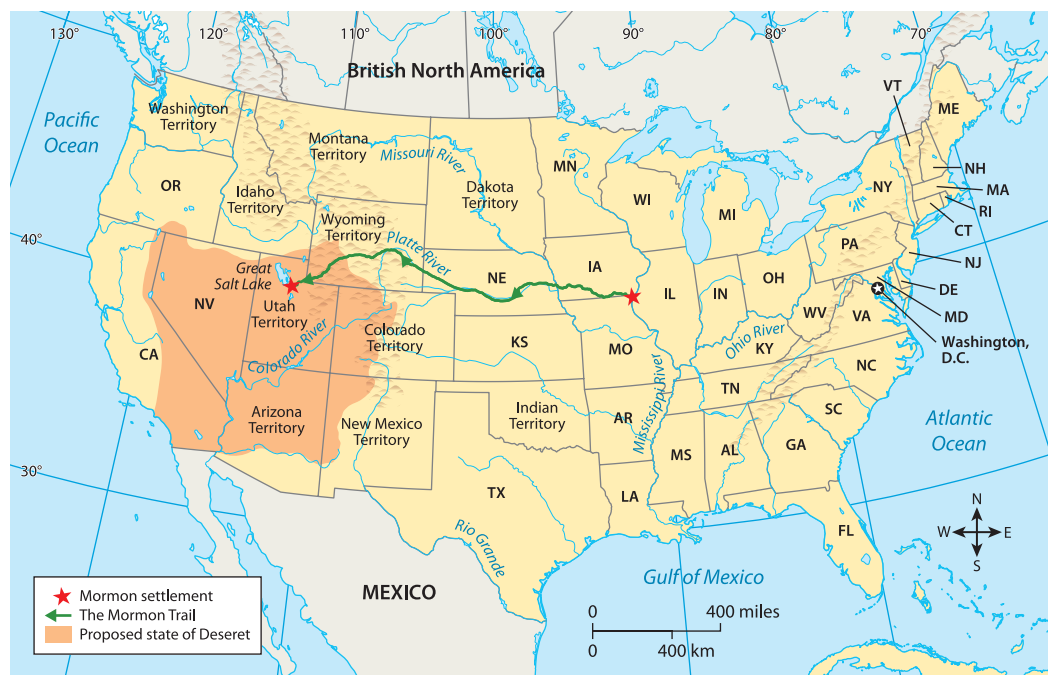
schedule of how travelers should spend each day. He set armed guards to protect the rear of the group as it moved.

The Salt Lake Valley was a place where the community could settle, but there were challenges to making the settlement a success. The ground was hard, there was very little rain, and the water from the Great Salt Lake was too salty to drink. Nonetheless, Brigham Young and other church leaders were convinced that the Valley was the right place to establish their church. They wanted an isolated area where they could farm and practice their religion in peace. They also liked that it was outside U.S. territory. Utah was still part of Mexico at the time. The church leaders believed they could avoid the problems with U.S. authorities they'd had back in Missouri and Illinois.

The Latter-day Saints quickly set to work establishing farms to grow food. They built irrigation systems to provide water for farms. The very first irrigation ditch moved water from City Creek, in Salt Lake City, to one of their early farms. The settlers soon established over three hundred different communities. By 1869, another eighty thousand members of the church had made their way to the area. Some traveled by wagon. Many traveled on foot pulling handcarts. Later, trains made the journey much easier. Mormon travelers were drawn to Utah because they wanted to be part of an isolated religious community where everyone shared their beliefs and nobody would stop them from practicing them.

The settlers soon learned how to adapt to the climate in several ways. They worked out the right crops to grow in Utah's

### The Mormon Trail, 1846–47



Led by Brigham Young, Latter-day Saints trekked over 1,300 (2,092 km) miles from Nauvoo, Illinois, to settle in the Great Basin.

environment, learning from the Indigenous cultures of the region. They needed crops that could survive on little water because of the dry climate. They also needed crops whose seeds didn't need to be planted very deep because of the hard ground. They had success growing apples, peaches, and cherries. They rounded out their diets by hunting and foraging, and they raised sheep and cows for meat, milk, and wool. They smoked meat to make it last longer. They also made preserves from the fruits they grew. These stored foods helped them to survive the winter. The first Latter-day Saint homes were mainly built of adobe bricks. These are the same materials that many Indigenous tribes had used to make their homes for centuries.

## **Early Foundations**

Brigham Young compared the settlers' journey to Utah to the biblical story of the ancient Hebrews' journey out of Egypt. The ancient Hebrews also had to make a long journey through harsh conditions to find their new homeland. Their homeland also appeared to be a harsh and barren desert. With work and faith, the ancient Hebrews turned the desert into a beautiful "land of milk and honey." Young called upon his followers to follow the ancient Hebrews' example and "make the desert blossom as the rose."

The settlers first concentrated on building sustainable farms to feed and supply their settlement. Then they began to gradually build up industries. The region was rich in valuable resources such as silver and gold and useful minerals such as iron and salt.

At first, Young and other Latter-day Saint leaders did not want to mine too heavily for these resources because they did not want to attract too many outsiders to new mines. Over time, they realized they needed these resources to grow their community. Raw iron was very costly to **import** from the eastern United States by wagon, and iron tools were even more expensive. Young established an “iron mission” in the southern part of Utah to mine for iron. Eventually, mining activity grew in the region. New towns that existed only to support miners grew around the mines.

### Vocabulary

**import**, v. to bring into one country or place from another country or place

Other mining-related industries appeared as well, like smelting, refining, and making products from mined metals. These industries used factories to melt metals, remove impurities from them, and make them into tools like plows, shovels, and axes.



Some mines were small like this one in central Utah. Others were far larger.

## The Path to Statehood

The Latter-day Saint settlers came to Utah to start a new state called Deseret. The maps they drew of Deseret's borders included all of what is now Utah. It also included most of what is now Nevada and Arizona and parts of southern California, Wyoming, Colorado, New Mexico, Oregon, and Idaho.

When Latter-day Saint settlers first arrived in Utah in 1847, the area was controlled by Mexico. In 1848, the United States defeated Mexico in the Mexican-American War. In the peace treaty between Mexico and the United States, Mexico surrendered a huge area of western land to the United States. This land became the Mexican Cession. In 1850, Congress organized a part of the Mexican Cession to create the Utah Territory.

The citizens of Utah had wanted to become a state before the Utah Territory was established. They had held a constitutional convention and drafted their first state constitution a year earlier, in 1849. The convention had also named Brigham Young as governor of the new state.



Brigham Young was the most important leader of the Utah Territory, but he did not live to see Utah become a state.

But Utah’s statehood was not recognized by the United States. Congress did not even consider Utah’s application. Instead, Congress made Young the Utah Territory’s first territorial governor.

U.S. territories did not have the same rights as states. They were under the direct control of Congress. Congress chose the territorial governor and could stop any action the governor wanted to take. It could also replace the governor at any time without a vote from the people of the territory. Brigham Young and many other Utahns wanted their territory to be a state. As a state, Utah would have representation in Congress. Its representatives would help pass laws that were in Utah’s interests.

Congress opposed statehood for Utah largely because it thought the Church of Jesus Christ of Latter-day Saints was too powerful in the territory. It felt that the church’s role conflicted with American values and the Constitution, which does not allow the government to establish an official religion. Opponents of Utah’s statehood feared the Church of Jesus Christ of Latter-day Saints would be an official church in Utah. They were also worried about Brigham Young’s status as both a political and religious leader.

Many members of Congress also singled out the practice of **polygamy**. This practice was not allowed elsewhere in the United States, but it was a feature of early Latter-day Saint communities. These issues all prevented Utah from becoming a state.

### Vocabulary

**polygamy**, n.  
marriage between one man and two or more women

## Conflict with the Federal Government

Even though Utah Territory was technically under Congress's control, that was not the reality. Governor Brigham Young was accused of running the territory the way he liked and giving the church too much power. In 1857, President James Buchanan became concerned about the role of the Church of Jesus Christ of Latter-day Saints in Utah. The federal government was also concerned about keeping control of western territories as more Americans moved there.

## The Utah War Begins

Buchanan decided to replace Brigham Young as territorial governor. He wanted to appoint someone who would be loyal only to the United States and not to the Church of Jesus Christ of Latter-day Saints. He chose a man named Alfred Cumming. However, Buchanan's advisers convinced him that Young and the church would not accept Cumming as governor.

Buchanan decided to prevent a possible revolt by declaring that the territory was already in rebellion. He sent 2,500 U.S. Army troops into Utah to bring the territory under control. The



President James Buchanan sent U.S. troops into the Utah Territory, starting the Utah War.

arrival of U.S. troops in the spring of 1857 began a conflict known as the Utah War.

Buchanan issued a proclamation defending his decision. His argument focused on his duty as president to enforce federal law. He wrote:

The great mass of those settlers, acting under the influence of leaders to whom they seem to have surrendered their judgment, refuse to be controlled by any other authority. . . . I should make such use of the military force . . . to protect the Federal officers in going into the Territory of Utah.

The proclamation helped convince U.S. troops that they were protecting their country and its ability to govern properly.

In his proclamation, President Buchanan insisted that his action was directed against the territorial government and not against the Church of Jesus Christ of Latter-day Saints. But church leaders did not believe him. They reminded their followers of the violence they had all experienced in both Missouri and Illinois before coming to Utah.

Governor Young sent the territory's **militia** to resist the U.S. Army. The militia was called the Nauvoo Legion, after the church's former home in Nauvoo, Illinois. The small militia was not strong enough to fight the federal troops directly. Instead, it attacked U.S. Army supply trains. It burned three trains full of supplies intended for U.S. troops.

### Vocabulary

**militia**, n. a group of armed citizens prepared for military service at any time

The Nauvoo Legion had the help of Native American **allies**, including members of the Ute and Paiute. Some Army supply trains traveled with herds of cattle. The Nauvoo Legion convinced some of their Native

### Vocabulary

**ally**, n. a nation that promises to help another nation in wartime

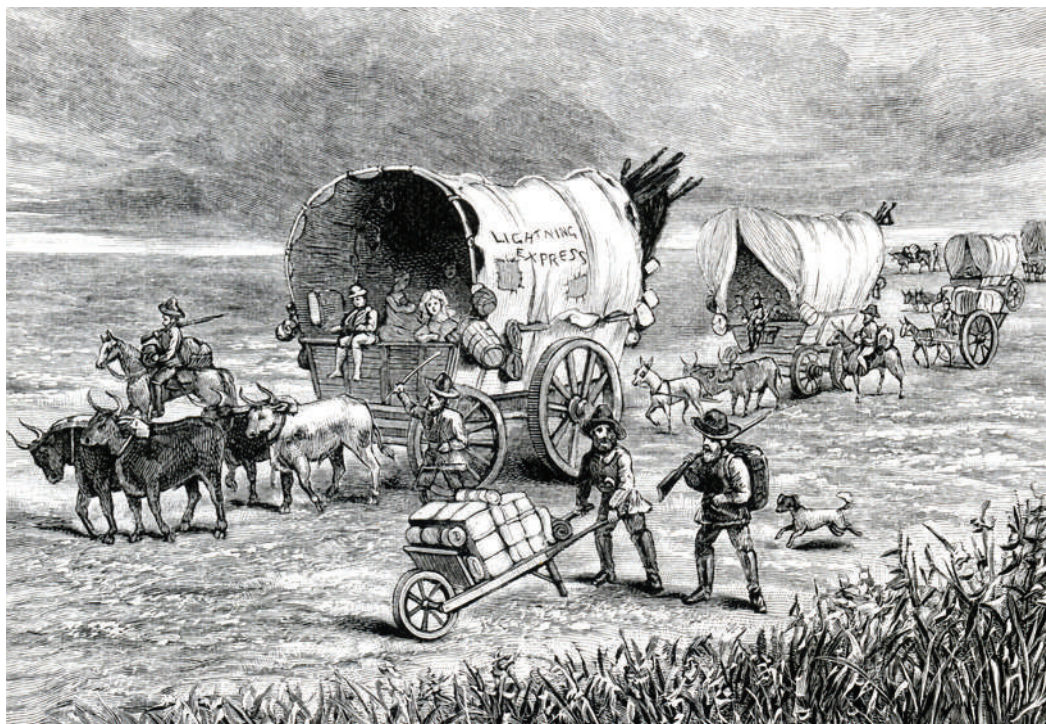
American allies to steal hundreds of these cattle. This made it harder for the army to feed troops as they went farther into Utah Territory. Together, the tribes and the Nauvoo Legion forced the army to set up a winter camp and prepare for a longer conflict than they had expected.

## The Mountain Meadows Massacre

In the 1850s, many Americans were making their way west. Even during the Utah War, families continued to move west looking for land to build homes and farms on. Most families traveled in large groups called wagon trains. They traveled very slowly in covered wagons pulled by oxen.

A group known as the Fancher party happened to be passing through Utah on its way to California in September 1857. The Fancher party had come all the way from what is now Arkansas. It was now about two hundred miles (322 km) south of Salt Lake City.

Rumors spread in the territory that the Fancher party was hostile to members of the Latter-day Saints church. Based on these rumors, the Nauvoo Legion and their Paiute allies planned to attack the Fanchers. But the legion wanted to hide its involvement. It tried to make it look like the Paiute acted on their own.



Wagon trains were a slow and difficult way to travel through the western United States.

The Nauvoo Legion killed 120 members of the Fancher party. Then its members swore not to tell anyone they had been involved. This attack became known as the Mountain Meadows Massacre.

## End of the Utah War

Both sides of the Utah War rested during the winter of 1857–58. In March, President Buchanan sent three thousand more U.S. troops to the area. Some in Congress strongly objected. The U.S. Army seemed to be preparing to march into Salt Lake City.

Governor Young knew that Utahns could not win a direct fight against the U.S. Army. He made plans to flee with his people into Utah's mountains. Thirty thousand Utahns fled their homes. They hoped to return after the conflict was settled.

President Buchanan was eager to end the conflict. It was unpopular, and it was hurting his presidency. He sent two federal officials to Utah with a promise of **amnesty** for the members of the Nauvoo Legion and

### Vocabulary

**amnesty**, n.  
forgiveness for a crime or other offense

other Utah residents. In exchange, the people of the territory had to agree to accept Cumming as the new governor and allow the U.S. Army to build a fort near Salt Lake City. The church agreed to these terms.

Federal troops marched through a still-empty Salt Lake City on June 26, 1858. Then they moved to their new fort at Camp Floyd, about forty miles (64.3 km) to the southwest. The Latter-day Saints hiding in the mountains returned home. The Utah War had ended peacefully, but it harmed Utah's quest to become a state.

## The Final Steps to Statehood

Brigham Young died in 1877. The federal government then put more pressure on Utahns to change. Congress passed laws limiting the Church of Jesus Christ of Latter-day Saints' power. The Edmunds-Tucker Act of 1887 took away the church's legal status. The church could no longer appoint local judges. The federal government would appoint them instead. It also took property away from the church and gave it to the public schools of the territory. It even required that all citizens in Utah take an oath against polygamy or they would lose their voting rights.

In 1889, Wilford Woodruff became president of the Church of Jesus Christ of Latter-day Saints. He wrote a document called the 1890

Manifesto that promised to end polygamy in the church. This was a major step toward earning Congress's approval. The church also let go of some of its influence over Utah's society. These **compromises** greatly increased support for Utah statehood in Congress.

### Vocabulary

**compromise**, n. a situation in which each side in a disagreement gives up some of what they want to reach an agreement

Finally, on January 4, 1896, Utah joined the United States as the forty-fifth state. The people of Utah could now elect their own governor, legislature, judges, and federal representatives.



The Utah quarter honors Utah statehood and the transcontinental railroad.

# Chapter 6

## Change and Conflict

### A Time of Transformation

In 1869, two railroads joined together to form the nation's first **transcontinental** railroad.

### Big Question

How did Utah grow and change in the late 1800s?

### Vocabulary

**transcontinental**,  
adj. going from one  
end of a continent to  
the other

In 1863, the Central Pacific Railroad started in Sacramento, California, and worked eastward. That same year, the Union Pacific Railroad started in Omaha, Nebraska, and worked westward. After years of work, the two railroads met at Promontory Summit, Utah, in 1869. Railroad boss Leland Stanford marked the occasion by hammering a golden railroad spike where the two railroads met. There was finally a railroad running all the way from the East Coast to the West Coast. Utah was right at the center of it. Utah quickly changed from an isolated territory to the crossroads of the West. This led to decades of intense change and conflict.



The transcontinental railroad was completed on May 10, 1869. The occasion was marked by a man named Leland Stanford hammering a golden spike at the point where two railroads met in Promontory, Utah.

Change and conflict were brewing in Utah long before the transcontinental railroad was completed. During the 1850s, Utah's economy was growing and becoming more complex. More and more settlers worked in mining, in industry, or on the railroad instead of farming. The railroad and mines also brought immigrants to Utah from all over the world.

## **Chinese Immigration to Utah**

While Utah was making its way toward statehood, and shortly after, new communities arrived there. A major wave came with the arrival of railroads.

A lot of railroad workers in the American West were Chinese immigrants. Most of them came from Guangdong Province in southeastern China. Many came to the United States to work on the railroad. They were encouraged to leave China by instability and low pay in their home country. Some came to America to take part in gold mining after the precious metal was discovered in California and elsewhere. But many Chinese immigrants were prevented from making their own mining claims. They were prevented from taking other jobs, too. Instead, they were offered work building the Central Pacific Railroad as it moved eastward. Between 1865 and 1869, around twelve thousand Chinese migrants ended up taking jobs building the railroad. They worked dangerous jobs for little money.

The railroad's eastward progress brought Chinese workers to Utah. Ogden became the railroad center of Utah. A Chinatown, or a community center for Chinese migrants and Chinese culture,

quickly emerged there. Chinese migrants spread out to other parts of Utah after the railroad was completed in 1869. Many moved to cities like Salt Lake City and Park City. They founded new Chinatowns and opened small businesses. Others found work in the mining industry. They moved into mining areas like Pleasant Valley in today's Carbon County.

Chinese migrants often faced **discrimination**. In addition to being denied mining claims and other jobs, they were also targets for violence. They were viewed as outsiders with a different culture. One effect of this discrimination is that

### Vocabulary

**discrimination**, n.  
the unfair treatment of a person or group because of beliefs about that group of people



Chinese immigrant workers were key to building the railroads that connected Utah to the rest of the continent.

almost no journals or other records from Chinese workers from this time were preserved. It is almost impossible to find a first-hand account from Chinese immigrants of what life was like for them at this time.

## **Conflicts with Native Americans**

As Utah became a state and its population and economy grew, conflicts with Native Americans also increased. Early settlements started out very small and relied on farming to provide food. This allowed settlers to coexist peacefully with Native tribes such as the Ute. Settlers and Indigenous people did not compete for land very often. Instead, the communities traded. Trading posts were established at places such as the Uinta River, where the Green and White Rivers meet, and where the city of Ogden is located. Traders provided goods such as tobacco, candy, and tools, while Indigenous people traded goods such as wool, blankets, and silver.

Over time, these friendly relations changed. As Utah developed, its people turned from farming to mining, industry, and the construction of railroads. Certain pieces of land suddenly became very valuable. At the same time, Utah's settlements grew as more settlers arrived. Settlers began to push Indigenous groups off tribal lands. Some tribes had lived on those lands for centuries. This led to a series of conflicts between settlers and Native Americans.

## **The Bear River Massacre**

One of the first major conflicts between settlers and Indigenous people ended in the Bear River Massacre of 1863. Settlers had

moved into the Cache Valley, in what is now southern Idaho, in 1860. The valley was home to a small band of 450 Shoshone led by Bear Hunter. Over the next three years, settlers gradually took over more and more land and water in the valley. This led to minor conflicts at first. Some settlers angered the Shoshone by moving onto land they had agreed to leave alone, and some Shoshone stole resources from settlements.

Eventually, the strain became too much. The Shoshone were left without the living space and food resources they had relied on for centuries. Desperate, Bear Hunter led a group of young Shoshone men in an attack on the settlers. They wanted to take back their land and its resources.

Utah territorial officials called for troops to strike back against the Shoshone. The U.S. troops were under direct orders from Colonel Patrick Connor to “take no prisoners.” They killed 250 Shoshone, including nearly a hundred women and children. That was more



**A view of the site of the Bear River Massacre in modern times**

than half the population of the entire Shoshone band. They also burned Shoshone homes and stole 175 of their horses.

Accounts of the massacre show very different points of view. Some even contradict one another. For example, some soldiers claimed that the number of Shoshone killed was much higher. A Danish Latter-day Saint named Hans Jaspersen reported counting 493. He wrote, "I turned around and counted them [again] and counted the same number."

Henry Woonsock was the grandson of two Shoshone survivors of the massacre. His grandfather had told him that the Shoshone were not even armed with guns in the first place. Woonsock said, "The Indians fought back, but there wasn't much they could do because the white men had guns and the Indians only had bows and arrows." This contradicts reports from the soldiers that Shoshone fighters fired back at them and that they took several guns from the Shoshone after the massacre was over.

There are some facts we will probably never be sure of. We do know that the Bear River Massacre fit a pattern that happened all over the West. Settlements grew to the point that they

**displaced** Native tribes. Then tribes fought back to protect and take back their land and resources. Then settlers attacked and overcame them with far greater firepower.

### Vocabulary

**displace**, v. to force a person or group from a place

## The Black Hawk War

The Bear River Massacre was just one example of violent conflict between settlers and Native Americans. Two years after Bear River,

in 1865, the Ute came into conflict with settlers. This clash became known as the Black Hawk War.

As had happened with the Shoshone, the Ute lost land and resources to the growing number of settlers. Displaced from their land, the Ute became hungry and desperate. Some began to steal cattle from settlements for food they needed to survive. Angry settlers demanded to be repaid for their losses.

On April 9, 1865, a group of settlers and Ute met to resolve arguments over stolen cattle. The meeting only made the conflict worse. One of the settlers became angry and pulled a young Ute chieftain off his horse. The Ute were furious and deeply insulted. They walked away from the meeting and promised to seek revenge.

Over the next few days, several Ute led by a young man named Black Hawk raided settlements. They killed five settlers, stole hundreds of cattle, and escaped into the mountains. Starving Ute traveled from miles away to eat the "Mormon beef." Black Hawk became a hero for feeding his people. He quickly became their new war chief.



Ute at the time of the Black Hawk War fought hard to defend their land from expanding settlements.

The settlers felt they needed to stop the raids. They built forts and organized militias to strike back at the Ute and other tribes but had little success. The Natives knew the land better and would escape to mountains, where Utah's troops could not find them.

Similar conflicts were happening throughout the western United States. Most were settled very quickly when federal troops came in and attacked or threatened Native tribes. However, the Black Hawk War lasted much longer than other similar conflicts. This was because federal troops refused to help the settlers in Utah. The Utah War had ended only seven years earlier. Many members of Congress still believed that the Church of Jesus Christ of Latter-day Saints was a threat to federal authority.

Most of the Native tribes made peace with the settlers by 1868. Some continued to attack settlements until federal troops finally got involved in 1872. They quickly ended the conflict by attacking some tribes and threatening further violence.

## **Changes in Politics and Society**

In addition to these conflicts, the nineteenth century was a time of great changes in American politics and society. In the 1840s and 1850s, when the Latter-day Saint settlements in Utah were founded, no state allowed women to vote. Women did not have equal rights in other areas like education, property ownership, or marriage rights either. Women in Utah were not allowed to be church leaders nor to attend church meetings. The Utah Territory's first constitution in 1849 allowed only white men to vote.

But things were also starting to change. Women were speaking up on their own behalf. In 1848, the first women’s rights convention was held in Seneca Falls, New York. This is considered the start of the women’s **suffrage** movement in the United States.

**Vocabulary**  
.....  
**suffrage**, n. the right to vote

Women in Utah spoke out for their own rights as well. They had worked just as hard as men to establish their new homes in Utah. They believed that gave them just as much right as men to decide how the territory was run. They held their own meetings for women’s rights like the Seneca Falls Convention. Some joined national suffrage movements. A prominent woman named



Some suffrage campaigners like those in this photograph traveled across the country to raise awareness of their cause. The shields they are holding show the names of states these campaigners came from, including Utah.

Bathsheba Smith spoke at one meeting, saying, "We demand of the governor the right of franchise."

In 1852, the territorial legislature gave women the right to divorce their husbands, inherit property, claim custody of children, and represent themselves in court. In 1870, some women were granted the right to vote, but this right was taken away by the Edmunds-Tucker Act in 1887.

The constitutional convention set up to draft a state constitution for Utah in 1895 voted in favor of women's suffrage. When Utah became a state the next year, women in Utah had the right to vote. They were well ahead of the rest of the country. At the time, the only other states that allowed women's suffrage were Wyoming and Colorado. It took another twenty-four years for women to win the right to vote in the entire United States. That happened in 1920 with the Nineteenth Amendment to the Constitution.

## **The Transcontinental Railroad**

One of the biggest changes in Utah's history came with the completion of the transcontinental railroad. It connected the East and West Coasts of the United States. At the time, crossing the country by wagon took more than a month. By railroad, the trip took only six days. Every place the railroad passed through became far more connected to the rest of the country than it had been before. Stations where the train stopped grew into regional centers of transportation and economic activity.

The project started when President Abraham Lincoln signed the Pacific Railway Act in 1862. The act called for a new railroad that

would cross the entire country. President Lincoln felt that this would make the country wealthier and better connected.

Two companies worked to make the transcontinental railroad happen. The Central Pacific Railroad started in Sacramento, California, and worked its way east to Utah. There were already many railroads in the Northeast, the South, and the Midwest. The Union Pacific Railroad started where the midwestern railroads ended in Omaha, Nebraska. It would work its way west to join up with the Central Pacific in Utah.

The two railroads covered a total of 1,500 miles (2,414 km). The two were linked at Promontory Summit in Utah on May 10, 1869.

Major changes to Utah began even while the railroad was still being built. More and more immigrants began traveling to Utah

### The Construction of the Transcontinental Railroad



At Promontory, Utah, the Central Pacific and the Union Pacific railroads joined to complete the transcontinental railroad.

to take jobs building the railroads. They brought their own customs, food, and ideas with them, all of which became part of the territory's culture. At the same time, the population of Utah became more concentrated in cities like Salt Lake City and Ogden.

The economy of Utah changed too. The railroad was suddenly a major part of the economy. More and more people in Utah were working on the railroad. Only twenty years earlier, almost all of them were working in agriculture.

Greater changes came when the railroad was complete. Railroad workers quickly built routes connecting the junction in Promontory to cities like Salt Lake City and Ogden where most Utahns lived. Next, they built lines to the new mining towns like Park City and Alta. The populations of these towns grew.

Before the railroad, mining was a small industry in Utah. It was hard to transport mining products out of the territory. That meant miners mostly supplied local communities. Now Utah's mines were directly connected to the major cities of the United States.

Mining became a major industry in Utah.

Some mines just dug up raw materials, called **ores**, and shipped them to refineries in other parts of the country. Refineries separated out the desired metals from the

ores so they could be used to make products in factories. Some companies built refineries near the mines and factories to process raw ores into metals that could be used to make products like iron plows and railroad spikes. The products were then shipped all over the country by railroad. Utah had transformed from a small,

### Vocabulary

**ore**, n. rock from which metal can be obtained

agricultural economy to a much larger and more diverse one including mining and industry.

Because of the railroad, Utah's economy started to rely much more on trade relationships with other states and territories. Goods could reach Utah faster than ever before. In its early days, Utah imported many products from other parts of the country, especially canned food and clothing. After the transcontinental railroad, Utah became so successful at producing these same goods that the state became a major exporter.

This new economy made Utah a much wealthier place. At the same time, some members of the Latter-day Saints Church felt that the new economy conflicted with their values. They felt that with wealth, people became too materialistic or jealous of other people's possessions. Joseph F. Smith, president of the Church of Jesus Christ of Latter-day Saints, preached the following message:

We are too selfish . . . We desire in our hearts everything our neighbor has . . . we must have as fine a house . . . and as many luxuries, whether we can afford it as well as our neighbor can or not. Now all this is extremely foolish. It is wrong.

Communication was an important part of this economic change too. Producers, sellers, and buyers of goods needed to communicate across long distances to do business.

Communication with the rest of the country was slow and difficult in the early days of Latter-day Saint settlements.

They relied on letters carried by men on horseback. The Pony Express attempted to make this system faster. It only lasted a year before new technologies replaced it.

The transcontinental railroad allowed mail to be sent across the country by train. It made mail service faster and more reliable. The telegraph also allowed people to communicate quickly over long distances. The first transcontinental telegraph was completed in 1861. Now, short, urgent messages could be sent by telegram, and longer, less urgent messages could be sent through the mail by train. Utah



Telegraphs had connected one side of the country to the other by 1861. Suddenly, Americans could communicate quickly and easily with people thousands of miles away.

was now in almost constant communication with the rest of the country! Soon, telegraph companies built lines across the Atlantic Ocean, allowing communication with Europe as well.

For the Indigenous people of Utah, this economic and industrial growth had many negative effects. The railroad and the immigrant

communities that sprung up along it pushed more Native Americans off their land than ever before. The railroad also gave the federal government more reason to want to keep tight control over the land. The government created isolated reservations for the Ute and Diné peoples and forced most of them to give up their lands and live there.

Life on the reservations presented great challenges. The reservations were cut off from the tribes' traditional food sources. They were also surrounded by settlers who claimed water rights. As a result, tribes found it difficult to grow enough food to feed the people on the reservations. Still, they have maintained as many of their traditions as possible. In recent years, they have also won back some of what they lost. In 1988, Congress passed a law restoring the Ute's water rights.

# Chapter 7

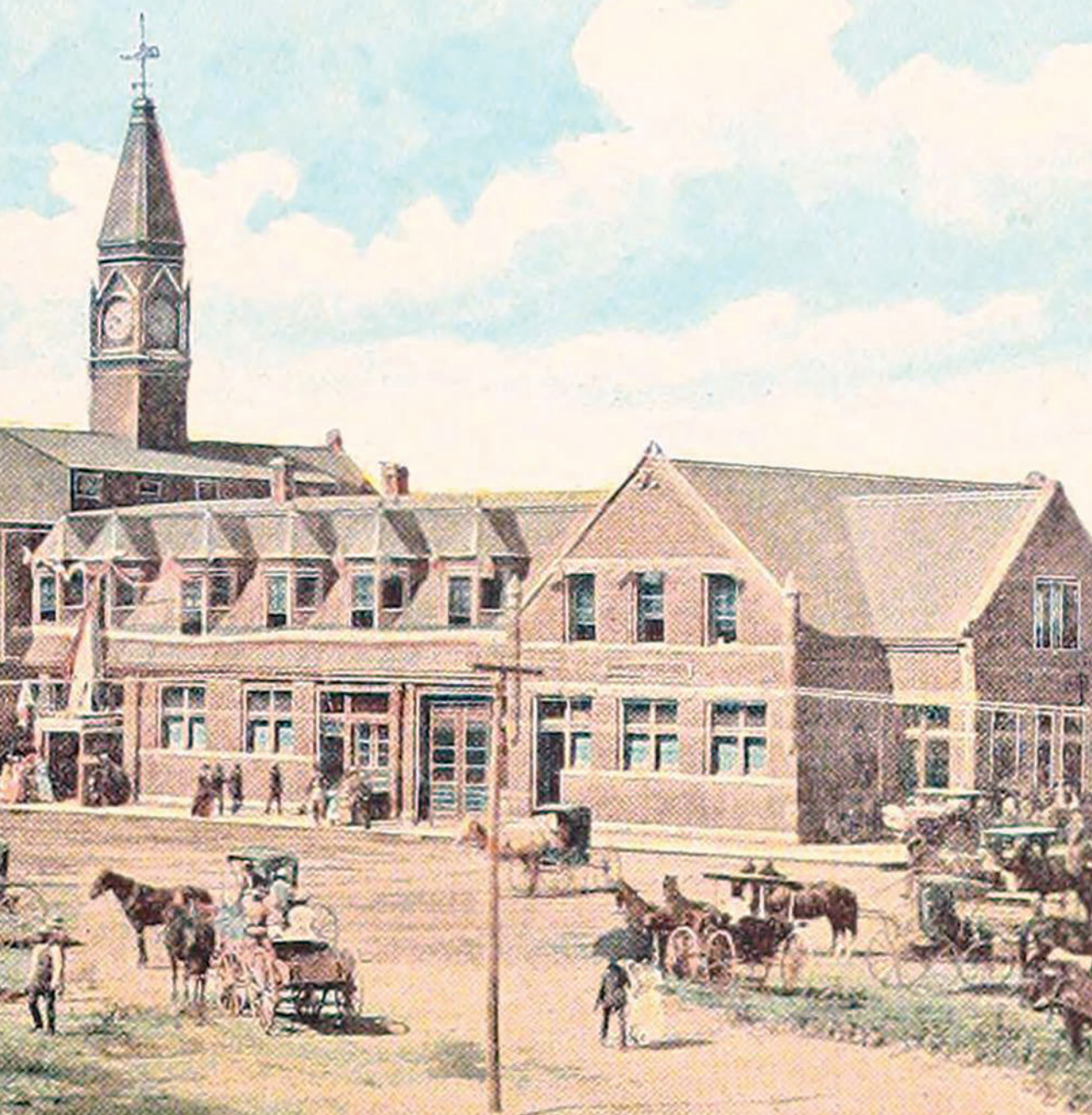
## Utah in the Twentieth Century

**A World in Conflict** The first settlers had come to Utah to live in peace, isolated from the rest of the world. But Utah grew less isolated over time.

The railroad and the telegraph connected Utah to the rest of the nation and the world. As a result, national and international events began to affect Utah in ways they had not before. Utah became more a part of the world's story.

### Big Question

How did national and global events affect Utah in the twentieth century?



This is Ogden's railroad depot in 1900. Technologies such as the railroad and telegraph helped connect Utah with the rest of the country—and the world.

Statehood had made Utah a part of the United States, a growing nation. Industry, transportation, and communication technologies strengthened Utah's ties with the rest of the world. These advances promised great wealth and progress for many. But they also made possible the destructiveness of the First World War and enabled deadly diseases to rapidly spread worldwide. The twentieth century became a time of great challenges and major changes for Utah and the world.

## **Italian Immigrants in Utah**

At the turn of the century, immigrants from Europe began to arrive in Utah. The first big wave of Italian immigrants arrived in the 1890s. This was shortly after Utah became a state.

The first Italian immigrants were mainly men seeking work. They often found jobs in the railroad and mining industries. Some also started farms.



Italian immigrants introduced the game of bocce to Utah, where it is still widely played today.

Italian immigrants formed communities of their own. An Italian community within a city is often called Little Italy. One important Little Italy formed on the west side of the Great Salt Lake. It had a cluster of stores that sold Italian foods and other goods. Italian Americans also published their own newspapers in Salt Lake City to keep up with news from Italy. These papers helped the Italian community in Utah keep ties with their families and friends back in Italy. They helped them to feel that they belonged in a place where they did not speak the language well and were often discriminated against for their differences. The newspapers also helped to organize their communities politically.

## Greek Immigrants in Utah

Greeks were another major immigrant group who came to Utah in the late nineteenth and early twentieth centuries. Many Greek immigrants were trying to escape conflict and poverty. Most early Greek immigrants in Utah were single young men who planned to earn money in the United States and return to Greece. They came to Utah seeking jobs in the mines and on the railroads.

The railroad and mining industries were both growing quickly at this time. The companies who ran these industries wanted as much cheap labor as they could get. American workers at the time were beginning to organize **unions**. They used **strikes** to fight for better pay and working conditions.

### Vocabulary

**union**, n. an organization formed by workers to win and protect workers' rights

**strike**, n. a temporary work stoppage organized by workers as a protest

A Greek American businessman in Salt Lake City named Leonidas Skliris decided to take advantage of the situation. In 1900, he was the only Greek person living in Utah. He knew that the growing industries like mines and railroads needed labor. He decided to help other Greek people move to Utah to find work.

He used his connections in Greece to bring thousands of Greek immigrants to Utah. Greek workers had to show their bosses notes from Skliris's office to start their jobs. He charged them large amounts of money for those notes and split profits with mine owners. He also continued to charge Greek workers a dollar a month for his services long after they had started their jobs. This was very difficult for the workers because they were paid very little.

Like other immigrant groups, Greek Americans found ways to keep their faith, language, and culture alive in their new country. They



Greek migrants to Utah brought their Orthodox Christian faith with them. This Orthodox church in Salt Lake City serves their descendants today.

founded Greek Orthodox churches and Greek schools, some of which still serve their descendants today.

## War Breaks Out in Europe

The largest war in world history to that point broke out in Europe in 1914. Before the conflict, many powerful European nations had formed a web of **alliances** that they hoped would prevent a major war. The idea was that the alliances would be so strong that nobody would want to fight a war. Instead, the alliances turned a local conflict that began in the small country of Serbia into a global war.

### Vocabulary

**alliance**, n. an agreement between nations in which they work together toward a common goal or fight on the same side in a war

One side of the war was called the Allies. They included France, the United Kingdom, Russia, Italy, Japan, and, eventually, the United States. Their opponents were called the Central Powers. They included Germany, Austria-Hungary, and the Ottoman Empire.

At first Americans wanted to stay out of the war and remain **neutral**. They saw the war as a European problem. The United States stayed neutral for three years before joining the Allies in 1917. Yet the war was on the minds of many Utahns long before the United States joined the fighting. Many Utahns were immigrants or children of immigrants from countries that were involved in the war. Greek and Italian immigrants raised support and money for the Allied countries. German immigrants did the same for Central Powers countries.

### Vocabulary

**neutral**, adj. not involved or taking a side in a conflict or argument

The war in Europe also encouraged industrialization in Utah. Demand for materials like coal, iron, and copper skyrocketed across Europe. When the United States finally did join the war, demand for American-made goods increased. Utah's industries rose to meet this demand. Utah's farms and industries boomed like never before. Utahns worked hard to provide the U.S. Army with food, clothing, coal, weapons, medicines, and other supplies. Farmers got the highest prices for their produce they had ever seen. Mining and manufacturing grew even more than agriculture. New mines appeared throughout the state. Factories turned out more products than ever.

## Utahns in World War I

Soon after the United States joined the war in 1917, the federal government called up the Utah National Guard to serve in the war in Europe. Altogether, twenty-one thousand Utahns served in the war. Some signed up voluntarily, and others were **drafted**. Many Utah women served as nurses and ambulance drivers.

### Vocabulary

**drafted**, v. chosen by a system that requires individuals to serve in the military

Fort Douglas had been built near Salt Lake City in the 1860s, during the Civil War. Now it suddenly grew in importance as a training center for new soldiers entering the army. It was also used as a prison for captured German soldiers and for Americans who resisted the draft, or who refused to serve after being drafted.

Meanwhile, civilians did what they could to support the war effort. Many planted their own food gardens, called “victory gardens.” By growing their own food, Utahns enabled farmers to sell more to the army. To make sure there was enough meat, sugar, and other essentials for the military, the government instituted a rationing program. Households were issued coupons that gave them permission to buy specified amounts of a product, such as beef. When their coupons were used up, they had to find substitutes or do without. Civilians also bought government-issued Liberty Bonds. Buying a government bond was like loaning money to the government. After the war, the bonds would be paid back, plus interest. In the meantime, the government had extra money to fund the war, and the people who bought the bonds bought less of other things that might be needed by the army.



In World War I, Fort Douglas in Utah was used to hold German prisoners of war (POWs).

The Allies won the war in November 1918. Utah held victory celebrations and parades for its returning soldiers throughout the state. For many, it was a happy time. However, victory came at great cost and with sadness: 665 Utahns were killed in the war, and 864 were wounded.

## The 1918 Influenza Pandemic

In 1918, just as the war was ending, another crisis began: a flu **pandemic**. The flu virus spread rapidly. Half a billion people—nearly a third of the entire world population—became sick. More than fifty million people worldwide died.

The pandemic had three global waves. The first was in the spring of 1918, the second in the fall of 1918, and the third in the winter of 1918–19. The first wave missed Utah, but the second wave hit the state hard. The state government acted quickly under the leadership of state health officer Dr. T. B. Beatty. He ordered schools to close immediately. He also banned all public gatherings including religious meetings. Schools stayed closed for about three months. Beatty

### Vocabulary

**pandemic**, n.  
a disease that suddenly strikes multiple countries or continents



Utahns were told to wear cotton masks over their mouths and noses to protect them from the 1918 influenza pandemic. The pandemic reached nearly every country on Earth.

also advised Utahns to avoid crowded places, wash their hands frequently, and wear cotton masks in public.

Not much else could be done. There were no vaccines against the virus and no medicines to treat the severe symptoms it often caused. Despite Dr. Beatty's precautions, the virus devastated Utah. Influenza cases appeared in every single county in the state. Salt Lake City had over 1,500 cases and 117 deaths that fall alone. Ogden had 2,626 cases and 73 deaths.

The pandemic finally ended in 1920. A total of 91,799 Utahns had gotten sick, and 2,915 had died. The pandemic made it clearer than ever that Utah was not isolated from national or global events.

## **The 1920s**

Utah suffered losses in both World War I and the influenza pandemic. Both were over by the start of the 1920s. The effects of the pandemic continued to hurt the agriculture and mining industries for a couple more years. Other industries like manufacturing were doing better than ever. The decade after World War I began as a time of great wealth and prosperity that became known as the Roaring Twenties.

Businesses prospered across the country, and people flocked to cities seeking better jobs. These people included immigrants from parts of Europe that had been devastated by the war. They came to the United States to get a new start and benefit from a booming economy. Utah became an even bigger center for manufacturing, trade, construction, and transportation. It also became an even bigger destination for immigrants.

## Utah's National Parks



Utah's five national parks are all in the scenic southern region of the state.

including government officials, recognized that many parts of Utah were extremely beautiful and important to preserve. Zion National Park was made a national monument in 1918 and then a national park in 1919. Bryce Canyon was made a national monument in 1924 and then a national park in 1928. The national parks brought many more tourists to Utah than ever before. Today, Zion National Park gets more than five million visitors a year.

## The Great Depression

The Roaring Twenties were good and prosperous times for many Americans. But the decade ended in a crash that ruined even more people across the country.

As Utah and other places around the United States industrialized and cities grew, some people became concerned about protecting the natural environment. One way of doing this was the creation of national monuments and national parks. The first national park, Yellowstone, had been created in 1872. The national park system slowly expanded from there. Many people,

Businesses need to raise money to expand and operate. To raise money, they can sell a stake in the company, called a share of stock, to investors. These stocks are traded in a stock market. When things are going well, stocks are traded freely, and they increase in value as businesses prosper. But things can go wrong. When they do, the value of stocks and businesses can collapse rapidly. This is called a crash. The stocks market crashed in 1929. Investors who had borrowed money to buy stocks lost all their money overnight. They could not pay back their loans. As a result, banks struggled to do business. Many of them closed. The national economy was in serious trouble.

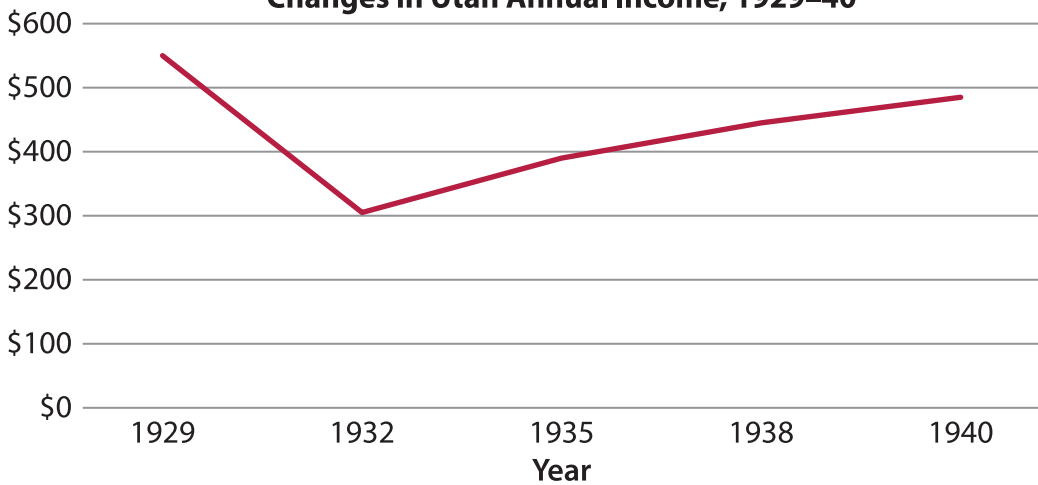
The Stock Market Crash of 1929 was the beginning of the Great Depression, the worst economic period in American history. Before the Depression, the **unemployment rate** in the country was just over 3 percent. During the Great Depression, the unemployment rate reached an enormous 24.9 percent, or almost a quarter of working-age people. People lost their homes and everything else they owned. The Depression started in the United States but quickly spread to Europe as well.

Utah was hit very hard by the Great Depression. Utah's industrial economy depended on being able to sell products in other parts of the country. Now, people stopped buying the products that Utah's factories made. Factories began to close. Utah had over 35 percent unemployment in 1933. Utah's average unemployment rate for the decade was 26 percent.

### Vocabulary

**unemployment rate**, n. the percent of people willing and able to work who are unable to find jobs

**Changes in Utah Annual Income, 1929–40**



Annual income dropped by half between 1929 and 1932. Even by 1940, it had still not fully recovered.

People who did not lose their jobs were affected, too. Overall, workers' pay was cut almost in half. It had not fully recovered even by 1940.

People did their best to get by. Charities, churches, and the government served free meals at places called soup kitchens and bread lines. Some people tried to sell items on the street to make money. Many people traveled to other cities hoping to find jobs. They were often harassed by police and forced to leave town. An article in Utah's *Deseret News* newspaper from 1930 said, "More than 500 men who came to Salt Lake City looking for work from other sections of the country have been picked up during the last three days by members of the police department and sent on their way."

## **The New Deal**

Herbert Hoover was president of the United States when the Great Depression began. Many people blamed Hoover for failing

to end the Depression. Many also felt he did not do enough to help people through it. They referred to the soup kitchens as “Hoover cafés” and to the clusters of tents where homeless people lived as “Hoovervilles.” Hoover lost the 1932 presidential election to Franklin Delano Roosevelt. As a candidate, Roosevelt had promised a new set of policies to help Americans: “I pledge you, I pledge myself, to a new deal for the American people.” Roosevelt’s New Deal aimed to change the way government and business worked.

The newly elected Congress fully supported Roosevelt’s plans. Under the New Deal, the federal government began to give money directly to families that needed it most. This was called relief. The government also created new agencies dedicated to creating jobs for unemployed people. Two of these agencies



The Works Progress Administration (WPA) gave people work on projects across the country, such as this storage facility in Ogden.

were the Works Progress Administration (WPA) and the Civilian Conservation Corps (CCC). These agencies used federal money to hire workers. Besides providing jobs, these agencies led projects that helped the economy recover. These projects included building roads and bridges and constructing water and soil conservation works.

Utah received more help from the federal government than most states did. That was because the Depression had hit the state so hard. Students got free lunches at schools and free nutrition classes. Adults got jobs building highways, sewer systems, and roads. More than 250 public buildings were built in Utah through federal New Deal programs. These included schools, courthouses, fire stations, and more. This both improved Utah and created jobs.



These murals that decorate the interior of the Utah state capitol were painted by people working for the WPA. They show scenes from Utah's history.

More than 12,000 Utahns on average worked each year for the WPA. WPA programs even helped artists, writers, and musicians. WPA artists created the famous paintings of Utah historical figures that you can still see today in the state capitol. To create jobs for musicians, the WPA started the Utah Symphony Orchestra. Separately, the Federal Writers' Project funded writing about Utah's history.

The New Deal also brought political changes to Utah. Utah went from being a mostly Republican state to a mostly Democratic state. This was because of overwhelming support for President Roosevelt, a Democrat, and his New Deal.

Roosevelt's New Deal provided much-needed help to Utah and the whole country. But it wasn't enough to end the Great Depression. That took another world war.

## **World War II**

World War II brought the biggest and fastest economic changes that Utah had yet seen. Federal money poured into Utah and created new jobs all over the state. This federal investment finally lifted Utah out of the Great Depression.

World War II grew out of the consequences of World War I and the Great Depression. While the New Deal helped the United States, other countries took different approaches. In Germany and Japan, leaders sought to strengthen their countries by building empires. Germany, under the leadership of Adolf Hitler, invaded neighboring countries in Europe. Japan did the same in Asia. The invasions by Germany and Japan led the world back into war.

Germany and Japan formed an alliance with Italy called the Axis. A group called the Allies, including Great Britain, France, China, and the Soviet Union, opposed them. Just like in World War I, the United States remained neutral at first. It joined the war in 1941 after a surprise Japanese attack on the U.S. Navy base in Pearl Harbor, Hawaii.

Japan's attack on Pearl Harbor greatly damaged the U.S. Navy. U.S. military leaders became very concerned that Japan might go on to attack bases in Los Angeles, San Francisco, or Seattle. They decided to spread out bases and to move some of them farther inland. Utah state government officials, including Governor Herbert Brown Maw, worked hard to convince the War



Many women took industrial jobs for the first time during World War II, while men were fighting overseas.

Department (now the Department of Defense) to build bases in Utah.

Utah's geography made it a good place for military bases. It was far enough from the coast to be safe from a Japanese attack. But it was close enough to move troops and supplies back and forth to the West Coast. There was already good transportation in place, including the original transcontinental railroad. Utah also had a lot of useful open space.

Utah had one more important resource that the military needed. It had a lot of people who badly wanted jobs and were willing to be retrained. After the Pearl Harbor attack, many Utahns joined the armed forces. By the end of the war, there were more than sixty thousand Utahns in the military serving in all types of roles. Workers and businesses also supported the war effort. Utah businesses supplied guns, bombs, coal, petroleum, and many other essential products to the U.S. military. With a large portion of men fighting overseas, many factory jobs went to women.

## Japanese American Internment

There was also a darker side to Utah's role in World War II. The Topaz Camp in Delta, Utah, was a detention center used for the **internment** of Japanese Americans. After the Pearl Harbor attack, some people became distrustful of Japanese Americans. They were afraid Japanese Americans might secretly be loyal to Japan and would help Japan attack the

### Vocabulary

**internment**, n. the act of confining or imprisoning someone during a war for political reasons

United States again. There was no evidence for this. At the time there were about 125,000 Japanese Americans living in the United States. Most were U.S. citizens born in the United States. Most lived in West Coast cities like Los Angeles and San Francisco. The War Department planned to forcibly move Japanese Americans into detention camps away from the West Coast. The Justice Department disagreed with this, but President Roosevelt ignored that. He signed off on the plan in 1942.

Japanese American families only had a few days of warning before they had to leave for the internment camps. Pamphlets appeared throughout West Coast cities ordering families to pack up and move. Most were allowed to bring only what they could carry. They were forced to quickly sell their homes and property.



Japanese Americans got very little warning before they were forced to leave their homes and relocate to internment camps.

The same thing happened with their cars and other vehicles. The military promised the prisoners that they could return home when the war ended. However, these actions meant there wouldn't be much for them to return to.

Topaz Camp in Utah was one of ten internment camps that imprisoned Japanese Americans during the war. Topaz held more than eleven thousand people of all ages, sometimes entire families. They were surrounded by barbed wire and guards. Other than that, the camps were unlike prison. Captives worked hard to grow food and do other tasks necessary to run the camps. They tried to make the best of their situation by setting up schools, farms, and sports teams. Despite these efforts, internment was a hurtful and miserable experience for most prisoners.



Interned Japanese Americans worked hard to grow food and perform other essential tasks in camps. This photo shows people interned at Topaz collecting trees to plant near the camp's hospital.

Today the Topaz Camp is a museum that teaches about Japanese American internment. It frames the event as a serious injustice that the American public has a duty to learn from and never repeat. The U.S. government officially apologized for Japanese American internment in 1988.

## The Cold War

World War II ended in 1945. Germany surrendered in May and Japan in August. This left the United States and the Soviet Union, the United States' ally in the war, as the two most powerful countries in the world. Conflict between the two countries began almost immediately.

The United States has an economic system based on **capitalism**. That means that businesses are privately owned and that the government does not control prices.

The Soviet Union included Russia and several neighboring countries. It was formally named the Union of Soviet Socialist Republics, or the USSR. The USSR had a **communist** economic system. That means the economy was run directly by the government. Both countries wanted their government and economic systems to spread throughout the world.

The United States and the USSR never fought each other directly. Instead, the two countries competed for influence over other

### Vocabulary

**capitalism**, n. an economic system in which resources and businesses are privately owned and prices are not controlled by the government

**communist**, adj. relating to communism, an economic system based on community ownership of property and industry

countries. They often supported opposing sides in conflicts between and within other countries. This is why the conflict was called the Cold War. It was cold in the sense that there was no direct fighting between the two main players.

Federal investment for the war effort had saved Utah's economy during World War II. Once the war ended, so did this flow of money. Bases and factories closed. People lost their jobs. The Cold War helped bring some of that work back.

The U.S. government decided it needed to be prepared to protect itself and its allies against communism. As a result, it continued to spend a lot on defense. Between 1950 and 1951, the numbers of Utahns working in the defense industry increased by 90 percent. Facilities like the Ogden Air Materials Area worked to develop more powerful missiles and rockets.

Federal investment in Utah during the Cold War went beyond military and defense spending. The federal government also helped fund the development of highways, schools, law enforcement, and other services. Generally, such programs involved cooperation between the federal government and the state government.

Spending on highways was part of a nationwide effort pushed by President Dwight Eisenhower in the 1950s to create an interstate highway system. The system also benefited people who traveled for work or leisure and businesses that needed to move supplies and other products. Utah Governor Dewey Clyde influenced where the highways were placed. He focused on connecting the new interstate highway system with the Wasatch Front area. He

wanted to ensure that Utah stayed well connected to the rest of the country as transportation shifted from trains to cars and highways. The Wasatch Front quickly became a center for trucking, education, and air travel in addition to mining and industry. The Salt Lake City airport grew to the point that it needed several new buildings to cope with the number of planes and passengers it served. Many more Utahns began to own cars, boats, and even private jets.

Tourism also grew in Utah during the Cold War. Utah became a major tourist destination for the first time, helped by a strong economy and better transportation. More people visited the national parks like Zion and Arches. They also visited ski resorts in places like Alta. Alta's ski resort opened in 1938 but became much more popular during the tourism boom of the 1950s. Skiing spread



**Alta quickly became world famous for its exciting ski slopes in the 1950s, attracting skiers from all over the world.**

to other parts of the state including the mountains just outside Provo and Park City. People traveled from all over the country and the world to ski on Utah’s famous slopes. Today, Utah’s ski resorts get millions of visitors. The skiing industry also generates almost \$2 billion per year for the state.

## The Civil Rights Movement

Life in Utah was not only changed by international struggles such as the Cold War. It was also changed by struggles within the United States. The civil rights movement aimed to win equality and justice for Black Americans. It greatly grew almost immediately after the end of World War II, eighty years after the Thirteenth Amendment ended slavery. Black Americans were still treated unfairly throughout the country in many ways. In southern states, schools, hotels, restaurants, and businesses were legally **segregated**. That meant there were separate facilities for Black people. These separate facilities were usually of poorer quality than facilities for white people. Even states that did not have legal segregation often still treated Black Americans unfairly. The civil rights movement sought to change these practices. It wanted America to keep its promise as a land of equality and opportunity for all.

### Vocabulary

**segregate**, v.  
to keep people separate, usually on the basis of race

Dr. Martin Luther King Jr. became a nationally recognized leader of the civil rights movement. He preached nonviolent protest. Many groups organized marches, sit-ins, and other peaceful actions to spread their message and build support for the movement. As a result, Congress passed important new laws such as the Civil



Civil rights activists used marches and other nonviolent protests to fight for equal rights.

Rights Act of 1964 and the Voting Rights Act of 1965. The Civil Rights Act banned most forms of legal discrimination nationwide. The Voting Rights Act regulated elections around the country and prohibited restrictions on voting rights indirectly based on race.

When the civil rights movement took off, Utah still had some discriminatory laws. A law from 1898 banned marriage between people of different races. Another law banned Black people from swimming in public pools. Another banned Native Americans from voting. But most segregation in Utah was not the result of laws. It was the result of decisions made by businesses. For example, some real estate companies refused to sell or rent homes to Black people. This practice is called red-lining.

Because of red-lining, Black Utahns mostly lived in only a few areas. The main Black neighborhoods in Utah were in central Salt

Lake City and in Ogden. Black Utahns did not just have their own neighborhoods. They had their own churches, social groups, and businesses.

Some of these things began to change in Utah earlier and more quickly than they did in the South. Soon after World War II ended, some business owners decided to set an example by **integrating** their businesses.

Robert E. Freed was one of them. He started working at the Lagoon amusement park in Farmington, Utah, as the assistant manager in 1947. He decided that it was wrong that the park was segregated. He

joined the local chapter of a national civil rights organization called the National Association for the Advancement of Colored People (NAACP). Freed worked with the NAACP to change the law that banned Black people from public swimming pools. Later, he and his brothers bought the Lagoon park and integrated it. In 1963, Robert Freed received the NAACP’s human rights award in recognition of his efforts.

**Vocabulary**  
**integrate**, v. to end a policy that keeps apart people of different races; to make a place open to everyone

## Utah and the Americans with Disabilities Act

The civil rights movement inspired other groups to fight for their rights. Toward the end of the twentieth century, the disability rights movement fought against discrimination that disabled people experienced.

Protests and other actions eventually convinced Congress to pass the Americans with Disabilities Act (ADA) in 1990. The goal of

the ADA is to enable people with disabilities to participate fully and equally in all aspects of life. It requires that employers, schools, public services, and others make “reasonable accommodations” for people with



Demonstrations, speeches, and other events like the one shown here were part of the movement to secure the Americans with Disabilities Act.

disabilities. That could mean extra help for students with learning disabilities, ramps in public buildings for people in wheelchairs, or signs written in Braille for blind people.

Disabled Utahns and their families and friends moved quickly to make sure that Utah complied with the new law. They formed the Rocky Mountain ADA Center to educate, guide, and train people on how to comply with the law. The organization also helped people with disabilities know their rights and find accommodations.

Utahn parents of disabled children also founded the Utah Parent Training and Information Center (UPC) with funding from the federal Department of Education. The UPC still offers information and training for parents of children with disabilities.

## **Further Economic Developments**

Utah’s economy changed further in the later twentieth century. Utah continued to benefit from Cold War federal military

investment up through the 1970s. But then economic fortunes dipped because of changes in the national economy. Mining and agriculture both declined significantly in Utah from the 1970s onward. Mining, for example, went from one of the state's biggest industries to employing only 1.2 percent of Utah's workforce. This was still above the national average because Utah is so rich in minerals.

As mining and agriculture declined, technology and higher education became more important to Utah's economy. Computer hardware and software companies appeared throughout the Wasatch Front area.

Universities and colleges in the Wasatch Front area helped train students to work in these new industries. The technology and education sectors helped each other to grow. The four biggest universities in the area are Brigham Young University, the University of Utah, Utah State University, and Weber State University. These universities grew to become some of the state's top employers themselves.

Various services also became more important in Utah's economy. These included insurance, finance, real estate, and architecture.

Another change during this economic shift was that most of Utah's biggest employers were now based in the state and owned by Utahns. In the 1940s, the biggest employers in Utah were the federal government and mines and factories owned by East Coast investors. On the eve of the twenty-first century, Utah was much less dependent on the federal government and out-of-state investors than it had been in decades.

# Chapter 8

## Utah in the Twenty-First Century

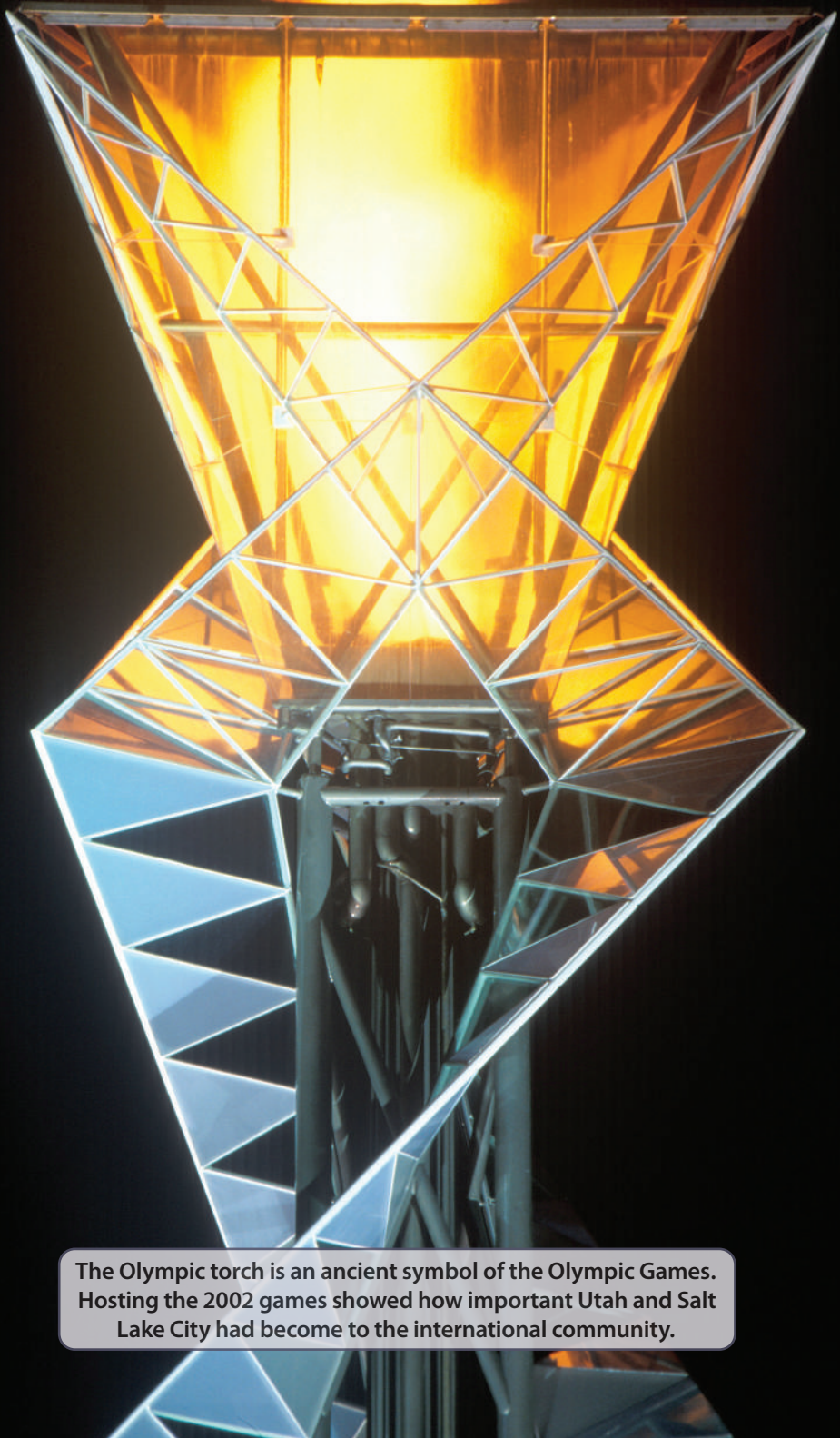
### Twenty-First Century

**Developments** On February 8, 2002, Salt Lake City welcomed the world to Utah. For the first time, Utah was hosting the Winter

Olympics. That night in February, the Olympic torch brilliantly lit up the night in Salt Lake City's new Olympic Stadium. The theme of the games was "light the fire within." Seven hundred children called the "Children of Light" ice skated below the torch holding lanterns. This proud moment for Utah was a very long time coming.

### Big Question

What challenges does Utah face in the twenty-first century?



The Olympic torch is an ancient symbol of the Olympic Games. Hosting the 2002 games showed how important Utah and Salt Lake City had become to the international community.

Tourism in Utah had been increasing since the end of World War II. Utah became known for its beautiful national parks and world-class skiing. Park City was once famous for its mines. By the late twentieth century, it was famous for its ski resorts. This helped Salt Lake City win its bid to host the 2002 Winter Olympics.

The International Olympic Committee chooses the host city of each Olympic Games. In 1995, they chose Salt Lake City to host the 2002 winter games. The city spent seven years and \$3.5 billion to prepare to host seventeen days of celebration and competition. It built new sports facilities and repaired old ones. It also spent money to improve the city's **infrastructure**. It widened Interstate 15 to handle increased traffic. The Utah Transit Authority even created a new light rail system for the Salt Lake City area called TRAX.

TRAX began in 1999 as one train line from Salt Lake City to Sandy. Today, it has three

### Vocabulary

**infrastructure**, n.  
the public works system that includes roads, bridges, water, public transportation, etc.



The U.S. bobsled team begin their run at the 2002 Salt Lake City Olympics.

lines connecting fifty stations. It connects downtown Salt Lake City to suburbs, universities, and the airport.

The games lasted only a few weeks, but they had huge and lasting effects. The state still benefits from the infrastructure changes made for the games. Additionally, tourism to Utah increased for years afterward.

## Mitt Romney and the 2012 Presidential Election

Ten years after the Salt Lake City Winter Olympics helped bring the world to Utah, a Massachusetts businessman named Mitt Romney became the first member of the Church of Jesus Christ of Latter-day Saints ever **nominated** by a major party to run for president of the United States. Romney had played an important role in the success of the Salt Lake City Winter Olympics. When the committee organizing the games ran into trouble with their plans in 1999, Romney was hired to take over. He was credited with a major role in making the games a success.

### Vocabulary

**nominate**, v. to choose a candidate to represent a political party in an election

Romney moved to Utah and became an official resident in 2018. He then ran for one of Utah's federal Senate seats and won. He represented Utah in the Senate from 2019 until 2025, when he retired at age seventy-eight.

## Utah Transfer of Public Lands Act

Throughout Utah's history, the state and federal governments have cooperated at times and disagreed at others. One source of

disagreement has been ownership of public lands. Utah Governor Gary Herbert signed a law called the Utah Transfer of Public Lands Act in 2012. The act demanded the federal government give control of a huge amount of land in Utah to the state government. The federal government controlled that land when it first granted Utah statehood in 1896. Nearly two-thirds of the total land in Utah is currently controlled by the federal government.

People who want to take control of that land away from the federal government say that the act that granted Utah its statehood intended for the land to be eventually handed over to the state. They also say that decisions about how to use the land should be made by the state government and the people of Utah. They say the federal government puts too many restrictions on using the land. These restrictions include where to allow recreation, cattle grazing, and mining.

Opponents of the transfer say that the state government would allow activities that would harm the land. They also point out the state government doesn't have enough money to care for the land. Additionally, opponents say the proposal violates the U.S. Constitution. The Constitution is clear that only Congress can make decisions about federal lands. It says, "The Congress shall have Power to dispose of and make all needful Rules and Regulations respecting the Territory or other Property belonging to the United States."

In 2024, Utah sued the federal government to give up the land. Governor Spencer Cox supported the lawsuit. The Supreme Court refused to hear the case. It said that the federal government has the power to decide what to do with federal lands. Governor Cox

and other Utah state officials have promised to continue to fight for the land transfer anyway.

## **Modern Immigration to Utah**

Utah is home to more immigrants now than ever before in its history. Nine percent of Utahns are immigrants. Another 9 percent are native-born citizens with at least one immigrant parent.

Immigration to Utah is very different than it was a century ago. Then, immigrants to Utah mostly came from Europe or East Asia. They arrived by ship on the East or West Coast of the United States. Then they traveled to Utah by land. Now, immigrants mostly arrive by plane. Most immigrants to Utah today are from Latin America or South Asia. Mexico is their number-one country of origin by far. The next four countries are India, Venezuela, Peru, and Canada.

Just as with immigrants of the past, modern immigrants to Utah form communities to help new arrivals adjust to living in the state. One area with a high level of immigrant communities is South Salt Lake City. Many organizations have formed in this area to help new arrivals. They help them find jobs, housing, medical care, and more. They also help with services like translations into the communities' home languages.

## **Conserving the Environment**

Utah today faces many environmental and resource challenges. In 2023, Utah State University asked Utahns what environmental issues they were most concerned about. People answered drought, the drying of the Great Salt Lake, and poor air quality.

Lack of water is a serious concern. Eighty-three percent of Utah was in a “severe drought” for multiple weeks in 2020. Nearly 6 percent of the state was in “exceptional” drought. That is the worst drought condition recognized. Droughts can harm the local environment in many ways. They endanger plants and animals and increase the risk of wildfires. They can also reduce the water available for irrigation. This can cause shortages and make food more expensive. Drought is also contributing to the drying of the Great Salt Lake.

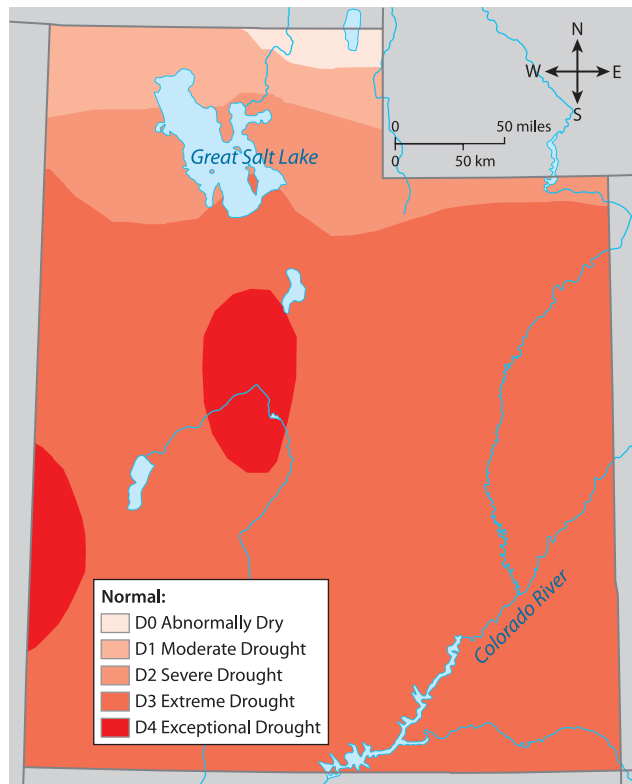
Human water consumption habits can make a big difference in a drought’s impact. Utah’s population has been growing for a long time. The 2024 population of 3.5 million is expected to double by 2065. Supporting a larger population with a limited water supply means Utah will need to **conserve** water.

The state government supports conserving water through partner programs like Slow the Flow. Slow the Flow provides information

### Vocabulary

**conserve**, v. to use a resource carefully to prevent it from running out or disappearing

**Drought Conditions in Utah, September 2020**



In September 2020, all of Utah south of the Great Salt Lake suffered extreme drought with a few areas struck by exceptional drought.

on the need to conserve water and tips and guidelines on using water wisely. It also offers information on state and local **incentive** programs. These programs help individuals and businesses pay for improvements that help them use less water.

**Vocabulary**  
.....  
**incentive**, n. a reward or other motivation to encourage someone to do something

Beyond water conservation, Utah has made efforts to reduce air pollution in the state. Recent state and federal laws have reduced pollution emissions from large industries by 47 percent since 1995. The state government also offers incentives for people and businesses to use solar power. This is a way of converting energy from the sun into electricity.

Increased use of solar power is an important change for Utah. Utah has historically relied on burning locally produced coal to generate electrical power. The coal industry was important to



Solar panels convert sunlight into electricity. Getting more electricity from solar power is a great way to reduce air pollution in Utah.

Utah's economic growth a hundred years ago. In the twenty-first century, Utah is moving away from coal because of the pollution it causes. Utah's coal production has dropped 41 percent since 2001. This and other important changes happened because of the work of groups like the Healthy Environment Alliance of Utah (HEAL).

So what can you do to help Utah's environment? You can start by trying to conserve resources and energy at home. For example, you can turn off lights at home when they aren't being used. You can also encourage your school to conserve resources by giving out reusable water bottles or installing solar panels. You can organize fundraisers to help pay for these changes or hold neighborhood clean-up days. You can also write letters to your representatives in the state government asking them for laws that encourage the use of clean energy.



Schoolchildren help clean up the area around their school building. This is one of many ways you can make your community a better and cleaner place.

## **Preserving Native Cultures**

As you read earlier, Utah is home to eight different Native tribal nations. Each one has its own culture that has existed in Utah for hundreds of years. The eight nations work to keep their cultures and traditions alive in the modern world. The public powwows, ceremonial gatherings, and celebrations that several tribes host throughout the state are only one part of this effort.

### **Confederated Tribes of Goshute**

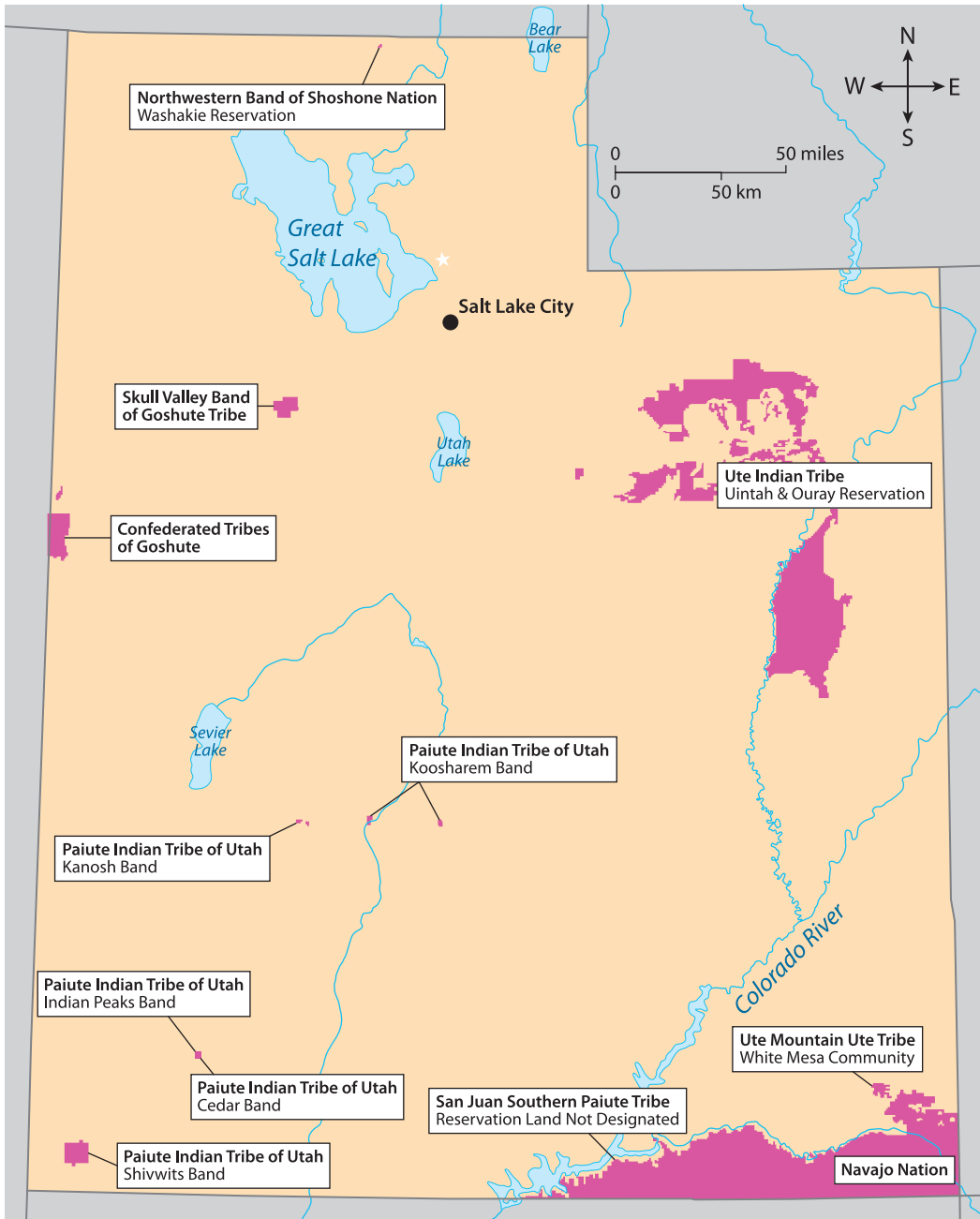
The Confederated Tribes of Goshute reservation includes land in both western Utah and eastern Nevada. The confederation council holds a monthly meeting to discuss and vote on issues within the reservation. They also hold a powwow every August. It features their unique styles of drumming, dancing, and other cultural practices.

The tribal government works with state governments on many important issues. Leaders of the Confederated Tribes of Goshute met with state officials from Nevada and Utah in January of 2024. They wanted to formalize the water rights that their tribe has held informally for over a century. Tribal leaders hope that securing their water rights will allow them to manage this precious resource carefully for future generations.

### **Skull Valley Band of Goshute**

The Skull Valley Band of Goshute lives in the western part of Utah and speaks the Shoshone language like the Confederated Tribes of Goshute. Its reservation is slightly farther north of theirs and

## Modern Reservations in Utah



This map shows the locations of the modern reservations that are the homes of Utah's Native peoples. Once, all of Utah belonged to Native Americans.

contained entirely in Utah. It is a small tribe of only 127 members. Today, it is officially designated as a separate tribal nation from the Confederated Tribes of Goshute. However, due to shared histories

and cultural traditions, they are also commonly considered to be two different bands of the same tribe.

## **Ute Mountain Ute Tribe**

The Ute Mountain Ute Tribe is a larger tribe with more than two thousand members.

Their reservation includes land in Utah, Colorado, and New Mexico. They speak the Ute language and run several educational programs to keep that language alive. They have other educational programs to support both adults and children in school. They also run the Kwiyaqat Community Academy. The academy focuses on preserving their traditions, culture, and values within the reservation.



Powwows are opportunities for members of Utah's Native American communities to come together and celebrate their cultures.

## **Ute Indian Tribe of the Uintah and Ouray Reservation**

About half of all Ute live on the Uintah and Ouray Reservation. Their tribal government cares for about 1.3 million acres (526,000 hectares) of land east of Provo. The Ute also own and run businesses on the reservation. These include local services and commercial agriculture. The Ute focus on educational services as a way of caring for their members and preserving their traditions.

## Paiute Indian Tribe of Utah

The Paiute Tribe are another larger tribe with just under a thousand members and a strong tribal government. The tribe is made up of five different bands. Each band has a degree of independence. Each band elects a chair who represents the band in the tribal government. The entire tribal government holds monthly meetings to discuss issues that affect the whole tribe. It also runs programs for education, environmental protection, and family services. It runs, too, the Puow'wan Program, named for the Paiute word for family. The program helps support other programs for youth and elderly people on the reservation. It also helps young adults on the reservation find jobs. Keeping these types of services within the tribe helps preserve its culture and traditions.

## San Juan Southern Paiute Tribe

This tribe is related to the Paiute Indian Tribe of Utah but also separate. Its members speak a different **dialect** of the Paiute/Ute language. They are also known for their skill at basket weaving. They encourage young members of the tribe to take up the craft and display their baskets at powwows and other events.

### Vocabulary

**dialect**, n. a way of speaking a language that exists only in one area or culture

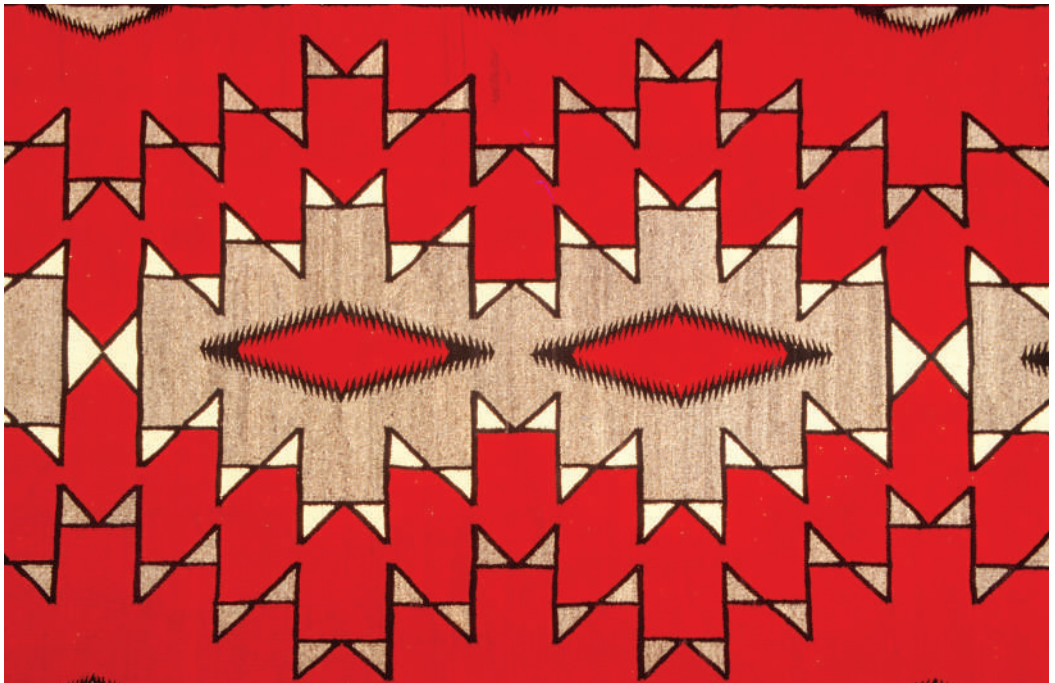
The San Juan Southern Paiute do not have their own reservation. They entered a historic treaty with the Diné nation in 2000. The treaty set some Diné land aside as a new reservation for the San Juan Southern Paiute. This agreement still needs to be approved

by Congress. Tribal leaders have urged Congress to do so and hope that it will act soon.

## Navajo Nation

The Navajo Nation reservation is in the far southern part of the state. It extends into New Mexico and Arizona. The nation's tribal government has a three-branch structure, like the governments of Utah and the United States.

One unique way that the Navajo Nation works to keep its culture, history, and traditions alive is through the Navajo Museum of Northern Arizona. The museum is geared to visitors of all ages. It hosts lectures for adults, school field trips and day camps for children, and an annual heritage festival. The festival invites people from all over the country to learn about



A Diné rug on display at the Navajo Museum of Northern Arizona. This is an example of the unique Diné craftwork the museum works to preserve.

and experience the art, performance, and other aspects of Diné culture.

## **Northwestern Band of the Shoshone Nation**

The Northwestern Band of the Shoshone Nation has its headquarters in northern Utah near Ogden. One major project it is currently working on to preserve its culture and history is restoring the site of the Bear River Massacre. The Shoshone are currently working there to clean up water, remove invasive species, and reintroduce native species. They have plans to add walking trails, an amphitheater, and a museum. The site will not just be a place to learn about a sad chapter in Utah's history. It will also be a way to show why the land is sacred to the Shoshone people.

## **Facing the Future**

You might think that history is only about things that happened a long time ago. But you actually live in history. The things you think, say, and do right now are important. They can change your town, your state, your country, and even your world. You are making history every day. With care, community, and hard work, you can help create a better future for Utah and beyond.

# Glossary

---

## A

- adobe, n.** a type of brick made from sun-dried clay [43]
- agriculture, n.** the growing of crops and raising of livestock for food and other purposes [40]
- alliance, n.** an agreement between nations in which they work together toward a common goal or fight on the same side in a war [105]
- ally, n.** a nation that promises to help another nation in wartime [80]
- amendment, n.** a charge or addition to a law or document [25]
- amnesty, n.** forgiveness for a crime or other offense [82]
- archaeologist, n.** an expert in the study of ancient people and the objects from their time period that remain [36]
- arid, adj.** dry with very little rain or snow [7]
- artifact, n.** an object used during a past period in history [36]

---

## B

- basin, n.** a low area surrounded by higher ground [5]
- budget, n.** an amount of money available for spending based on a plan for how it will be spent [14]

---

## C

- capitalism, n.** an economic system in which resources and businesses are privately owned and prices are not controlled by the government [120]
- census, n.** a count of the number of people living in a certain area [13]
- climate, n.** the patterns of weather in an area over a long time [5]
- committee, n.** a small group formed out of a larger group to focus on one issue or goal [24]

**communist, adj.** relating to communism, an economic system based on community ownership of property and industry [120]

**compromise, n.** a situation in which each side in a disagreement gives up some of what they want to reach an agreement [83]

**conserve, v.** to use a resource carefully to prevent it from running out or disappearing [134]

**constitution, n.** a set of rules that gives government power and explains how a government works [18]

---

## D

**descendant, n.** someone who is related to a person or group of people who lived in the past [44]

**dialect, n.** a way of speaking a language that only exists in one area or culture [140]

**discrimination, n.** the unfair treatment of a person or group because of beliefs about that group of people [87]

**displace, v.** to force a person or group from a place [90]

**distinctive, adj.** unique or standing out from others [34]

**drafted, v.** chosen by a system that requires individuals to serve in the military [106]

---

## E

**executive, adj.** having the power to carry out and enforce laws [20]

---

## F

**federal, adj.** relating to a system of government in which the national government shares power with other levels of government, such as the states; can also refer to the national government [16]

**floor action, n.** a vote taken on the floor of a legislature to make a new bill into a law [25]

---

## G

**granary, n.** a building made to store grain for later use [45]

---

## H

**hogan, n.** a traditional dome-shaped home built from logs and earth and used by members of the Navajo (Diné) tribe [51]

**humid, adj.** wet with a lot of rain and snow [7]

---

## I

**import, v.** to bring into one country or place from another country or place [75]

**incentive, n.** a reward or other motivation to encourage someone to do something [135]

**infrastructure, n.** the public works system that includes roads, bridges, water, public transportation, etc. [130]

**inhabitant, n.** a person who lives in a place [2]

**integrate, v.** to end a policy that keeps apart people of different races; to make a place open to everyone [125]

**interdependent, adj.** dependent on each other [10]

**internment, n.** the act of confining or imprisoning someone during a war for political reasons [117]

**irrigation, n.** the watering of crops by moving water from a well, a river, or a lake to a place where it does not rain enough to grow crops [6]

---

## J

**judicial, adj.** having the power to decide questions of law [20]

---

## K

**kiva, n.** a large pit house used by Ancestral Puebloans as a gathering place [42]

---

## L

**landslide, n.** the sliding of rock or earth down a mountain or cliff [9]

**legislative, adj.** having the power to make laws [19]

**legislature, n.** the part of the government responsible for making laws [22]

**local government, n.** the government of a county, city, or town [18]

---

## M

**migrate, v.** to move from one place to another to live [40]

**militia, n.** a group of armed citizens prepared for military service at any time [79]

**mission, n.** a settlement built for the purpose of converting Native Americans to Christianity [56]

**missionary, n.** a person on a journey for the purpose of spreading a particular religious belief [56]

**municipality, n.** a city, town, or village that has its own government [28]

---

## N

**natural resource, n.** something from nature that is useful to humans [5]

**neutral, adj.** not involved or taking a side in a conflict or argument [105]

**nomadic, adj.** moving around, often in search of food; not settled in one place [37]

**nominate, v.** to choose a candidate to represent a political party in an election [131]

---

## O

**ore, n.** rock from which metal can be obtained [96]

---

## P

**pandemic, n.** a disease that suddenly strikes multiple countries or continents [108]

**petroglyph, n.** a picture or design that is carved into a rock surface [59]

**plateau, n.** a large area of high, flat ground [5]

**polygamy, n.** marriage between one man and two or more women [77]

**prehistory, n.** the period of history before any written records exist [36]

**province, n.** an area or region similar to a state [57]

---

## R

**republic, n.** a form of government in which people elect representatives to rule for them [19]

**reservoir, n.** a lake created by people for the purpose of storing water [10]

**right, n.** a freedom that is protected by law [19]

---

## S

**scarcity, n.** the state of not having enough of an important resource [34]

**sedentary, adj.** staying mostly in one area [41]

**segregate, v.** to keep people separate, usually on the basis of race [123]

**sovereignty, n.** the right of a state or other area to govern itself [30]

**special district, n.** a unit of government created to meet a particular need [28]

**strike, n.** a temporary work stoppage organized by workers as a protest [103]

**subdivision, n.** a smaller portion that a larger unit is broken up into [28]

**suffrage, n.** the right to vote [93]

**sustainable development (phrase)** building and using things in a way that keeps the environment healthy and safe for the future [12]

---

## T

**trade, n.** the buying and selling of goods [11]

**transcontinental adj.** going from one end of a continent to the other [84]

---

## U

**unemployment rate, n.** percent of people willing and able to work who are unable to find jobs [111]

**union, n.** an organization formed by workers to win and protect workers' rights [103]

---

## V

**veto, v.** to reject or refuse to approve a law [26]

---

## W

**wickiup, n.** a simple type of shelter made of wood covered with hide or thatch and used by hunter-gatherers [47]





Core Knowledge®

**CKHG™**

Core Knowledge **HISTORY AND GEOGRAPHY™**

**Editorial Director**

Ilene Goldman

**Design Manager**

Ivan Pestic

## Subject Matter Expert

Mason McWatters, Ph.D.

## Illustration and Photo Credits

Allard Schager / Alamy Stock Photo: 28

Alpha Stock / Alamy Stock Photo: 113

American Photo Archive / Alamy Stock Photo: 108, 124

Antiqua Print Gallery / Alamy Stock Photo: 78

Art Directors & TRIP / Alamy Stock Photo: 104

Cannon Photography LLC / Alamy Stock Photo: Cover A, 122

Chinese workers helping construct the Central Pacific Railroad, completed 1869 (colour litho) / American School, (19th century) / American / Private Collection / Peter Newark American Pictures / Bridgeman Images: 87

Chuck Place / Alamy Stock Photo: 141

David R. / Alamy Stock Photo: 114

Don Despain / Alamy Stock Photo: 75

Dorothea Lange: 118

DPK-Photo / Alamy Stock Photo: 2–3

Driving the Golden Spike on 10th May, 1869 (colour litho) / American School, (19th century) / American / Private Collection / Peter Newark American Pictures / Bridgeman Images: 84–85

Felipe Sanchez / Alamy Stock Photo: 57

Gabe Palmer / Alamy Stock Photo: 139

Gary Whitton / Alamy Stock Photo: 39

George Ostertag / Alamy Stock Photo: Cover F, i, iii, 54–55, 69

IanDagnall Computing / Alamy Stock Photo: 76

imageBROKER.com / Alamy Stock Photo: 15

INTERFOTO / Alamy Stock Photo: 49

Ivy Close Images / Alamy Stock Photo: 81, 98

Jason Jones / Alamy Stock Photo: 135

KRCrowley / Alamy Stock Photo: 66

Layne Naylor / Alamy Stock Photo: 38b

Leonid Andronov / Alamy Stock Photo: 27

lucky-photographer / Alamy Stock Photo: 31

Maggie Sully / Alamy Stock Photo: 41

MBI / Alamy Stock Photo: 33

Mormons descending Little Mountain into Salt Lake City, Utah (colour litho) / Jackson, William Henry (1843-1942) / American / Private Collection / Peter Newark American Pictures / Bridgeman Images: Cover E, 72

NB/TRAN / Alamy Stock Photo: 89

Niday Picture Library / Alamy Stock Photo: 100-101

North Wind Picture Archives / Alamy Stock Photo: 63, 64

Patrick Guenette / Alamy Stock Vector: 91

Paul Brady / Alamy Stock Photo: Cover C, 23

Paul Maguire / Alamy Stock Photo: 34–35

Paul Rollins / Alamy Stock Photo: 102

PF-(bygone1) / Alamy Stock Photo: 93

photo-fox / Alamy Stock Photo: 116

PJF Military Collection / Alamy Stock Photo: 130

Portrait of Joseph Smith (1805–44) the founder of Mormonism (b/w photo). / American School, (19th century) / American / Private Collection / Prismatic Pictures / Bridgeman Images: 70

Prisma by Dukas Presseagentur GmbH / Alamy Stock Photo: 51

Rainer Lesniewski / Alamy Stock Vector: 61

Realistic Reflections / Alamy Stock Photo: 126

Richard Maschmeyer / Alamy Stock Photo: Cover G, 44

RP Images / Alamy Stock Photo: 16–17

Skimage / Alamy Stock Photo: 119

Stock Connection Blue / Alamy Stock Photo: Cover D, 14

Tom Grundy / Alamy Stock Photo: 83

Universal Images Group North America LLC / Alamy Stock Photo: 107

Visions of America, LLC / Alamy Stock Photo: Cover B, 129

Wavebreak Media ltd / Alamy Stock Photo: 136

William Mullins / Alamy Stock Photo: 31

Witold Skrypczak / Alamy Stock Photo: 48, 65





## **Core Knowledge K–8 In Your State series**

The In Your State series includes stand-alone units in science and history focused on individual states and aligned to state standards. Units can be used in conjunction with the *Core Knowledge Sequence* or independently.

### **In Your State series**

History units in this series include

**Grade 3: The Story of Arizona**

**Grade 4: The Story of California**

**Grade 4: The Story of Colorado**

**Grade 4: The Story of North Carolina**

**Grade 4: The Story of Utah**

**Grade 6: The Story of Minnesota**

**Grade 7: The History of Utah**

**Grade 8: The History of North Carolina**

[www.coreknowledge.org](http://www.coreknowledge.org)