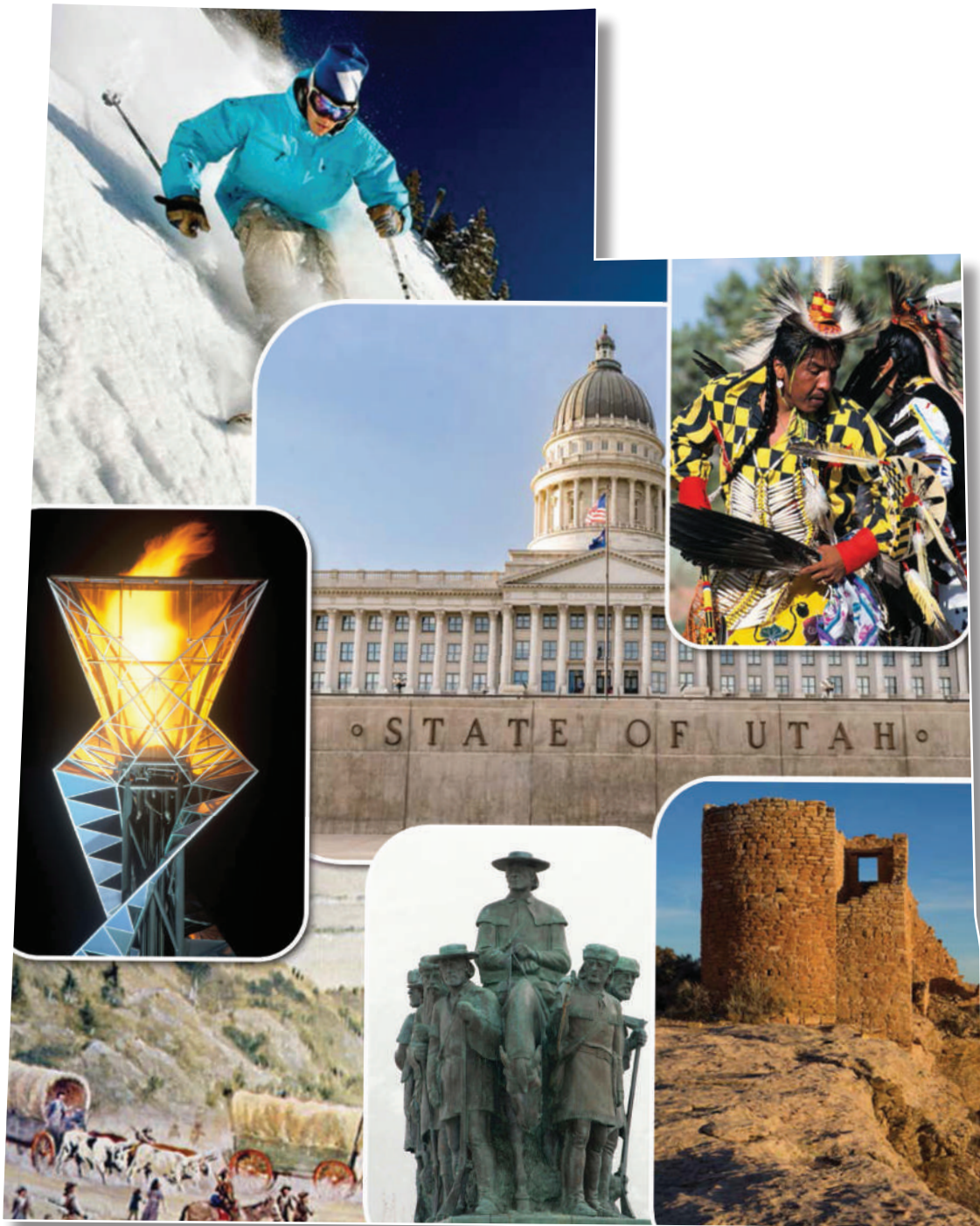


# The Story of Utah

## Teacher Guide





# The Story of Utah

## Teacher Guide



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# The Story of Utah

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**The Story of Utah**  
**Teacher Guide**  
Core Knowledge In Your State™

# Introduction

## ABOUT THIS UNIT

### The Big Idea

---

The story of Utah is the story of many different groups of people.

The history of Utah is in many ways a story of the interactions among groups of people. These groups include a diverse array of Native American tribes, European explorers, European and American settlers and their descendants including the Latter-day Saints community, enslaved Africans and their descendants, and generations of immigrants from Europe, Asia, and Latin America. These interactions were at times marked by conflicts over land, freedom, or power and at other times shaped by cooperation and growth. Together, these groups helped create the state we have today.

## A SPECIAL NOTE TO TEACHERS—TALKING ABOUT SLAVERY

Discussing slavery with younger students is a challenging task. Slavery, which has existed for thousands of years in many cultures, is by definition an inhuman practice—people are reduced to property, to be bought and sold, and often treated with brutality and violence.

Classroom discussion of slavery should acknowledge the cruel realities while remaining mindful of the age of the students. In Core Knowledge materials, we have attempted to convey the inhumane practices of slavery without overly graphic depictions.

Recently, some historians have questioned the language used to talk about slavery. Some contemporary historians urge that we refer not to *slaves* but instead to *enslaved persons* or *enslaved workers*. The term *slave*, these historians argue, implies a commodity, a thing, while *enslaved person* or *enslaved worker* reminds us of the humanity of people forced into bondage and deprived of their freedom. Other historians, however, argue that by avoiding the term *slave*, we may unintentionally minimize the horror of humans being treated as if they were someone else’s property.

At Core Knowledge, we acknowledge the logic of both perspectives, and sometimes refer to *slaves* while at other times referring to *enslaved persons* or *enslaved workers*.

### AT A GLANCE

The most important ideas in *The Story of Utah* are the following:

- Utah is a part of the United States, located in North America.

### Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from 11,000 BCE to 2002 CE.

|                    |   |
|--------------------|---|
| 11,000 to 7000 BCE | The very first humans came to Utah during the Paleoindian Period.   |
| 7000 to 500 BCE    | During the Archaic Period, human society changed in important ways.   |
| 500 BCE to 1300 CE | The Ancestral Pueblo and Fremont peoples lived in Utah around the same time.  |
| 1776               | The Dominguez-Escalante expedition included the first Europeans to come to Utah. The expedition marked the beginning of an era of Spanish exploration of the state. |
| 1800               | By this date, the Goshute, Navajo (Diné), Paiute, Shoshone, and Ute lived in Utah. These five historic tribes all exist today.                                      |
| 1820s              | Trappers and traders entered northern Utah. These Mountain Men made many discoveries that helped later generations of people come to and pass through Utah.         |
| 1847               | Brigham Young led the Latter-day Saints into Salt Lake Valley.  |
| 1857–1858          | Latter-day Saints and the federal government clashed in the Utah War.   |
| 1863               | Growing settlement led to conflict with Utah’s historic tribes, such as the Bear River Massacre.  |
| 1869               | The two parts of the new transcontinental railroad met and joined at Promontory Point, Utah. The railroad and other technologies transformed Utah.                  |
| 1896               | Utah became the forty-fifth state in the United States on January 4, 1896.  |
| 1917–1918          | Utahns participate in the First World War.  |
| 1929–1939          | The Great Depression causes widespread unemployment and hardship in Utah.   |

- Utah’s physical geography, including large deserts and mountains, has influenced how people live in the state for thousands of years.
- The state government of Utah is based on the same principles as the U.S. federal government but differs from it in important ways.
- Tribal governments in Utah have sovereignty but still fall under federal law and the Constitution.
- People have lived in Utah for 15,000 years, beginning with the Paleoindians.
- Utah’s first peoples had diverse ways of living but had to adapt to Utah’s dry environment.
- The era of Spanish exploration of the state began with the Domínguez- Escalante expedition in 1776.
- Beginning in the 1820s, the trapping industry brought Europeans to the region and gradually changed the ways of life of the Native residents.
- Members of the Church of Jesus Christ of Latter-day Saints traveled to Utah in search of a place to build a community and practice their religion freely.
- Utah faced major political challenges in its efforts to gain statehood but eventually overcame them.
- The completion of the transcontinental railroad in Utah transformed Utah from a remote territory to the “Crossroads of the West,” a major center of mining, industry, and transportation.
- The expansion of settlements in Utah and other territories in the western United States had devastating effects on Native Americans.
- Utah became far more connected to the rest of the world after achieving statehood and with the introduction of the railroad and telegraph in the nineteenth century.
- Because of these new connections, national and international events of the twentieth century had a greater impact on Utah than they previously had.
- Utah continues to grow and face new challenges as a state in the twenty-first century.

|           |  |
|-----------|--|
| 1941–1945 | Utahns serve in World War II. Military bases are built and expanded in Utah.   |
| 1942–1945 | Japanese Americans were forced to leave their homes and imprisoned in camps during World War II. Camp Topaz was one such camp located in Utah. |
| 1950s     | Defense industry grows in Utah at the beginning of the Cold War.   |
| 1960s     | The civil rights movement wins major victories.  |
| 1990      | The Americans with Disabilities Act (ADA) becomes law.   |
| 2002      | Salt Lake City hosts the Winter Olympic Games.   |

## WHAT TEACHERS NEED TO KNOW

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Core Knowledge In Your State Online Resources at the beginning of each chapter.

## UNIT RESOURCES

### Student Component

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*The Story of Utah* Student Reader—eight chapters


### Teacher Components

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*The Story of Utah* Teacher Guide—eight chapters. The guide includes lessons aligned to each chapter of *The Story of Utah* Student Reader, with instructional support, activities such as note-taking graphic organizers and primary source analyses, and a Check for Understanding. Chapter Assessments, a Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 113.

- The Chapter Assessments test knowledge of each chapter using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or written presentation.
- The Activity Pages are designed to support, reinforce, and extend content taught in specific chapters throughout the unit.

*The Story of Utah* Timeline Cards—nineteen individual images depicting significant events and individuals related to Utah's history. In addition to an image, each card contains a caption, a chapter number, and the Big Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, lesson by lesson, as to which card(s) to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and events as they occurred within this expansive time period.

*The Story of Utah* Online Resources—Additional instructional and professional learning resources are provided via the Core Knowledge In Your State Online Resources for this unit. These resources include, but are not limited to, guidance for teaching with primary sources, background information (What Teachers Need to Know) for each chapter, videos and other web resources that support Student Reader content, and Additional Activities, such as vocabulary practice, map practice, primary source analyses, and virtual field trips, designed to reinforce and extend the chapter content. These resources are indicated throughout the Teacher Guide by the icon .

## Timeline

Some advance preparation will be necessary prior to starting *The Story of Utah*. You will need to identify available wall space in your classroom of approximately fifteen feet on which you can post the Timeline Cards over the course of the unit. The timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your classroom setting. Be creative; some teachers hang a clothesline so that the Timeline Cards can be attached with clothespins!

Create seven time indicators or reference points for the timeline. Write each of the following dates on sentence strips or large index cards:

- 11,000 to 7000 BCE
- 7000 to 500 BCE
- 500 BCE to 1300 CE
- 1700s
- 1800s
- 1900s
- 2000s

Affix these time indicators to your wall space, allowing sufficient space between them to accommodate the actual number of Timeline Cards that you will be adding to each time period as per the following table:

|                 | 11,000 to<br>7000 BCE | 7000 to<br>500 BCE | 500 BCE to<br>1300 CE | 1700s    | 1800s    |          |          |          |          |          | 1900s    | 2000s      |             |          |   |
|-----------------|-----------------------|--------------------|-----------------------|----------|----------|----------|----------|----------|----------|----------|----------|------------|-------------|----------|---|
|                 | •                     | •                  | •                     | •        | •        | •        | •        | •        | •        | •        | •        | •          | •           | •        | • |
| <b>Chapters</b> | <b>3</b>              | <b>3</b>           | <b>3</b>              | <b>4</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>111</b> | <b>2222</b> | <b>8</b> |   |

You will want to post all the time indicators on the wall at the outset before you place any cards on the timeline.

11,000 to 7000 BCE



Chapter 3

7000 to 500 BCE



Chapter 3

500 BCE to 1300 CE



Chapter 3

1700s



Chapter 4

1800s



Chapter 3

1800s



Chapter 4

1800s



Chapter 5

1800s



Chapter 6

1800s



Chapter 6

1800s



Chapter 5

1900s



Chapter 7

2000s



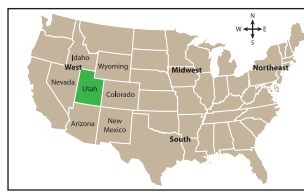
Chapter 8

2000s



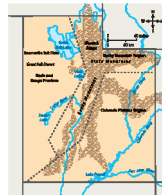
Chapter 2

2000s



Chapter 1

2000s



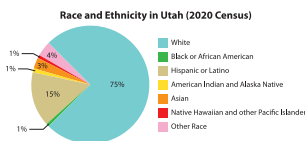
Chapter 1

2000s



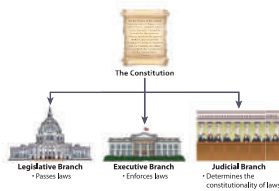
Chapter 2

2000s



Chapter 1

2000s



Chapter 2

2000s



Chapter 2

## The Timeline in Relation to Content in the Student Reader

Most of *The Story of Utah* Timeline Cards refer to historical events. These historical events are in chronological order. In some cases the chapters referred to may not be presented in chronological sequence. This is because there

is sometimes overlap between subjects covered in different chapters, for example, between the histories of Utah’s Native American inhabitants and those of European explorers and settlers. Additionally, the first two chapters of the book are organized around Utah’s contemporary geography and government.

### **Understanding References to Time in *The Story of Utah* Unit**

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. That is because the text discusses both trends over time and specific events. For example, the date of the 2002 Winter Olympics in Salt Lake City took place in the period of the 2000s.

### **Time to Talk About Time**

Before you use the timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What do *BCE* and *CE* mean?
9. What is a timeline?

## **USING THE TEACHER GUIDE**

### **Pacing Guide**

---

*The Story of Utah* is a Core Knowledge In Your State history unit. This unit may be used in conjunction with the Core Knowledge History and Geography units for Grade 4 or used independently.

If you are using this unit in conjunction with Grade 4 CKHG, we recommend allocating a total of thirty days to *The Story of Utah* to ensure that you have sufficient instructional time to complete all Grade 4 units. At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the



allotted time. We have also provided a blank Pacing Guide that you may use to plan the activity choices and pacing for your class.

If you are using this unit independently, you will find a Sample Pacing Guide that covers 125 instructional days in the Core Knowledge In Your State Online Resources:

<https://www.coreknowledge.org/ck-in-your-state-history/>

However, there are many options and ways that you may choose to individualize this unit for your students based on their interests and needs. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

## Reading Aloud

---

Cognitive science suggests that even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the Core Knowledge In Your State Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or a student volunteer. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

## Picture This

---

During the reading of each section of the chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds when reading a particular paragraph. Students who struggle to identify images may need a bit more support.

## Turn and Talk

---

After the reading of each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach (e.g., reading manageable sections of each chapter and then discussing what has been read) is an effective and efficient way to

ensure that all students understand the content before proceeding to the remainder of the chapter.

## Primary Sources

---

Most chapters include primary source images in the Student Reader and additional primary sources in the Additional Activities. Primary sources are an essential part of understanding history. They are a window to the past and provide a deeper understanding of the human experience. Students are encouraged to explore these sources through the structured activities provided in each chapter.

Online Resources



For more about primary sources, download the Core Knowledge In Your State Online Resource “About Teaching with Primary Sources”:

<https://www.coreknowledge.org/ck-in-your-state-history/>

To facilitate student engagement with these primary sources, instructional guidance has been provided in the Guided Reading Support and Additional Activities, and artifact and image analysis Activity Pages are included in Teacher Resources. You may also wish to explore the primary source analysis worksheets from the National Archives, the UCI History Project, the Library of Congress, and the U.S. House of Representatives Archives, links to which can be found in the Online Resources for this unit.

## Big Questions

---

At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Reader chapter. The Big Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

| Chapter | Big Question  |
|---------|---|
| 1       | How does the physical geography of Utah affect its inhabitants?                                       |
| 2       | What are the roles and functions of the different governments in Utah?                                |
| 3       | How did Utah’s Native peoples live before European contact?   |
| 4       | How did the arrival of European and American trappers and traders change the human geography of Utah? |
| 5       | How did Utah become a U.S. state?   |
| 6       | How did Utah grow and change in the late 1800s?   |
| 7       | How did national and global events affect Utah in the twentieth century?                              |
| 8       | What challenges does Utah face in the twenty-first century?   |

## Core Vocabulary

---

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary, by chapter, are:

| Chapter | Core Vocabulary   |
|---------|---|
| 1       | inhabitant, plateau, basin, climate, natural resource, irrigation, arid, humid, landslide, reservoir, interdependent, trade, sustainable development, census, budget  |
| 2       | federal, local government, constitution, republic, right, legislative, executive, judicial, legislature, committee, amendment, floor action, veto, municipality, special district, subdivision, sovereignty |
| 3       | scarcity, distinctive, prehistory, archaeologist, artifact, nomadic, agriculture, migrate, sedentary, kiva, adobe, descendant, granary, wickiup, hogan  |
| 4       | mission, missionary, province, petroglyph   |
| 5       | import, polygamy, militia, ally, amnesty, compromise  |
| 6       | transcontinental, discrimination, displace, suffrage, ore   |
| 7       | union, strike, alliance, neutral, drafted, pandemic, unemployment rate, internment, capitalism, communist, segregate, integrate   |
| 8       | infrastructure, nominate, conserve, incentive, dialect  |

## Activity Pages

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The following Activity Pages can be found in Teacher Resources, pages 144–161. They are to be used with the chapter specified either for Guided Reading Support, Additional Activities, or homework. Be sure to make sufficient copies for your students prior to conducting the guided reading or activities.

- Chapter 1, Performance Task—Map of Utah (AP 1.1)
- Chapter 1—Utah’s Climate Regions (AP 1.2)
- Chapter 1—Utah Agriculture (AP 1.3)
- Chapters 2, 5—Venn Diagram (AP 2.1)
- Chapter 2—My Representatives (AP 2.2)
- Chapter 2—Whose Job Is It? (AP 2.3)
- Chapter 2—Domain Vocabulary: Chapters 1–2 (AP 2.4)
- Chapters 3, 5, 6—Analyze an Image (AP 3.1)
- Chapter 3—Artifact Study (AP 3.2)
- Chapter 3—Domain Vocabulary: Chapter 3 (AP 3.3)
- Chapter 4—Mountain Men (AP 4.1)

- Chapters 5, 6—Timeline (AP 5.1)
- Chapter 6—Domain Vocabulary: Chapters 4–6 (AP 6.1)
- Chapter 8—Domain Vocabulary: Chapters 7–8 (AP 8.1)

## Additional Activities and Website Links

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A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this unit, you should choose activities to complete based on your available instructional time and your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

### Books

Ancona, George. *Can We Help? Kids Volunteering to Help Their Communities*. Candlewick Press, 2015.

The Confederated Tribes of the Goshute, and the Children of Ibabah Elementary School. *Pia Toya: A Goshute Indian Legend*. University of Utah Press, 2000.

Dean, Arlen. *The Mormon Pioneer Trail: From Nauvoo, Illinois, to the Great Salt Lake, Utah*. Rosen Publishing Group, 2002.

Koch, Falynn. *The National Parks: Preserving America's Wild Places*. History Comics. First Second, 2022.

Krudwig, Vickie Leigh. *Searching for Chipeta: The Story of a Ute and Her People*. Fulcrum Publishing Golden, 2004.

Mullenbach, Cheryl. *The Great Depression for Kids: Hardship and Hope in 1930s America*. Chicago Review Press, 2015.

The Northwestern Band of Shoshoni Nation of Utah. *Coyote Steals Fire: A Shoshone Tale*. Utah State University Press, 2005.

Sandler, Martin. *Iron Rails, Iron Men, and the Race to Link the Nation: The Story of the Transcontinental Railroad*. Candlewick Press, 2015.

Snyder, Robert C. *What Is a Veteran, Anyway?* Illustrated by Ron Himler. Blue Marlin Publications, 2016.

Tinnell, Michael O. *Desert Diary: Japanese American Kids Behind Barbed Wire*. Charlesbridge, 2020.



### From the Core Knowledge Bookshelf

#### Voices in History

*Rachel Carson: Nature's Changemaker* by Katy S. Duffield

## **Adventures in History**

*American Immigration: A Foreign Land* by Anne Marie Pace

*World War I: The Day Before Leaving* by Beth Kephart

### Online Resources



These books are available for purchase from the Core Knowledge bookstore and as free digital books from the Core Knowledge® Free Library. Links to the bookstore and Free Library can be found in the Online Resources for this unit:

**<https://www.coreknowledge.org/ck-in-your-state-history/>**

# THE STORY OF UTAH SAMPLE PACING GUIDE

For schools using the *Core Knowledge Sequence* or Core Knowledge History and Geography

TG—Teacher Guide; SR—Student Reader; AP—Activity Page

## Week 1

### Day 1

### Day 2

### Day 3

### Day 4

### Day 5

#### *The Story of Utah*

|  |  |   |   |  |
|--|--|---|---|--|
| <p>“A Place Called Utah”<br/>Core Lesson: “Where Is Utah?”–“Utah’s Physical Geography”<br/>(TG &amp; SR, Chapter 1, pp. 2–8)</p> | <p>“A Place Called Utah” Core Lesson: “Utah’s Human Geography”–“Life and Culture in Utah”<br/>(TG &amp; SR, Chapter 1, pp. 8–15)</p> | <p>Chapter 1 Assessment<br/>(TG, Teacher Resources)</p> | <p>“Utah’s Government”<br/>Core Lesson: “How Can Government Help?”–“Utah’s Federal Representatives”<br/>(TG &amp; SR, Chapter 2, pp. 16–21)</p> | <p>“Utah’s Government”<br/>Core Lesson: “Utah’s State Government”–“Utah’s Judicial Branch”<br/>(TG &amp; SR, Chapter 2, pp. 21–27)</p> <p>State and Federal Governments Venn Diagram<br/>(TG &amp; SR, Chapter 2, pp. 16–27, AP 2.1)</p> |
|--|--|---|---|--|

## Week 2

### Day 6

### Day 7

### Day 8

### Day 9

### Day 10

#### *The Story of Utah*

|  |   |   |  |   |
|--|---|---|--|---|
| <p>“Utah’s Government”<br/>Core Lesson: “Utah’s Local Governments”–“Getting Involved”<br/>(TG &amp; SR, Chapter 2, pp. 27–33)</p> <p>My Representatives<br/>(AP 2.2)</p> <p>Domain Vocabulary:<br/>Chapters 1–2<br/>(AP 2.4)</p> | <p>Chapter 2 Assessment<br/>(TG, Teacher Resources)</p> | <p>“Utah’s First Peoples” Core Lesson: “Utah’s Earliest Peoples”–“The Ancestral Pueblo”<br/>(TG &amp; SR, Chapter 3, pp. 34–44)</p> | <p>“Utah’s First Peoples” Core Lesson: “The Fremont People”–“Ute”<br/>(TG &amp; SR, Chapter 3, pp. 45–53)</p> <p>Domain Vocabulary:<br/>Chapter 3<br/>(AP 3.3)</p> | <p>Chapter 3 Assessment<br/>(TG, Teacher Resources)</p> |
|--|---|---|--|---|

**Week 3****Day 11****Day 12****Day 13****Day 14****Day 15*****The Story of Utah***

|  |   |   |   |  |
|--|---|---|---|--|
| <p>“European Exploration and Settlement” Core Lesson: “Europeans Arrive in Utah”–“Contact with the Ute and Paiute Peoples” (TG &amp; SR, Chapter 4, pp. 54–61)</p> | <p>“European Exploration and Settlement” Core Lesson: “Trappers and Traders”–“Effects on Utah’s Native Peoples” (TG &amp; SR, Chapter 4, pp. 61–67)</p> | <p>Chapter 4 Assessment (TG, Teacher Resources)</p> | <p>“Utah Joins the United States” Core Lesson: “Settlers Move West”–“Early Foundations” (TG &amp; SR, Chapter 5, pp. 68–75)</p> | <p>“Utah Joins the United States” Core Lesson: “The Path to Statehood”–“The Final Steps to Statehood” (TG &amp; SR, Chapter 5, pp. 76–83)</p> <p>Analyze an Image: Wagon Train (TG &amp; SR, Chapter 5, p. 81, AP 3.1)</p> |
|--|---|---|---|--|

**Week 4****Day 16****Day 17****Day 18****Day 19****Day 20*****The Story of Utah***

|   |   |   |   |   |
|---|---|---|---|---|
| <p>Chapter 5 Assessment (TG, Teacher Resources)</p> | <p>“Change and Conflict” Core Lesson: “A Time of Transformation”–“Black Hawk War” (TG &amp; SR, Chapter 6, pp. 84–92)</p> <p>Analyze an Image: Chinese Railroad Workers (TG &amp; SR, Chapter 6, p. 87, AP 3.1)</p> | <p>“Change and Conflict” Core Lesson: “Changes in Politics and Society”–“The Transcontinental Railroad” (TG &amp; SR, Chapter 6, pp. 92–99)</p> <p>Domain Vocabulary: Chapters 4–6 (AP 6.1)</p> | <p>Chapter 6 Assessment (TG, Teacher Resources)</p> | <p>“Utah in the Twentieth Century” Core Lesson: “A World in Conflict”–“The 1918 Influenza Pandemic” (TG &amp; SR, Chapter 7, pp. 100–109)</p> |
|---|---|---|---|---|

**Week 5****Day 21****Day 22****Day 23****Day 24****Day 25*****The Story of Utah***

|   |   |   |   |   |
|---|---|---|---|---|
| <p>“Utah in the Twentieth Century” Core Lesson: “The 1920s and the Great Depression”–“The New Deal” (TG &amp; SR, Chapter 7, pp. 109–115)</p> | <p>“Utah in the Twentieth Century” Core Lesson: “World War II”–“Japanese American Internment” (TG &amp; SR, Chapter 7, pp. 115–120)</p> | <p>“Utah in the Twentieth Century” Core Lesson: “The Cold War”–“Further Economic Developments” (TG &amp; SR, Chapter 7, pp. 120–127)</p> <p>Analyze an Image (AP 3.1)</p> | <p>Chapter 7 Assessment (TG, Teacher Resources)</p> | <p>“Utah in the Twenty-First Century” Core Lesson: “Twenty-First Century Developments”–“Conserving the Environment” (TG &amp; SR, Chapter 8, pp. 128–136)</p> |
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**Week 6**

**Day 26**

**Day 27**

**Day 28**

**Day 29**

**Day 30**

***The Story of Utah***

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| <p>"Utah in the Twenty-First Century" Core Lesson: "Preserving Native Cultures"—"Facing the Future"<br/>(TG &amp; SR, Chapter 8, pp. 137–142)</p> <p>Domain Vocabulary:<br/>Chapters 7–8<br/>(AP 8.1)</p> | <p>Chapter 8 Assessment<br/>(TG, Teacher Resources)</p> | <p>Performance Task<br/>(TG, Teacher Resources)</p> | <p>Performance Task<br/>(TG, Teacher Resources)</p> | <p>Performance Task<br/>(TG, Teacher Resources)</p> |
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# THE STORY OF UTAH PACING GUIDE

\_\_\_\_\_ 's Class

(A total of thirty days have been allocated to *The Story of Utah* unit in order to complete all Grade 4 history and geography units in the Core Knowledge Curriculum Series.)

## Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

*The Story of Utah*

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## Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

*The Story of Utah*

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**Week 3**

**Day 11**

**Day 12**

**Day 13**

**Day 14**

**Day 15**

***The Story of Utah***

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**Week 4**

**Day 16**

**Day 17**

**Day 18**

**Day 19**

**Day 20**

***The Story of Utah***

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**Week 5**

**Day 21**

**Day 22**

**Day 23**

**Day 24**

**Day 25**

***The Story of Utah***

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**Week 6**

**Day 26**

**Day 27**

**Day 28**

**Day 29**

**Day 30**

***The Story of Utah***

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## CHAPTER 1

# A Place Called Utah

**The Big Question:** How does the physical geography of Utah affect its inhabitants?

### Primary Focus Objectives

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- ✓ Describe the physical and cultural geography of Utah. (4.1.1)
- ✓ Describe the impact that humans have had on the physical environment of Utah. (4.1.2.b)
- ✓ Identify the major symbols of the state of Utah and describe their significance and the ways that Utahns honor them. (4.4.3.a, 4.4.3.b)
- ✓ Describe efforts to honor and continue the culture of Native peoples in the state of Utah. (4.5.1.b)
- ✓ Understand the meaning of the following domain-specific vocabulary: *inhabitant, plateau, basin, climate, natural resource, arid, humid, landslide, irrigation, reservoir, interdependent, trade, sustainable development, census, budget.*

### What Teachers Need to Know

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#### Online Resources



For background information, download the Core Knowledge In Your State Online Resource “About A Place Called Utah”:

<https://www.coreknowledge.org/ck-in-your-state-history/>

### Materials Needed

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- globe
- Encyclopedia Britannica map of cities in Utah
- red crayons or markers
- crayons or markers in a variety of colors

#### Online Resources



Use this link to download the Core Knowledge In Your State Online Resources for this unit, where the specific link to the map may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

### Core Vocabulary (Student Reader page numbers listed below)

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**inhabitant, n.** a person who lives in a place (2)

*Example:* I am an inhabitant of this city.

*Variations:* inhabitants

**plateau, n.** a large area of high, flat ground (5)

*Example:* The top of the Colorado Plateau offers dramatic views.

*Variations:* plateaus

**basin, n.** a low area surrounded by higher ground (5)

*Example:* In mountainous areas, people tend to live at lower elevations in a valley or basin.

*Variations:* basins

**climate, n.** the patterns of weather in an area over a long time (5)

*Example:* The climate of Utah varies from very dry to very wet in different regions.

*Variations:* climates

**natural resource, n.** something from nature that is useful to humans (5)

*Example:* Salt is an important natural resource found in Utah.

*Variations:* natural resources

**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)

*Example:* Growing crops in an area with little rain requires irrigation to provide enough water.

*Variations:* irrigate (v.)

**arid, adj.** dry with very little rain or snow (7)

*Example:* Deserts are very arid, with very little rain.

**humid, adj.** wet with a lot of rain and snow (7)

*Example:* Tropical rainforests are very humid, with a lot of rain.

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

*Example:* A landslide can destroy roads and homes with falling mud, rocks, and debris.

*Variations:* landslides

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

*Example:* The reservoir provided water for irrigation and for recreation.

*Variations:* reservoirs

**interdependent, adj.** dependent on each other (10)

*Example:* Two states are interdependent if they need to trade with each other to get everything they need.

*Variations:* interdependence (n.)

**trade, n.** the buying and selling of goods (11)

*Example:* Trade allows people, state, and countries to acquire goods and resources they wouldn't otherwise have.

*Variations:* trade (v.)

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

*Example:* Replanting forests to replace trees used for logging is an example of sustainable development.

**census, n.** a count of the number of people living in a certain area (13)

*Example:* The census from 2020 showed that there were about 3.2 million people living in Utah.

*Variations:* censuses

**budget, n.** an amount of money available for spending based on a plan for how it will be spent (14)

*Example:* The school board increased the school’s budget because of the increase in enrollment.

*Variations:* budget (v.)

## THE CORE LESSON

### Introduce *The Story of Utah* Student Reader

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Distribute copies of *The Story of Utah* Student Reader. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and images in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students are likely to mention maps, graphs and charts showing data, and historical images and photographs.

### Introduce “A Place Called Utah”

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Have students identify the planet they live on (*Earth*), the continent they live on (*North America*), the country they live in (*United States*), and the state they live in (*Utah*). Explain that in this chapter, students will learn more about Utah and what makes it unique.

Call students’ attention to the Big Question. Explain that physical geography is the land and water features of a place. Tell students to look for details about Utah’s land and water and how they affect the way people live.

### Guided Reading Supports for “A Place Called Utah”

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When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

**Scaffold understanding as follows:**

**Read the first two paragraphs of the section on pages 2–4 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *inhabitant*, and explain its meaning. Point out that inhabitants can be either people or animals, but here the text is referring only to people.

**ELL SUPPORT**—Point out the word *dramatic* in the first paragraph. Identify the word parts (*drama* + *-tic*), and explain that *drama* means showiness or majesty and *-tic* means having the characteristics of. Use the word parts to help students define the word. (*having the characteristics of showiness or majesty*) Invite volunteers to act out being dramatic. Then ask students what a dramatic landscape might look like.

**SUPPORT**—Point out the map of the United States on page 4. Guide students to find Utah and the Four Corners on the map. **(4.1.1)**

**SUPPORT**—Direct students to the world map on page 4. Have students find Utah. Note the numbers and letters around the edge of the map. Explain that these numbers and letters are used to determine a place’s absolute location. Absolute location refers to a place’s position on Earth using latitude and longitude. Point out the horizontal and vertical lines on the map. Explain that the horizontal lines indicate latitude and the vertical lines indicate longitude. Latitude is measured in degrees north or south of the equator. Longitude is measured in degrees east or west from the prime meridian, which runs through western Europe. Have students return to Utah’s location on the map, and read Utah’s coordinates aloud: 39 degrees north, 111 degrees west. That means Utah is 39 degrees north of the equator and 111 degrees west of the prime meridian.

**SUPPORT**—Point out the labels Northern Hemisphere, Southern Hemisphere, Eastern Hemisphere, and Western Hemisphere on the world map on page 4. Then use a globe to explain and illustrate the concept of hemispheres. The Earth is a sphere, and *hemisphere* means half-sphere. We define hemispheres one way by dividing the Earth into a northern hemisphere and a southern hemisphere. The dividing line is the equator. We also divide the Earth into a western and an eastern hemisphere, with the dividing lines at the prime meridian and international date line. Point out these features on the globe, and ask which hemispheres Utah is in. Guide students to identify the Northern and Western Hemispheres. **(4.1.1)**

**Have students read the next two paragraphs of the section on page 5 with a partner.**

**CORE VOCABULARY**—Point out the vocabulary terms *plateau*, *basin*, *climate*, and *natural resource*, and explain their meanings.

**SUPPORT**—Direct students to the map “The Geography and Regions of Utah” on page 6. Have students find each region (Rocky Mountains, Colorado Plateau, Basin and Range) on the map. **(4.1.1)**

**SUPPORT**—Emphasize to students the difference between climate and weather. Climate is the general weather patterns in an area over time. *Weather* refers to the temperature and precipitation conditions at a specific time, such as a day or a week.

**SUPPORT**—Explain that natural resources often determine where people choose to settle and live.

**SUPPORT**—Explain that copper is a type of metal. Identify ways in which copper is used, including electrical wiring, plumbing, and machinery.

**After students read the text, ask the following questions:**

**LITERAL**—What other U.S. states does Utah border? **(4.1.1)**

- » Utah borders Nevada, Idaho, Wyoming, Colorado, New Mexico, and Arizona.

**LITERAL**—Where in Utah do most people live today? **(4.1.2.b)**

- » Most people in Utah today live in the Wasatch Front, where the Basin and Range Province and the Rocky Mountain regions meet.

**LITERAL**—What types of natural resources are commonly found in the Rocky Mountains? **(4.1.1)**

- » The natural resources in the Rocky Mountains are minerals, such as copper.

**“Utah’s Physical Geography” and “Utah’s Human Geography,” pages 5–10**

**Scaffold understanding as follows:**

**Invite volunteers to read the section “Utah’s Physical Geography” on pages 5–8 aloud.**

**SUPPORT**—Direct students to the map “The Geography and Regions of Utah” on page 6. As physical features are mentioned in the text, have students find them on the map.

**CORE VOCABULARY**—Point out the vocabulary terms *irrigation*, *arid*, and *humid*, and explain their meanings. Point out that watering your lawn with a sprinkler or hose is a form of irrigation.

**SUPPORT**—Explain that irrigation is necessary for agriculture, but that using too much water for irrigation can also cause droughts. Striking this balance is an ongoing issue for the state of Utah.

**ELL SUPPORT**—Draw a bar graph on the board or chart paper to illustrate the difference between 8 inches of rain, 50 inches, and 11 inches. You can use centimeters instead of inches because 50 inches is taller than most white boards, or just draw to scale. The goal is for students to see the difference in proportions. Point out to students how much closer the average is to the driest part than it is to the wettest part. Point out that this shows that the state is mostly very dry or arid, even though a few parts of the state are wet or humid.

**SUPPORT**—Point out the word *vegetation* in the last paragraph. Explain that vegetation is the plant life found in a particular area. Have students identify examples of vegetation on or near the school grounds.

**Have students read the section “Utah’s Human Geography” on pages 8–10 independently.**

**ELL SUPPORT**—Point out the word *unevenly* in the first sentence. Invite volunteers to draw even lines and then uneven lines on the board.

**SUPPORT**—Display the map of cities in Utah and guide students to find Salt Lake City, Ogden, Provo, St. George, and Moab.

**CORE VOCABULARY**—Point out the vocabulary term *landslide*, and explain its meaning.

**SUPPORT**—Point out the word *vulnerable* on page 9. Explain that to be vulnerable is to be open to attack or to harm.

**CORE VOCABULARY**—Point out the vocabulary term *reservoir*, and explain its meaning.

**After students read the text, ask the following questions:**

**LITERAL**—What are two benefits and two challenges of Utah’s physical geography? (4.1.3)

- » Possible response: Two benefits of Utah’s physical geography are the fresh water provided by Utah Lake and the state’s mountain ranges being popular for skiing and other activities. Negatives are earthquakes and landslides.

**EVALUATIVE**—How has irrigation for farming changed the environment in Utah? (4.1.2.b)

- » Irrigation has changed the environment by using up water and causing droughts.

**EVALUATIVE**—Why is there less vegetation in the Basin and Range Province than in other parts of Utah? (4.1.2.a)

- » There is less vegetation in the Basin and Range Province because it is very dry, and most plants need a lot of water to live.

Online Resources



**Scaffold understanding as follows:**

**Read the first two paragraphs of the section on pages 10–11 aloud.**

**SUPPORT**—Point out the word *self-sufficient* in the first paragraph. Ask students what it would look like if they were self-sufficient. What would they need to provide for themselves? (*Answers may include food, clothing, housing, entertainment, etc.*)

**CORE VOCABULARY**—Point out the vocabulary term *interdependent*, and explain its meaning. You can point out to students that they are working in an interdependent way when they work in teams on a project.

**SUPPORT**—Point out the word parts in *interdependent* (*inter-* + *dependent*). Explain that *inter-* means between or among and *dependent* means relying on someone or something else. Challenge students to identify other words that use the prefix *inter-*, and help them define each of those words. (*Possible responses: international = between or among nations or countries; interstate = between or among states*)

**CORE VOCABULARY**—Point out the vocabulary term *trade*, and explain its meaning. Explain that trade can mean the exchange of one good for another, such as exchanging carrots for chips with a friend at lunch, or it can mean the use of money to buy a good or service.

**SUPPORT**—Explain what we mean when we talk about buying and selling services. Explain that services are tasks that people do for others. Give examples of services that you use, such as getting a haircut, having your car repaired, having food delivered, or seeing a doctor. Invite volunteers to identify services that they or their families use.

**Have students read the remainder of the section on pages 11–12 with a partner.**

**SUPPORT**—Point out the word *extract* in the third paragraph. Explain that *extracting* means taking out. When you extract something, you are taking it out or removing it from a place.

**CORE VOCABULARY**—Point out the vocabulary term *sustainable development*, and explain its meaning. Share an example of sustainable development that students might be familiar with, such as conserving water at home.

**SUPPORT**—Explain to students that sustainable development is about both making sure we do not run out of resources we need and making sure we don’t harm the environment.

**SUPPORT**—Direct students to the Utah Trust Lands map on page 12. Guide students to find their county on the map. Have them identify any Trust Land in their county.

**After students read the text, ask the following questions:**

**EVALUATIVE**—What does it mean when we say that Utah’s economy has become less self-sufficient and more interdependent? (4.4.4)

- » It means that the economy changed from just providing everything people in Utah need to trading goods and services with other states and countries.

**EVALUATIVE**—What are two effects of the U.S. government creating the Trust Lands in Utah? (4.5.3)


- » Two effects of the Trust Lands are that they help ensure that the land and its resources are used sustainably and that the money raised by activities that use the land and its resources is spent on funding schools within the state.


**“Life and Culture in Utah,” pages 13–15**

**Scaffold understanding as follows:**

**Have students read the first two paragraphs of the section on page 13 independently.**

**CORE VOCABULARY**—Point out the vocabulary term *census*, and explain its meaning.

 **SUPPORT**—Explain how the government collects census data. The government makes a list of questions called a questionnaire. People answer the census questions and provide information online, by mail, and over the phone, as well as to census workers going door to door to interview people. Point out that the census questions change over time because society changes and because the government needs different information over time. The census always asks about the number of people living in a place and their ages. Ask students what other questions they would ask in the census to learn about people’s lives. (*Answers may include asking people what kind of job they have, whether they have children and how many, and so on.*)

 **SUPPORT**—Point out the word *diverse* in the first paragraph of the section. Explain that when something is diverse, it has variety and differences. Use crayons or markers to illustrate. Hold up a bunch of red crayons. Ask: Is this a diverse group of crayons? (*no*) Hold up crayons in a variety of colors. Ask: Is this a diverse group of crayons? (*yes*)

**Invite volunteers to read the remainder of the section on pages 14–15 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *budget*, and explain its meaning.

**SUPPORT**—Explain that film festivals like Sundance help people to hear about movies they would not know about otherwise.



**SUPPORT**—Display the map of cities in Utah and guide students to find Moab.

**SUPPORT**—Explain that events like the Red Canyon Powwow are an opportunity for Native people to preserve their culture and for other people to learn about it respectfully.

**SUPPORT**—Direct students to the image of the great seal of Utah on page 15. Guide them to find the beehive and sego lilies in the image.

**After the volunteers read the text, ask the following questions:**

**LITERAL**—How does the Tabernacle Choir help to spread Utah’s culture around the world? (4.5.1.b)

- » The Tabernacle Choir sometimes tours the United States and locations around the world to perform.

**LITERAL**—What is one event held in Utah that helps Indigenous Americans preserve their culture? (4.5.1.b)

- » One event that helps Indigenous Americans preserve their culture is the Red Canyon Powwow.

**LITERAL**—What does the beehive symbol stand for in Utah’s coat of arms? What do the sego lilies stand for? (4.4.3.a)

- » The beehive stands for the values of industry, perseverance, and thrift. The sego lily is a plant that is known for being tough, like the people of Utah.

## Timeline Cards

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- Show students the Chapter 1 Timeline Cards. Read and discuss the captions.
- Review and discuss the Big Question: “How does the physical geography of Utah affect its inhabitants?”
- Invite a student to post the card(s) to the timeline under the 2000s. Refer to the diagram in the unit Introduction for guidance on the placement of each card to the timeline.



### CHECK FOR UNDERSTANDING

**Ask students to do the following:**

- Write a short answer to the Big Question: “How does the physical geography of Utah affect its inhabitants?”
  - » Key points students should mention include: People mostly settle in the flat parts of Utah like the Basin and Range Province rather than

the mountains; water is scarce in the Basin and Range region, so water sources like rivers are important; there is not enough rain to support crops in most of Utah, so irrigation is needed; irrigation affects the local water supply and can lead to droughts if too much water is used or taken from a region; parts of Utah are also vulnerable to earthquakes and landslides, so people must prepare for those events; Utah's natural resources help support industries such as mining, but people have to be careful to use these resources responsibly and sustainably.

- Choose one of the Core Vocabulary terms (*inhabitant, plateau, basin, climate, natural resource, arid, irrigation, humid, landslide, reservoir, interdependent, trade, sustainable development, census or budget*), and write a sentence using the word.

To wrap up the lesson, invite several students to share their responses.

## Additional Activities

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### Online Resources



Download the Core Knowledge In Your State Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

## CHAPTER 2

# Utah's Government

**The Big Question:** What are the roles and functions of the different governments in Utah?

## Primary Focus Objectives

- ✓ Identify the functions of federal, state, local, and tribal governments. (4.4.1.a, 4.4.5, 4.5.1)
- ✓ Compare the Utah Constitution with the United States Constitution. (4.4.2)
- ✓ Identify positive steps that students can take to make a difference in their communities. (4.5.5)
- ✓ Understand the meaning of the following domain-specific vocabulary: *federal, local government, constitution, republic, right, legislative, executive, judicial, legislature, committee, amendment, floor action, veto, municipality, special district, subdivision, sovereignty.*

## What Teachers Need to Know

### Online Resources



For background information, download the Core Knowledge In Your State Online Resource “About Utah’s Government”:

<https://www.coreknowledge.org/ck-in-your-state-history/>

## Materials Needed

### Activity Pages



AP 2.1  
AP 2.2  
AP 2.4

- display and individual student copies of Venn Diagram (AP 2.1)
- individual student copies of My Representatives (AP 2.2)
- individual student copies of Domain Vocabulary: Chapters 1–2 (AP 2.4)
- Wikimedia map of Utah’s congressional districts
- Ballotpedia diagram of Utah’s state judicial system
- Utah Education Network map of Utah’s Native lands

### Online Resources



Use this link to download the Core Knowledge In Your State Online Resources for this unit, where the specific links to the maps and diagram may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

## Core Vocabulary (Student Reader page numbers listed below)

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**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 national government (16)

*Example:* The U.S. federal government is based in Washington, D.C.

*Variations:* federalism (n.)

**local government, n.** the government of a county, city, or town (18)

*Example:* Local governments are often run by a mayor and city council.

*Variations:* local governments

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

*Example:* All laws passed by all governments in the United States must follow the Constitution.

*Variations:* constitutions, constitutional (adj.), unconstitutional (adj.)

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

*Example:* The Constitution designs the U.S. government as a federal republic.

*Variations:* republics, republican (adj.)

**right, n.** a freedom that is protected by law (19)

*Example:* Some basic rights guaranteed in the U.S. Constitution are the freedoms of speech, religion, and press.

*Variations:* rights

**legislative, adj.** having the power to make laws (19)

*Example:* Congress exercises its legislative powers when it makes laws.

*Variations:* legislature (n.), legislator (n.), legislate (v.)

**executive, adj.** having the power to carry out and enforce laws (20)

*Example:* The president is the head of the federal executive branch.

*Variations:* executive (n.)

**judicial, adj.** having the power to decide questions of law (20)

*Example:* The judicial branch of government is made up of judges and courts.

**legislature, n.** the part of the government responsible for making laws (22)

*Example:* The legislature meets regularly to debate new state laws.

*Variations:* legislator, legislate (v.), legislative (adj.)

**committee, n.** a small group formed out of a larger group to focus on one issue or goal (24)

*Example:* Three members of the committee disagreed with the text of the bill.

*Variations:* committees

**amendment, n.** a change or addition to a law or document (25)

*Example:* Legislators often request amendments to bills to make changes that better serve their districts.

*Variations:* amendments, amend (v.)

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

*Example:* The bill proposed by Senator Law was voted down in a floor action.

**veto, v.** to reject or refuse to approve a law (26)

*Example:* The governor disagreed with the bill passed by the legislature, so he vetoed it.

*Variations:* vetoes, vetoing, vetoed, veto (n.)

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

*Example:* Salt Lake City is a municipality governed by its own mayor and city council.

*Variations:* municipalities, municipal (adj.)

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

*Example:* Parks and recreation districts are a type of special district created to provide public space for play, exercise, and relaxation.

*Variations:* special districts

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

*Example:* Counties are subdivisions of states.

*Variations:* subdivisions

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

*Example:* Tribal governments enjoy a great deal of sovereignty, although they do have to obey federal law.

*Variations:* sovereign (adj.), sovereign (n.)

## THE CORE LESSON

### Introduce “Utah’s Government”

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Review what students read in Chapter 1 about Utah, its physical geography, and its people. Remind students that they learned how Utah’s geography has shaped its development as a state and the lives of the people who live there. Then explain that life in Utah is influenced not only by its geography but also by its people and the governments they form. In this chapter, students will read about Utah’s different governments.

Call students’ attention to the Big Question. Tell students to pay attention to information about the different types of governments that exist within Utah, how each is structured, what their responsibilities are, and how they work together.

# Guided Reading Supports for “Utah’s Government”

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

## “How Can Government Help?” pages 16–18

**Scaffold understanding as follows:**

**Have students read the section on pages 16–18 with a partner.**

**CORE VOCABULARY**—Point out the vocabulary terms *federal* and *local government*, and explain their meanings.

**SUPPORT**—Reread the explanation of federal government, and ask students for a synonym for *federal*. (*national*) Explain that the federal government is the government of the entire country, which includes all fifty states, but that it shares power with each state and with local and tribal governments.

**ELL** Instead of asking students to come up with a synonym for *federal* on their own, give students a list of options that includes *national* and guide them to choose *national* as the correct synonym.

**SUPPORT**—When local government is first mentioned, point out that it includes cities and towns as well as special districts such as school districts, water districts, electric districts, and fire districts.

**After students read the text, ask the following questions:**

**LITERAL**—What level of government contains the Department of Emergency Management, which organizes rescue and recovery efforts throughout the state? (4.4.1.a)

» The Department of Emergency Management is an agency of the state government.

**EVALUATIVE**—How did local, tribal, state, and federal governments interact to help respond to the floods in Utah? (4.4.5)

» Local and tribal governments led the rescue efforts in each area, state government helped organize them throughout the state, and the federal government helped fund them through FEMA.

## “The Federal Government,” pages 18–20

**Scaffold understanding as follows:**

**Read the section on pages 18–20 aloud.**

**CORE VOCABULARY**—Point out the vocabulary terms *constitution*, *republic*, *right*, *legislative*, *executive*, and *judicial*, and explain their meanings.

**SUPPORT**—Direct students’ attention to the diagram on page 19. Explain that the building shown for the legislative branch is the U.S. Capitol in Washington, D.C., where Congress meets. They can see a photo of the Capitol on page 21. The building shown for the executive branch is the White House, where the president lives and works. For the judicial branch, the diagram shows the Supreme Court, the home of the highest court in the country.

**SUPPORT**—When the text mentions that each branch of government has “the ability” to check the power of the other branches, note that the checks only exist if members of the branches choose to use their power. The proper functioning of checks and balances depends on the people in each branch of government responsibly doing their jobs.

**After reading the text, ask the following questions:**

**LITERAL**—What is the federal government? (4.4.2)

- » The federal government is the national government of the United States.

**LITERAL**—What are the three branches of the federal government? What roles do they have? (4.4.1.a, 4.4.2)

- » The three branches of the federal government are legislative, executive, and judicial. The legislative branch writes laws, the executive branch enacts and enforces laws, and the judicial branch reviews laws.


**LITERAL**—Which branch of the U.S. government includes the federal courts? (4.4.2)

- » The courts are part of the judicial branch.

**“Utah’s Federal Representatives,” pages 20–21**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 20–21 aloud.**

 **SUPPORT**—Display the Wikimedia map of Utah’s congressional districts, and guide students to identify the congressional district they live in. Explain that knowing what congressional district you live in allows you to find your representative and communicate with them about how you think your district should be represented in Congress.

**SUPPORT**—Because seats in the House have much shorter terms than seats in the Senate, members of the House are up for election much more often than senators. Ask students to speculate why the writers of the Constitution made this decision and what that means for federal

Online Resources



legislators' relationships with voters. (*Possible responses: The Framers wanted to ensure that membership in one house could be easily changed and was very responsive to voters, while the other house provides more stability.*)

**After the volunteers read the text, ask the following question:**

**EVALUATIVE**—What are some differences between being a senator and being a representative? (4.4.2)

- » Senators represent the whole state, whereas representatives represent only one district; senators serve six-year terms, while terms for representatives are only two years.

## “Utah’s State Government” and “Utah’s State Legislature,” pages 21–22

**Scaffold understanding as follows:**

**Have students read the section “Utah’s State Government” on pages 21–22 independently.**

**SUPPORT**—Prompt students to discuss the question: What is the function of Utah’s state constitution? Start by asking them what they know about the U.S. Constitution. (*It lists fundamental rights and says what the government can and can’t do.*) Then ask how Utah’s constitution sounds similar to or different from the U.S. Constitution. (*Utah’s constitution similarly divides its state government into three branches and protects fundamental rights; Utah’s constitution has some protections not found in the U.S. Constitution, including protecting people from going to prison for owing money.*) Finally, ask why it’s important that both the United States and Utah have their own constitutions. (*because the federal government and Utah’s state government have different responsibilities and each constitution explains what those are*) (4.4.2)

**Have students read the section “Utah’s State Legislature” on page 22 with a partner.**

**CORE VOCABULARY**—Point out the vocabulary term *legislature*, and explain its meaning.

**ACTIVITY**—After reviewing the section “Utah’s State Legislature,” have students identify how the state and federal legislatures are the same and different and use the information to begin a Venn Diagram (AP 2.1) comparing the state and federal governments. (4.4.2)

**After students read the text, ask the following questions:**

**LITERAL**—What is the main job of the legislative branch of Utah’s government? (4.4.1.a)

- » The main job of the legislative branch of Utah’s government is to pass state laws.

Activity Page



AP 2.1

**EVALUATIVE**—What is one thing that the Utah and U.S. legislatures have in common? (4.4.2)

- » One thing they have in common is that they are both made up of two houses called a House of Representatives and a Senate.

### “Utah’s Executive Branch,” pages 23–24

**Have students read the section on pages 23–24 with a partner.**

**SUPPORT**—Point out that one important difference between the president of the United States (head of the federal executive branch) and the governor of Utah (head of Utah’s executive branch) is that the president is limited to two terms while the governor has no term limits. Ask students what the longest time is that someone could serve in each position. (*eight years for president and no limit for governor*) Ask students if they think it would be better for the governor to have term limits and why. (*yes, because then one person can’t become too powerful OR no, because really good leaders might be unable to serve when they are needed*)

**ACTIVITY**—After reviewing the section “Utah’s Executive Branch,” have students identify similarities and differences between the state and federal executive branches and add the information to their Venn Diagrams (AP 2.1). (4.4.2)

Activity Page



AP 2.1

**After students read the text, ask the following questions:**

**LITERAL**—Who is the head of the executive branch of Utah’s government? (4.4.1.a)

- » The head of the executive branch of Utah’s government is the governor of Utah.

**LITERAL**—What is the job of the Utah state treasurer? (4.4.1.a)

- » The Utah state treasurer’s job is to manage the Utah state government’s budget and make sure it is spent responsibly.

**LITERAL**—Where is the governor’s office and Utah’s state legislature located? (4.4.1.a)

- » The governor’s office and the state legislature are located in the state capitol building in Salt Lake City.

### “How Laws Are Passed in Utah,” pages 24–26

**Read the section on pages 24–26 aloud.**

**CORE VOCABULARY**—Point out the vocabulary terms *committee*, *amendment*, *floor action*, and *veto*, and explain their meanings.

**SUPPORT**—Direct students to the diagram on page 25. Read the paragraphs that describe the process of a bill becoming a state law, and have students follow along on the diagram. Explain the difference between the House (capital *H*) and a house (lowercase *h*). *House* (capital *H*) refers specifically to the House of Representatives, while *house* (lowercase *h*) can refer to either the House of Representatives or the Senate. Point out the word *concur*s in the diagram, and explain its meaning (agrees). Ask: What happens if the governor vetoes a bill? (*The legislature can override the veto and pass the law anyway if two-thirds of each house votes to; otherwise, the bill fails to pass.*)

**After you read the text, ask the following questions:**

**LITERAL**—What is a committee in the Utah legislature, and what is its job? (4.4.1a)

- » A committee is a part of the legislature that focuses on an issue like education, the environment, or public health. Its job is to review bills about that issue before they go to the rest of the legislature.

**EVALUATIVE**—What happens when the governor of Utah vetoes a bill that was passed by the state legislature? How does this process serve to balance power among the branches? (4.4.1a)

- » When the governor vetoes a bill, the legislature may override with a two-thirds majority. This balances the powers of the executive and the legislature by making it difficult, but not impossible, to pass a law the governor does not like.

## “Utah’s Judicial Branch,” pages 26–27

**Invite volunteers to read the section on pages 26–27 aloud.**

Online Resources



**SUPPORT**—Display the Ballotpedia diagram of the Utah state judicial system. Guide students through the diagram by talking them through two examples of cases being appealed and working their way up through the levels of courts, one beginning in justice court and one in juvenile court. Start by introducing a civil case in a Utah justice court, like a business being sued by a former employee. Explain that if the justice court rules against the business and if they object to the ruling, they can *appeal* to the next highest court, which is called the district court. Explain that they must have some *reason* why they think the decision is unfair and that the district court will decide if their reason is good enough to hear the case again. If they choose to appeal that decision as well, the case would go to the court of appeals and eventually to the Utah Supreme Court. Point at each court on the diagram as you talk through the scenario to show how a single case can “move” through the system. The second example could be a juvenile offender appealing their conviction or sentence in a criminal trial. In this case, an appeal would skip the



district court and go straight to the court of appeals, but the basic idea is the same.

**ACTIVITY**—Have students identify similarities and differences between the state and federal judicial branches and add the information to their Venn Diagrams (AP 2.1). (4.4.2)

**After the volunteers read the text, ask the following questions:**

**EVALUATIVE**—What are some things the U.S. and Utah governments have in common? (4.4.2)

- » Possible responses: The U.S. and Utah governments are both based on a constitution, both have three branches, and both have a legislature with two houses (the House of Representatives and the Senate).

**LITERAL**—What is one right that both the U.S. and Utah Constitutions guarantee? (4.4.2, 4.4.1.b)

- » Possible answers: Rights that both documents guarantee include freedom of speech and freedom of religion.

**LITERAL**—What is one right that the Utah Constitution guarantees that the U.S. Constitution does not? (4.4.2, 4.4.1.b)

- » Possible response: One right that the Utah Constitution guarantees that the U.S. Constitution does not is that people cannot be put in prison for debt.

### “Utah’s Local Governments” and “How Levels of Government Work Together,” pages 27–29

**Have students read the section “Utah’s Local Governments” on pages 27–29 independently.**

**CORE VOCABULARY**—Point out the vocabulary terms *municipality*, *special district*, and *subdivision*, and explain their meanings.

**SUPPORT**—Ask students if they know what district their school is in, and explain that a school district is a type of special district, which is also a form of local government. Point out that special districts are sometimes used for fire departments, parks and recreation departments, and other services, and that they give communities more local control over their services.

**Have students read the section “How Levels of Government Work Together” on page 29 with a partner.**

**SUPPORT**—Prompt students to discuss the question: How do federal, state, and local governments share power in Utah? Point out that schools are a great example of a service that all three levels of government are involved in. Ask: Who sets the standards schools teach? (*state government*) Who typically hires teachers and decides how they will teach? (*local*)

government) What do states and districts have to do to get federal funding? (*follow federal rules for how the money is spent*) Then return to the original question to complete a scaffolded discussion: How do federal, state, and local governments share power Utah? (*Possible response: Each level of government has its own responsibilities, and lower levels have to follow rules set by higher levels.*) (4.4.1.a, 4.4.5)

**After students read the text, ask the following questions:**

**LITERAL**—Which branch of a city government might be made up of a city council? (4.4.5)

- » A city council would be part of the legislative branch of a city government.

**EVALUATIVE**—Describe the roles that local, state, and federal governments take in education in Utah. (4.4.5)


- » The roles the governments take in education in Utah is that the state decides the educational standards, but the local government decides how those standards will be taught and how, and the federal government provides some extra funding but only if the local government follows its rules.

## “Tribal Governments,” pages 30–31

**Scaffold understanding as follows:**

**Invite volunteers to read the first paragraph of the section on page 30 aloud.**

**SUPPORT**—Point out the use of the term *Indian*. *Indian* or *American Indian* is a term that was used for a long time to refer to Native American people. Some members of Native tribes today prefer to be called “Native” or “Indigenous American,” while others prefer “American Indian.” The Bureau of Indian Affairs was founded in 1824, when *Indian* was the only word commonly used. There is disagreement about whether the name should be updated because different Native American groups and individuals have different opinions on what they would like to be called.

 **SUPPORT**—Display the map of Utah’s Native lands from the Internet, and point out the location of each tribe named in the text. Explain that students will read more about each of these groups in other chapters.

**Invite volunteers to read the remainder of the section on pages 30–31 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *sovereignty*, and explain its meaning.

Online Resources



**SUPPORT**—Point out that tribal governments, like states, have some capability to make their own laws. Tribal sovereignty means that these laws can be different from state laws, but they must still follow federal law and the Constitution. For example, an item that is taxed by the state, such as gasoline, might not be taxed within tribal territories.



**SUPPORT**—Direct students to the image of Bears Ears National Monument on page 31. Ask: Using the details in the image, why do you think it’s called Bears Ears? (*Possible response: It has two mountain peaks side by side, which look like bear’s ears.*)

**SUPPORT**—Point out that tribal governments have *civil* authority over anyone who lives or works on their land, whether they are tribe members or not. This means they can make rules about things like how business is conducted or how land and natural resources are managed. They only have *criminal* authority over tribe members who live and work on their land. This means those are the only people they can prosecute for crimes or decide not to.

**TURN AND TALK**—Have students discuss the question: How are conflicts between state, federal, and tribal governments resolved? Ask: Which of these governments has authority over the others? (*Federal government has authority over both, but state and tribal governments do not have authority over each other.*) Then, ask if there were a conflict between the state and tribal governments over who could prosecute a crime, what level of government would make the decision? (*federal government, because it has authority over both of them*) (4.4.5)

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What is tribal sovereignty? (4.5.1.a)

- » Tribal sovereignty is the right of Native tribes to have their own government.

**EVALUATIVE**—Describe how tribal and state governments work together. (4.4.5, 4.5.1.a)

- » Tribal and state governments work together as partners on issues that matter to both of them because neither one has power over the other.

### “Getting Involved,” pages 31–33

**Scaffold understanding as follows:**

**Have students read the section on pages 31–33 with a partner.**

**TURN AND TALK**—Prompt students to discuss the questions: What rights do you have? (*to get a good education, to feel safe in our school and community*) What are your responsibilities? (*to help make our school and community a good or better place to live or speaking up when we see*)

*someone is being treated unfairly*) Explain that in our democracy, where people rule themselves, it's extremely important that people participate in government. While we have rights that protect us, we also have responsibilities, including to respect and defend the rights of others.

Activity Page



AP 2.2

**ACTIVITY**—Explain that being an informed citizen includes knowing who your representatives are. Have students work with a partner to find out who their government representatives are and fill in My Representatives (AP 2.2).

**After students read the text, ask the following questions:**

**LITERAL**—Name one important right and one important responsibility that students in Utah have. (4.4.1.b, 4.4.2)

- » Possible responses: Important rights include the right to a free elementary and secondary education and the right to be safe in the community. Important responsibilities include helping our school and community be good places to learn and live.

**INFERENTIAL**—Describe one way you could start to help your school or community today. (4.5.5)

- » Possible response: One way I could start to help my school or community today is by starting a weekly park cleanup day when students get together, spend a couple of hours cleaning up the park, and then discuss other projects that could help our community.

## Timeline Cards

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- Show students the Chapter 2 Timeline Cards. Read and discuss the captions.
- Review and discuss the Big Question: “What are the roles and functions of the different governments in Utah?”
- Invite a student to post the cards to the timeline. Refer to the diagram in the unit Introduction for guidance on the placement of each card to the timeline.



### CHECK FOR UNDERSTANDING

**Ask students to do the following:**

- Write a short answer to the Big Question: “What are the roles and functions of the different governments in Utah?”
  - » Key points students should cite include: the similarities and differences between Utah state and federal governments and constitutions; the balances among federal, state, tribal, and local government power

in Utah; the sovereignty of tribal governments and its limits; the ways that federal, state, local, and tribal governments work together when necessary; the ways that citizens can get involved to help their communities.

- Choose one of the Core Vocabulary terms (*federal, local government, constitution, republic, right, legislative, executive, judicial, legislature, committee, amendment, floor action, veto, municipality, special district, subdivision, sovereignty*), and write a sentence using the term.

To wrap up the lesson, invite several students to share their responses.

**NOTE:** You may wish to assign Domain Vocabulary: Chapters 1–2 (AP 2.4) at this time.

Activity Page



AP 2.4

## Additional Activities

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Online Resources



Download the Core Knowledge In Your State Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

# Utah's First Peoples

**The Big Question:** How did Utah's Native peoples live before European contact?

## Primary Focus Objectives

- ✓ Use evidence to explain how the geography of the land that would become Utah influenced the culture of one or more prehistoric or historic Native American cultures. **(4.2.1)**
- ✓ Explain the economic concepts of trade and scarcity. **(4.2.2.a)**
- ✓ Apply the concepts of trade and scarcity in analyzing the economic activity of Native American tribal groups in the land now called Utah. **(4.2.2.b)**
- ✓ Use primary and secondary sources to compare the ways of life of Native American tribal groups in the land now called Utah. **(4.2.3)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *scarcity, distinctive, prehistory, archaeologist, artifact, nomadic, agriculture, migrate, sedentary, kiva, adobe, descendant, granary, wickiup, hogan.*

## What Teachers Need to Know

### Online Resources



For background information, download the Core Knowledge In Your State Online Resource "About Utah's First Peoples":

<https://www.coreknowledge.org/ck-in-your-state-history/>

## Materials Needed

### Activity Page



AP 3.3

- individual student copies of Domain Vocabulary: Chapter 3 (AP 3.3)
- National Geographic image of a mastodon
- Meadowcroft Rockshelter and Historic Village video: "How to Throw an Atlatl"
- National Park Service diagram of an Ancestral Pueblo pit house
- San Diego Zoo image of yucca plants
- Los Padres Forestwatch image of a pronghorn antelope

### Online Resources



Use this link to download the Core Knowledge In Your State Online Resources for this unit, where the specific links to the images and video may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

## Core Vocabulary (Student Reader page numbers listed below)

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**scarcity, n.** the state of not having enough of an important resource (34)

*Example:* Deserts are difficult environments to live in because of the scarcity of water.

*Variations:* scarce (adj.)

**distinctive, adj.** unique or standing out from others (34)

*Example:* Different types of clothing, food, and homes are all things that can make a culture distinctive.

*Variations:* distinct (adj.), distinction (n.)

**prehistory, n.** the period of the past before any written records existed (36)

*Example:* We can only learn about the events of prehistory from the physical evidence that was left behind.

*Variations:* prehistoric (adj.)

**archaeologist, n.** an expert in the study of ancient people and the objects from their time period that remain (36)

*Example:* An archaeologist recently discovered new evidence that suggests people lived in North America for thousands of years longer than previously thought.

*Variations:* archaeologists, archaeological (adj.)

**artifact, n.** an object used during a past period in history (36)

*Example:* A piece of pottery is an example of an artifact from a past culture that might tell us something about how its people lived.

*Variations:* artifacts

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

*Example:* Cultures that hunt large animals are often nomadic, moving constantly to follow the herds they depend on for food.

*Variations:* nomad (n.)

**agriculture, n.** the growing of crops and raising of livestock for food and other purposes (40)

*Example:* Cultures that practice agriculture usually have a steadier supply of food and live a more settled lifestyle.

*Variations:* agricultural (adj.)

**migrate, v.** to move from one place to another to live (40)

*Example:* Sometimes people have to migrate to a new area because of dangerous conditions where they live.

*Variations:* migrated, migrating, migrant (n.), immigrate (v.), emigrate (v.)

**sedentary, adj.** staying mostly in one area (41)

*Example:* People who practice farming tend to be more sedentary, living in one place to be close to their crops.

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

*Example:* The kiva was at the center of every Puebloan village and often the center of the village’s activity.

*Variations:* kivas

**adobe, n.** a type of brick made from sun-dried clay (43)

*Example:* Adobe is still a common building material for houses in the southwestern United States today.

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

*Example:* We are all the descendants of our parents, grandparents, and other ancestors.

*Variations:* descendants, descend (v.)

**granary, n.** a building made to store grain for later use (45)

*Example:* Granaries can help people maintain a steady supply of food through times when crops cannot be harvested.

*Variations:* granaries

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

*Example:* Wickiups are perfect shelters for hunter-gatherers because they can be built quickly and easily anywhere.

*Variations:* wickiups

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

*Example:* The Diné adopted hogans as more permanent homes as they adapted to their more settled lifestyle.

*Variations:* hogans

## THE CORE LESSON

### Introduce “Utah’s First Peoples”

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Review what students read about Utah’s levels of government in Chapter 2. Utah is run by a mix of federal, state, local, and tribal governments operating under the Utah and U.S. Constitutions. Together, these governments support schools and infrastructure, make and enforce laws, and more.

Then explain that the state students know as “Utah” has not always existed. Long before Utah was established—long before there was even a United States—people lived in this place. In this chapter, students will read about some of those people.

Call students' attention to the Big Question: "How did Utah's Native peoples live before European contact?" Tell students to pay close attention to the ways that different Native peoples adapted to the conditions they lived in and to the similarities and differences between different groups.

## Guided Reading Supports for "Utah's First Peoples"

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When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

### "Utah's Earliest Peoples," pages 34–37

**Scaffold understanding as follows:**

**Read the first two paragraphs of the section on pages 34–35 aloud.**

**CORE VOCABULARY**—Point out the vocabulary terms *scarcity* and *distinctive*, and explain their meanings.

**SUPPORT**—Point out the term *Paleoindians* in the first paragraph. Explain that the prefix *paleo-* means old or ancient. Give other examples of the prefix students may be familiar with, such as *paleontologist* meaning a scientist who studies fossils of ancient plants and animals. Ask students to use this information to define the term *Paleoindians*. (*old or ancient Indians or Native Americans*)

**ELL SUPPORT**—Use a game of musical chairs to illustrate the concept of scarcity. When you have more people than chairs, you have scarcity because there aren't enough chairs for everybody.

**SUPPORT**—Review the meaning of *distinctive*: unique or standing out in some way. Ask: If something is the same as others, is it distinctive? (*no*)

**Invite volunteers to read the remainder of the section on pages 36–37 aloud.**

**CORE VOCABULARY**—Point out the vocabulary terms *prehistory*, *archaeologist*, and *artifact*, and explain their meanings.

**SUPPORT**—Point out the Core Vocabulary term *prehistory*. Explain that the prefix *pre-* means before. Give students examples of other words that use the prefix *pre-*—e.g., *prepay*, *preheat*, *preview*—and guide students to define them. Ask students to come up with their own words using this prefix. (*Possible responses: preschool, predict, pregame*)

**SUPPORT**—Point out BCE and CE on the timeline on page 36, and explain that the calendar used in most parts of the world divides history into two parts: BCE and CE. BCE is an abbreviation for "before the Common Era," and CE means "of the Common Era." The Common Era refers to the date reckoning used in the Gregorian calendar, the most widely used calendar in the world.

**SUPPORT**—Talk students through the timeline, and ask questions to gauge comprehension. Ask: What are the earliest and most recent time periods shown on the timeline? (*The earliest is the Paleoindian Period, and the most recent is the period of the historical tribes.*) Ask: Do the numbers for years in BCE get larger or smaller as they get further from the present? What about in CE? (*BCE year numbers get larger as they get further from the present, but CE year numbers get smaller.*) Ask: Did the years that the Pueblo and Fremont peoples lived overlap? (*yes*)

**ELL SUPPORT**—Point out the word *structures* in the list of artifacts. Explain that structures are buildings or other objects that are put together from several parts. Ask students for examples of structures that are important in their lives. (*Possible responses: homes, school*)

**SUPPORT**—Review the list of artifacts, and emphasize that most artifacts are everyday items. Ask students what items from their lives might become artifacts for future archaeologists to find. (*Possible responses: phones, shoes, clothes, books*)

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What does it mean for there to be scarcity of an important resource like water? (**4.2.2.a**)

- » An important resource being scarce means there’s not enough of it for everybody.

**EVALUATIVE**—How did scarcity of water affect how different Native tribes lived? (**4.2.1**)

- » Scarcity of water affected tribes differently because people who lived where there was plenty of water could stay where they were, but those who lived where water became scarce had to go looking for it and may have been forced to relocate their homes.

**“The Paleoindian Period,” pages 37–39**

**Scaffold understanding as follows:**


**Have students read the section on pages 37–39 with a partner.**

**CORE VOCABULARY**—Point out the vocabulary term *nomadic*, and explain its meaning.

**SUPPORT**—Point out the reference to mastodons in the first paragraph of the section on page 37, and show students the National Geographic image of a mastodon from the Internet. Ask students what modern animal the mastodon reminds them of. (*elephant*) Note that mastodons moved in herds. Ask students what that means. (*It means they moved in groups larger than families.*)

Online Resources



 **SUPPORT**—Direct students to the map of Lake Bonneville on page 38. Ask: How has the area changed over time? (*Now there are three small lakes instead of one big one, and most of the rest of the area has become a desert.*) (4.1.1)

Online Resources



**SUPPORT**—Point out the word *atlatl* in the first paragraph on page 38. Show students the Meadowcroft Rockshelter and Historic Village: “How to Throw an Atlatl” video. Ask students what advantages using an atlatl would have for hunting compared to throwing a spear normally. (*It lets you throw harder or from farther away.*)

**SUPPORT**—Point out the word *scarce* in the second paragraph on page 38. Remind students of the word *scarcity*. Explain how the words *scarce* and *scarcity* are related. *Scarce* is an adjective that describes the amount of a resource as not enough, while *scarcity* is a noun for the condition of not having enough of a resource. If an important resource is scarce, you are experiencing scarcity.

**TURN AND TALK**—Prompt students to discuss the question: What can economic systems and trading patterns tell us about cultures? (*Possible response: They can tell us what resources were valuable to them, which ones they had a lot or a little of, and what their relationships with other groups of people and with each other were like.*) (4.2.2.a, 4.2.2.b)

**After students read the text, ask the following questions:**

**LITERAL**—How do we know that Paleoindians were nomadic hunters? (4.2.1)

- » We know they were nomadic hunters because of the kinds of tools they left behind.

**LITERAL**—How did Paleoindians get materials for their hunting tools that didn’t exist in their area? (4.2.2.a)

- » They got them through trading with other peoples who did have those materials in their area.

**EVALUATIVE**—How did trade help the Paleoindians in Utah to survive? (4.2.2.b)

- » Possible response: It helped them survive by giving them access to scarce goods, such as the materials for good tools that helped them hunt.

**“The Archaic Period” and “The Late Archaic Period,” pages 39–41**

**Scaffold understanding as follows:**

**Invite volunteers to read the section “The Archaic Period” on pages 39–40 aloud.**

**NOTE:** *Archaic* is pronounced (/ar\*kay\*ik/).

**SUPPORT**—Direct students to the image of the pictogram on page 39. Ask them what details they notice. Ask: What shapes do you see? (*Possible response: jagged lines that look like rivers*) What animals can you see? (*buffalo, deer, antelope*)

**Invite volunteers to read the section “The Late Archaic Period” on pages 40–41 aloud.**

**CORE VOCABULARY**—Point out the vocabulary terms *agriculture*, *migrate*, and *sedentary*, and explain their meanings.

**TURN AND TALK**—Prompt students to discuss the question: Why did adopting agriculture also mean adopting a more sedentary lifestyle? (*Agriculture means growing crops, which take a long time to grow, so you need to stay in one place to tend to and harvest them.*) (4.1.2.b)

**After the volunteers read the text, ask the following questions:**

**LITERAL**—How did Utah’s climate change at the start of the Archaic Period? (4.2.1)

- » Utah’s climate changed by getting hotter and drier.

**EVALUATIVE**—Why did early Native farmers plant corn, beans, and squash together? (4.2.2.b)

- » These three crops, sometimes called the Three Sisters, grow well together and help support a healthy diet.

**EVALUATIVE**—How did changes in Utah’s climate affect people in the beginning of the Archaic Period? (4.2.1)

- » Possible response: Changes in the climate made it drier and hotter, which made it harder to find water and also killed off the big animals Paleoindians had hunted; they were forced to hunt smaller animals, gather plants, and find other food and water sources.

**LITERAL**—How did Utah’s climate change in the Late Archaic Period? (4.2.1)

- » Utah’s climate changed by continuing to get hotter but also getting wetter or more humid again.

**EVALUATIVE**—What two changes made people in Utah begin to adopt agriculture in the Late Archaic Period? (4.2.1)

- » One change that led people in Utah to adopt agriculture was the climate, which got wetter, making it easier to get water and grow food. The other was migration of people from Mexico and Central America who had already been farming for a long time and showed the people in Utah how to do it.

**Scaffold understanding as follows:**

**Have students read the first four paragraphs of the section on page 42 independently.**

**CORE VOCABULARY**—Point out the vocabulary term *kiva*, and explain its meaning.

**NOTE:** *Pueblo* is pronounced (/pway\*blow/).

**ELL SUPPORT**—Point out the word *overlapping* on page 42, and explain what it means: that they covered some, but not all, of the same time. Invite volunteers to draw overlapping lines on the board or chart paper. These lines should cover some, but not all, of the same space on the board or paper.

**SUPPORT**—Review the explanation of pit houses on page 42, and then show students the diagram of an Ancestral Pueblo pit house. Ask students how the diagram looks different than they pictured it based on the description. (*Students may not have realized they were so big or that they had chimneys so they could have a fire inside.*)

**NOTE:** *Kiva* is pronounced (/kee\*vah/).

**SUPPORT**—Direct students to the map of Fremont and Ancestral Pueblo Settlements on page 43. Have students use the key to help them find the Ancestral Pueblo settlements and point to them. (*Pueblo settlements are marked in blue.*) Repeat with Fremont sites. (*Fremont sites are marked in red.*) Have students use the compass rose to help them describe the location of Ancestral Pueblo settlements and the location of the Fremont settlements. (*Puebloan settlements are in the far south. Fremont sites are almost everywhere besides the far south with some overlap with Puebloan sites.*) Have students compare this map with the map of Lake Bonneville on page 38. How had the region changed? (*Most of Lake Bonneville had dried up, leaving a large desert and three much smaller lakes.*)

**Have students read the remainder of the section on pages 43–44 independently.**

**CORE VOCABULARY**—Point out the vocabulary terms *adobe* and *descendant*, and explain their meanings.

**SUPPORT**—Use the image of the building at Hovenweep National Monument on page 44 to illustrate the Core Vocabulary term *adobe*. Ask students if they have seen this type of house before and where. (*Possible responses: southern Utah, Arizona, New Mexico*) Ask students to compare adobe houses with the pit houses they looked at earlier. (*Possible responses: The adobe houses look sturdier and like they’re made to last a longer time.*)

Online Resources





**SUPPORT**—Point out the reference to the yucca plant on page 43, and show students the San Diego Zoo image of yucca plants.

**SUPPORT**—Point out the word *drought* on page 44. Ask students to use what they learned in Chapter 1 to explain what a drought is and what effects drought can have on people. (*Drought is a period of very little rainfall. This can cause scarcity of water, which can harm agriculture, hunting, and other food sources.*) Prompt students to use the words *scarcity* and *agriculture* in their explanation. (4.1.3)

**After students read the text, ask the following questions:**

**LITERAL**—Where in Utah was the Ancestral Pueblo culture located? (4.2.1)

- » They were located in southern Utah, near the rivers.

**EVALUATIVE**—Why was the location of the Ancestral Pueblo culture important to their way of life? (4.2.1)

- » Locating their villages near rivers was important to their way of life because they practiced farming and they needed a lot of water for their crops.

**LITERAL**—What are some goods that the Ancestral Pueblo culture used to trade? (4.2.2.b)

- » They traded goods they made like pottery, sandals, twine, and rope made from the yucca plant.

**EVALUATIVE**—How did the Ancestral Pueblo culture respond to the drought and scarcity of water in Utah? What does this show about how people adapt to their environment? (4.2.2.b)

- » Possible response: They responded by leaving Utah for other places like Arizona, New Mexico, and Texas in hopes of finding more water. This shows that there is a limit to how much people can adapt; sometimes they just need to find a better environment to live in.

### “The Fremont People,” pages 45–46

**Scaffold understanding as follows:**

**Read the section on pages 45–46 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *granary*, and explain its meaning.

**SUPPORT**—Point out the words *sedentary* and *scarcer* in the first paragraph on page 45. Have students use their knowledge of the chapter’s Core Vocabulary to explain the meaning of each word. (*Sedentary* means staying mostly in one place. *Scarcer* means more scarce: If something you need becomes scarcer, there is even less of it than before.)

**ELL SUPPORT**—Point out the word *inventive* on page 45. Ask what it means to invent something. (*to come up with something brand new that didn't exist before*) Explain that the suffix *-ive* turns verbs into adjectives. Based on that information, what do they think *inventive* means? Guide students to understand that someone who is inventive is able to invent things or is good at finding new ways to do things.

**ELL SUPPORT**—Point out the word *reliable* on page 45. Explain that *reliable* means able to be trusted or counted on. Invite students to give examples of people or events that are reliable. (*Possible responses: my parents, my teachers, the fire department, the sun rising and setting every day*)

**SUPPORT**—Tell students that some Fremont sites are still preserved today, so they can visit and look at their petroglyphs, artifacts, and artwork. You can specifically mention the Fremont Indian State Park and Museum in Sevier and point it out on a map. Prompt students to discuss the question: Why is it important to protect historical sites? (*It is important because they can help us learn about the people who lived here before us and were an important part of how Utah became what it is today.*)

**After reading the text aloud, ask the following questions:**

**LITERAL**—How did the Fremont people use water from rivers to water their crops? (4.2.1)

- » The Fremont people used irrigation systems to bring water from rivers to their crops.

**EVALUATIVE**—Why were some Fremont people sedentary farmers like the Pueblo and others were nomadic hunters? (4.2.1)

- » Some Fremont people were sedentary farmers like the Pueblo because they lived near rivers like the Pueblo did and could use them to water their crops. Others were nomadic because water was more scarce where they lived.

**“The Historic Tribes of Utah,” “Goshute,” “Paiute,” “Shoshone,” “Diné (Navajo),” and “Ute,” pages 46–53**


**Scaffold understanding as follows:**

**Have students read the section “The Historic Tribes of Utah” on page 46 with a partner.**

**ELL SUPPORT**—Point out the word *overlapped* on page 46, and review its meaning from earlier. Remind students of the overlapping lines they drew. Direct students to the map on page 47, and have students point to overlapping areas on the map. Ask: What might it have meant for tribes that the areas they lived in overlapped? (*Possible response: It meant they might often encounter people from other tribes who might want the same resources they did.*)


**Have students read the section “Goshute” on pages 46–47 with a partner.**

**CORE VOCABULARY**—Point out the vocabulary term *wickiup*, and explain its meaning.

 **SUPPORT**—Before reading about the Goshute, have students locate the Goshute on the map on page 47. Ask them what they know about this part of Utah. (*It is dry and mostly desert.*) Ask how this might affect the people who live there. (*Students may say that the people might be nomadic because it’s hard to find water or grow food there.*)


**SUPPORT**—Direct students to the image at the top of page 48. Make sure students understand that the wickiup is the structure on the left side of the image. Clarify that the wickiup is a structure people would sleep in. Explain that the taller shelter on the right was probably used for cooking or taking shelter from rain during the day.

**Have students read the section “Paiute” on pages 47–49 with a partner.**

 **SUPPORT**—Before reading about the Paiute, have students locate the Paiute on the map on page 47. Ask them what they know about this part of Utah. (*It has some desert but also some rivers.*) Ask how this might affect the people who live there. (*Students may say that the people’s lifestyle might be a mix of nomadic and sedentary because it’s easier to be sedentary near rivers.*)

**SUPPORT**—Point out the word *arid*. Have students use what they learned in Chapter 1 to explain what *arid* means. (*dry with very little rain, like a desert*)

**Have students read the section “Shoshone” on page 50 with a partner.**

 **SUPPORT**—Before reading about the Shoshone, have students locate the Shoshone on the map on page 47. Ask them what they know about this part of Utah. (*It overlaps a lot with Goshute, so it is also a drier climate region.*) Ask how this might affect the people who live there. (*Students may say that the Shoshone were probably nomadic like the Goshute.*)


**SUPPORT**—Point out the reference to pronghorn antelope on page 50, and show students the Los Padres Forestwatch image of pronghorn antelope. Ask how the pronghorn antelope compare to the animals people hunted during the Paleoindian and Archaic Periods. (*Pronghorn antelope are much smaller than the mastodons and other giant animals from the Paleoindian period but much bigger than the rabbits and other small animals hunted in the Archaic Period.*)

**Have students read the section “Diné (Navajo)” on pages 50–52 with a partner.**

**CORE VOCABULARY**—Point out the vocabulary term *hogan* and explain its meaning.

Online Resources



 **SUPPORT**—Before reading about the Diné, have students locate the Diné on the map on page 47. Ask them what they know about this part of Utah. (*It is hot but less dry than the rest of the state, with some rivers.*) Ask how this might affect the people who live there. (*Students may say that the people are probably more sedentary because they have better water sources.*)


**NOTE:** *Navajo* is pronounced (/nah\*vah\*hoe/). *Diné* is pronounced (/dihn\*ay/).

**SUPPORT**—Explain that for many decades, the term *Navajo*, also spelled *Navaho*, was the common way to refer to the Diné. It was the name given to them by Spanish explorers. It appears on maps, in reference works, and in government documents. Many people are unaware that the term *Diné* is preferred by members of the nation themselves.

**SUPPORT**—Point out the word *populous* on page 50, and explain its meaning. (*having a lot of people*) Give examples of places that are the most populous within a category, such as Salt Lake City being the most populous city in Utah and California the most populous state in the United States.

**SUPPORT**—Explain that the entrance of the hogan facing east had both practical and spiritual purposes. Practically, it let the sun into the hogan in the morning when it was cool, then kept the sun out during the hot afternoon. Spiritually, it was important to the Diné to look at the sun first thing every morning, and they believed it gave them blessings from their deities.

**Have students read the section “Ute” on pages 52–53 with a partner.**

 **SUPPORT**—Before reading about the Ute, have students locate the Ute on the map on page 47. Ask them what they know about this part of Utah, (*It is mostly dry with extreme temperature differences between hot summers and cold winters.*) Ask how this might affect the people who live there. (*Students may say that the people are probably nomadic because of scarcity of water.*)

**SUPPORT**—Direct students to the chart on page 53. Ask what kind of shelter was most common for the historic tribes. (*wickiup*) Ask what made the Diné different from the other historic tribes. (*more agricultural/ sedentary and lived in hogans instead of wickiups*) Ask why hunter-gatherer tribes were more common than farming tribes in this part of the country. (*because a lot of the state is arid and lacks the consistent water sources needed for farming*) (4.2.3)

**After students read the text, ask the following questions:**

**EVALUATIVE**—Which historic tribe of Utah was the most focused on farming? (4.2.3)

» The tribe that was most focused on farming was the Diné.

**EVALUATIVE**—Which historic tribes were entirely hunter-gatherers? (4.2.3)

- » The tribes that were entirely hunter-gatherers were the Goshute and Ute.

**EVALUATIVE**—Why did the Diné live in hogans while the other historic tribes mostly lived in wickiups? (4.2.3)

- » Possible response: The Diné lived in hogans because they were farmers who lived near their crops; staying in one place, they could afford the time to build sturdier, long-lasting homes that had other benefits, such as staying cooler in the desert heat. The other tribes mostly lived in wickiups because they were hunter-gatherers who needed homes that they could build quickly wherever they went.

## Timeline Cards

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- Show students the Chapter 3 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “How did Utah’s Native peoples live before European contact?”
- Invite a student to post the cards to the timeline under the dates referencing the four time indicators. Refer to the diagram in the unit Introduction for guidance on the placement of each card to the timeline.



### CHECK FOR UNDERSTANDING

**Ask students to do the following:**

- Write a short answer to the Big Question: “How did Utah’s Native peoples live before European contact?”
  - » Key points students should cite include: Native people have lived in Utah for over 13,000 years; Native people in Utah have always had to adapt to the climate and environment around them; the climate of Utah changed over time, which caused major changes in the lives of Native people; sedentary, agricultural lifestyles require stable, reliable access to water, while water scarcity usually leads to nomadic, hunter-gatherer lifestyles; all five of the historic tribes of Utah still exist and continue to play an important part of Utah’s state culture today.

Activity Page



AP 3.3

- Choose one of the Core Vocabulary terms (*scarcity, distinctive, prehistory, archaeologist, artifact, nomadic, agriculture, migrate, sedentary, kiva, adobe, descendant, granary, wickiup, hogan*), and draw a picture to define it.

To wrap up the lesson, invite several students to share their responses.

**NOTE:** You may wish to assign Domain Vocabulary: Chapter 3 (AP 3.3) at this time.

## Additional Activities

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Online Resources



Download the Core Knowledge In Your State Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

# European Exploration and Settlement

**The Big Question:** How did the arrival of European and American trappers and traders change the human geography of Utah?

## Primary Focus Objectives

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- ✓ Use primary and secondary sources to compare important aspects of the ways of life of at least two Native American tribal groups. (4.2.3)
- ✓ Investigate the reasons early explorers and frontiersmen came to the land now called Utah. (4.2.4)
- ✓ Determine the effects that early explorers and frontiersmen had on Utah and their relevance today. (4.2.4)
- ✓ Understand the meaning of the following domain-specific vocabulary: *mission, missionary, province, petroglyph*.

## What Teachers Need to Know

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### Online Resources



For background information, download the Core Knowledge In Your State Online Resource “About European Exploration and Settlement”:

<https://www.coreknowledge.org/ck-in-your-state-history/>

## Materials Needed

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- map of English, French, and Spanish settlements in 1776
- image of petroglyphs found in El Cañón Pintado
- map of Utah’s highways
- Utah State Parks image of a bison

### Online Resources



Use this link to download the Core Knowledge In Your State Online Resources for this unit, where the specific links to the maps and images may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

## Core Vocabulary (Student Reader page numbers listed below)

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

*Example:* Spanish priests built missions all over North America to encourage Native Americans to join the Catholic Church.

*Variations:* missions

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

*Example:* Missionaries came to North America to convince Native peoples to join their church.

*Variations:* missionaries

**province, n.** an area or region similar to a state (57)

*Example:* Quebec and Ontario are provinces of Canada, similar to how Utah and California are states of the United States.

*Variations:* provinces, provincial (adj.)

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

*Example:* Petroglyphs carved into rock by Native people in Utah are among the first works of art ever created in the area.

*Variations:* petroglyphs

## THE CORE LESSON

### Introduce “European Exploration and Settlement”

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Review what students read about Utah’s first peoples in Chapter 3. Remind students that the “historic tribes” were so called because they were the first to coexist with written historical records. Those records were kept by European settlers, so the beginning of the historic period matches up with the beginning of European settlement. The Utes were among the first tribes to interact with European settlers, and those settlers quickly transformed Utah and its peoples forever.

In this chapter, students will read about the arrival of European settlers and the changes they brought with them. Ask: What do you think may happen when two or more cultures with significant differences come into contact? List answers on the board or chart paper to revisit as students read the chapter, and compare their predictions to the history.

Call students’ attention to the Big Question. Tell students to remember what they learned about the Native peoples’ ways of life before European contact so that they can compare it with their ways of life after contact. Tell them that changes to Utah might include changes to technologies, lifestyles, settlement

patterns, food, clothing, and more. Tell them to look for both positive and negative changes.

## Guided Reading Supports for “European Exploration and Settlement”

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When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

### “Europeans Arrive in Utah,” pages 54–57

**Scaffold understanding as follows:**

**Invite volunteers to read the first paragraph of the section on pages 54–55 aloud.**

**SUPPORT**—Point out the year 1776. If students have studied the American Revolution, ask: What else happened that year? (*The United States declared independence from Britain.*) Mention that the Declaration of Independence applied only to the original thirteen colonies, which were all on the East Coast, thousands of miles away from the land that would become Utah.

**ELL SUPPORT**—Point out the word *swiftly*. Explain that *swiftly* means quickly. Ask: Did the change happen fast or slow? (*fast*)

**Invite volunteers to read the remainder of the section on pages 56–57 aloud.**

**CORE VOCABULARY**—Point out the vocabulary terms *mission*, *missionary*, and *province*, and explain their meanings.

**SUPPORT**—Direct students’ attention to the claim that the Americas were “previously unknown” to Europeans. Explain that we now know that Vikings led by Leif Erikson landed much earlier in what is now Canada—around 1000 CE. However, these voyages were not well known in Europe at the time, so the Americas were still “previously unknown” to most Europeans.

**SUPPORT**—Direct students to the image of the mission on page 57. Note that the mission is made of adobe. Ask: What is adobe? (*a type of clay found in what is now the southwestern United States used for building houses*) Guide students to recall from Chapter 3 that Native tribes as far back as the Ancestral Pueblo and Fremont peoples were building adobe houses hundreds of years before the Spanish missionaries arrived. Explain that this is an example of how European settlers learned from Native peoples and adopted some of their customs to help them adapt to the area.

**After the volunteers read the text, ask the following questions:**

**LITERAL**—Which European country was the first to create settlements in what is now Utah? (4.2.4)

- » Spain was the first European country to create settlements in what is now Utah.

**EVALUATIVE**—What were some of the reasons European settlers chose to create settlements in what is now Utah? (4.2.4)


- » Reasons Europeans settled in what is now Utah were to get resources and wealth from farming and mining and to convert the Native people to Christianity.


**“The Domínguez-Escalante Expedition,” pages 57–59**

**Scaffold understanding as follows:**

**Have students read the section on pages 57–59 with a partner.**

**CORE VOCABULARY**—Point out the vocabulary term *petroglyph*, and explain its meaning.

 **SUPPORT**—Display the map of English, French, and Spanish settlements in 1776. Point out the thirteen colonies on the East Coast of North America. Explain that these are the colonies that declared independence from Britain in the Declaration of Independence and that would eventually form the United States. Guide students to find Santa Fe, New Mexico. Then note the locations of the missions in California. Ask students to use their knowledge of Utah’s history and geography to identify challenges explorers might face when traveling from New Mexico to the missions in northern California. (*Possible responses include rivers, deserts, mountains, and a lack of water and food.*) (4.2.4)

 **SUPPORT**—Direct students to the map of the Domínguez-Escalante expedition’s route on page 58. Ask questions about the map Where did the expedition begin? (*Santa Fe, New Mexico*) What point on the map shows where the expedition first crossed into what is now Utah? (*Point 3, where the group crossed the Green River*) Which point shows where the expedition gave up and decided to return to Santa Fe? Where is it located? (*Point 5, in southwestern Utah*)

**SUPPORT**—After students read about El Cañón Pintado on page 59, display the image of petroglyphs found in El Cañón Pintado. This image shows figures that have been nicknamed “the carrot men.” Ask students why these figures might be called that. (*because they are carrot-shaped but also have human features*)

Online Resources



Online Resources



**After students read the text, ask the following questions:**

**LITERAL**—What was the purpose of the Domínguez-Escalante expedition? (4.2.4)

- » The purpose of the expedition was to find a shorter, safe route from the Spanish mission in Santa Fe, New Mexico, to new missions in California.

**LITERAL**—Why did the Domínguez-Escalante expedition take a long route through the mountains of Utah instead of going directly west across New Mexico? (4.2.4)

- » The expedition took the longer route because the direct route went through a dangerously hot and dry desert.

**“Contact with the Ute and Paiute Peoples,” pages 59–61**

**Have students read the section on pages 59–61 independently.**

**SUPPORT**—Note that the Spanish gave their two Ute guides new names—Joaquin and Silvestre—instead of using their own names. Explain that this was common practice by Europeans in the Americas. European explorers, settlers, and leaders often gave European names to Native individuals instead of learning and using the Natives’ own names. Ask: Why might the Europeans have done this? (*Students may theorize that it was a way to try to make the Natives identify more with European culture or to make them seem more familiar.*)

**SUPPORT**—Point out that José María left the expedition because of a cultural clash; he was frightened by the violence that the Spanish settlers showed to one another. If they had behaved better, José María might have remained with them, and they might have reached California.

**After students read the text, ask the following question:**

**EVALUATIVE**—Why did the Ute guide José María leave the expedition, and what does this suggest about differences between the Ute and Spanish cultures? (4.2.3)


- » He left the expedition because he was frightened by violence that he saw between Spanish settlers. This suggests that the Utes did not believe in using violence to settle these types of disputes.

**“Trappers and Traders,” pages 61–64**

**Scaffold understanding as follows:**

**Read the section on pages 61–64 aloud.**


**SUPPORT**—Reread the opening paragraph of the section. Ask: What year was the Domínguez-Escalante expedition? (1776) What country was born in that year? (*the United States*)

 **SUPPORT**—Direct students to the map on page 61. Guide them to find Nuevo México (/nway\*voh/meh\*hee\*koh/). Explain that Utah was once part of this province, whose name translates to “New Mexico.” At the time of the Domínguez-Escalante expedition, it was a Spanish colony. In 1821, it became part of the independent country of Mexico. The area that is now New Mexico would not become part of the United States until the 1840s, which will be discussed in a later chapter. (4.2.4)

**SUPPORT**—When the text introduces the Mountain Men in the final paragraph on page 62, point out that very few settler women joined the Mountain Men at this time. Those who did often found the lifestyle to be both physically difficult and socially lonely. It was more common for Mountain Men to marry Native women who were accustomed to the way of life in the area.

Online Resources



 **SUPPORT**—Display the map of Utah’s highways, and point out the paths of the highways mentioned in the text: Interstate I-15 and U.S. Route 91. Point out that even today these routes are recognized as the easiest and safest routes through this otherwise difficult landscape. These highways are examples of how the work of the Mountain Men and fur trappers helped to make Utah the place it is today. (4.2.4)

**After reading the text, ask the following questions:**

**LITERAL**—What product drew most Europeans and Americans to what is now Utah in the early 1800s? (4.2.4)

- » The product that attracted most Europeans and Americans to Utah in the early 1800s was fur from animals like beavers.

**LITERAL**—What land deal moved the borders of the United States much farther west in 1803, making it easier for more Americans to enter what is now Utah? (4.2.4)

- » The 1803 land deal that moved the borders of the United States farther west was the Louisiana Purchase.

**EVALUATIVE**—What was the effect of British and American fur trappers purposefully over-hunting areas to outcompete each other? (4.2.4)

- » The effect was that animal populations shrank overall, which hurt the entire fur trade.

**“Effects on Utah’s Native Peoples,” pages 64–67**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 64–67 aloud.**



**SUPPORT**—Note the mention of bison on page 65. Show students the image of a bison. Although the North American bison is not a buffalo, the animals were often called buffalo at the time. Note that bison were an essential food source for some Native tribes and that their lives largely revolved around hunting bison and shadowing the herds. Mention the mixed impact of European settlers on these tribes: At first, the horses the Spanish provided made hunting easier, but eventually settlers’ reckless over-hunting depleted the bison population and made the entire bison-hunting lifestyle impossible.

**SUPPORT**—Point out the phrase “mobile lifestyle.” Ask students if they have heard the word *mobile* in other contexts. (*Students may mention mobile phones, mobile homes, automobiles, or snowmobiles.*) Ask what it means in each case. (*moving or movable*) Ask students to think about the Core Vocabulary from the previous chapter. Which Core Vocabulary word is an antonym, or opposite, of mobile? (*sedentary*) Remind students that they learned in Chapter 3 that societies that focus on farming tend to have a sedentary lifestyle, while societies that focus on hunting and gathering tend to have a mobile or nomadic lifestyle.

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What animal permanently changed the way the Ute tribe hunted for bison? (4.2.3)

- » The animal introduced by Europeans that changed how the Ute hunted for bison was the horse because it let them move much faster than before.

**LITERAL**—How did the Ute first acquire horses? (4.2.3)

- » The Ute got horses from the Spanish colonists, who brought them to the Americas from Europe.

**LITERAL**—Which Native tribes began to regularly attack their neighbors using tools and animals they got from Europeans in the early 1800s? (4.2.3)

- » The Ute and the Diné began to attack their neighbors after they got weapons and horses from European colonists.

**EVALUATIVE**—Why did some Native tribes in what is now Utah shift away from hunting and trapping and toward trade and warfare in the early 1800s? (4.2.3)

- » Tribes moved away from hunting and trapping and toward trade and warfare at this time because hunting and trapping no longer provided enough food because the Europeans had so severely over-hunted in the area.

## Timeline Cards

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- Show students the Chapter 4 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “How did the arrival of European and American trappers and traders change the human geography of Utah?”
- Invite a student to post the cards to the timeline under the dates referencing the time indicators of the 1700s and 1800s. Refer to the diagram in the unit Introduction for guidance on the placement of each card to the timeline.



### CHECK FOR UNDERSTANDING

#### Ask students to do the following:

- Write a short answer to the Big Question: “How did the arrival of European and American trappers and traders change the human geography of Utah?”
  - » Key points students should cite include: The Domínguez-Escalante expedition produced many records of how to navigate the area, which became important to other settlers later; at first, European and American trappers, traders, and missionaries often had good relations with the Native peoples of Utah; the introduction of firearms and horses improved the lives of the Native peoples of Utah at first; eventually, trappers and traders began to harm the local environment through over-hunting and trapping, which left Native peoples without access to the food sources they relied on; when it became impossible to support themselves through hunting and trapping, some Native tribes shifted into new lifestyles focusing on trade or warfare.
- Choose one of the Core Vocabulary words (*mission, missionary, province, petroglyph*), and write a sentence using the word.

To wrap up the lesson, invite several students to share their responses.

## Additional Activities

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### Online Resources



Download the Core Knowledge In Your State Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

## CHAPTER 5

# Utah Joins the United States

**The Big Question:** How did Utah become a U.S. state?

### Primary Focus Objectives

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- ✓ Explain how Utah’s physical geography provided opportunities and imposed constraints for human activities between 1847 and 1896. **(4.3.2)**
- ✓ Describe the establishment of communities and the economic development of the Great Basin area. **(4.3.3)**
- ✓ Identify the political challenges that delayed Utah’s statehood, and explain how they were overcome. **(4.3.4.a-b)**
- ✓ Describe what settlers in Utah needed to do to survive between 1847 and 1896. **(4.3.6)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *import, polygamy, militia, ally, amnesty, compromise*.

### What Teachers Need to Know

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#### Online Resources



For background information, download the Core Knowledge In Your State Online Resource “About Utah Joins the United States”:

<https://www.coreknowledge.org/ck-in-your-state-history/>

### Materials Needed

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#### Activity Pages



AP 3.1

AP 5.1

- individual student copies of Analyze an Image (AP 3.1)
- individual student copies of Timeline (AP 5.1)

## Core Vocabulary (Student Reader page numbers listed below)

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**import, v.** to bring into one country or place from another country or place (75)

*Example:* The United States does not grow bananas; it imports them from countries in Latin America.

*Variations:* imports, importing, imported, import (n.)

**polygamy, n.** marriage between one man and two or more women (77)

*Example:* Men who engaged in polygamy needed a solid income to support multiple wives and each of their children.

*Variations:* polygamist (n.), polygamous (adj.)

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

*Example:* A state's militia can be called up in an emergency to respond to disasters and keep the peace.

*Variations:* militias

**ally, n.** a nation that promises to help another nation in wartime (80)

*Example:* When a nation is in danger, it relies on its allies to follow through on their pledges to help.

*Variations:* allies, alliance (n.), ally (v.), allied (adj.)

**amnesty, n.** forgiveness for a crime or other offense (82)

*Example:* Libraries often have an amnesty day, when late books can be returned with no fine.

*Variations:* amnesties

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

*Example:* Under the terms of the compromise, Jane was allowed to stay up late if she completed all of her homework and chores on time.

*Variations:* compromises, compromise (v.)

## THE CORE LESSON

### Introduce “Utah Joins the United States”

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Introduce the chapter by reviewing what students read about Spanish exploration, trappers and traders, and changes in Native American life in Chapter 4. Explain that Spanish explorers and trappers and traders laid the groundwork for other people to settle in the region. They found the best routes through deserts and mountains, founded trading posts and small towns, and established relationships with the Native peoples.

Tell students that they will read about those later settlements in this chapter. Explain that while permanent settlements were a step toward Utah becoming

a U.S. state, many other challenges had to be faced. Explain that this chapter will address the big question: How did Utah become a U.S. state?

## Guided Reading Supports for “Utah Joins the United States”

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.


### “Settlers Move West,” pages 68–74


**Scaffold understanding as follows:**

**Read the first two paragraphs of the section on pages 68–70 aloud.**


**SUPPORT**—Have students look at the image of the “This Is the Place” monument on page 69. Ask: Who is the figure on the horse? (*Brigham Young*) Why do you think that? (*He is looking down over the valley like he is described doing in the text. Also, he is in the middle on a horse with other men on foot around him, so it seems like he’s the most important one.*)

**Invite volunteers to read the next three paragraphs of the section on pages 70–71 aloud.**

 **SUPPORT**—Direct students to the map of the United States on page 73. Point out the location of Illinois. Then trace a path from the area of Springfield, Illinois (the red star), to Salt Lake City. Demonstrate to students how to use the map scale to determine the distance. (*approximately 1,300 miles or 2,100 kilometers*) Explain that this is roughly the distance that the Latter-day Saints traveled. The text described this journey as “dangerous and difficult.” Based on the map, what was dangerous and difficult about it? (*It went over some very tall mountains, so it was probably steep and rocky, which would make it hard to walk and to haul wagons, and it could have been cold, windy, and snowy.*) (4.3.2)

 **SUPPORT**—Point out the word *mistrusted* at the top of page 71. Ask: What does it mean to trust someone? (*It means you can count on them to do the right thing or be on your side.*) Explain that the prefix *mis-* means badly, wrongly, or incorrectly. Ask: Based on this definition, what does it mean to mistrust someone? (*It means you don’t trust them.*) Invite volunteers to share and define other words with the prefix *mis-*, such as *misunderstand*, *misplace*, *misbehave*, and *mistake*.

**Have students read the remainder of the section on pages 71–74 independently.**

 **SUPPORT**—Direct students to the image of the wagon train at the top of page 72. Invite volunteers to share what they see in the image. (*people with covered wagons on top of a hill looking down into the valley with the sun shining on it*) Remind students that the text described the journey

of this group as dangerous and difficult. How does this image reflect that description? *(It shows them coming down from a very steep and high mountain that must also have been hard to climb up. Steep mountain paths are both dangerous and difficult to traverse, especially when hauling wagons and household possessions as well as cooking and camping supplies.)* What message do you think this image conveys about the migration of the Latter-day Saints? *(Possible response: that they were meant to reach this valley and that all their hard work to get there was worth it)* What details in the image make you think that? *(Possible response: The sun shining down on the valley makes it look like a very special place, and the mountain they are climbing down from shows that they worked very hard to get there.)*



**SUPPORT**—Direct students again to the map of the Mormon Trail on page 73. Ask them the following questions to guide their analysis of the map. Which current states did the Mormon Trail pass through? *(Illinois, Iowa, Nebraska, Wyoming, and Utah)* What type of geography did the Mormon pioneers encounter first? *(plains, or prairie)* Which parts of the Mormon Trail seem like they would be the most difficult based on the map and why? *(western Wyoming and eastern Utah because of the tall mountains there)* What other geographic feature was of importance in determining their route? *(Platte River)*

#### **After students read the text, ask the following questions:**

**LITERAL**—What were the starting and ending points of the Mormon Trail? **(4.3.3)**

- » The Mormon Trail started in Nauvoo, Illinois, and ended in the Salt Lake Valley in Utah.

**EVALUATIVE**—Why did the leaders of the Church of Latter-day Saints decide to move west? **(4.3.3)**

- » Church leaders decided to move west because they wanted an isolated place to live and practice their religion freely.

**LITERAL**—Who was the leader of the Church of Latter-day Saints when they made their journey west? **(4.3.3)**

- » The leader of the church when they made their journey west was Brigham Young.

**EVALUATIVE**—What made the journey west on the Mormon Trail so difficult and dangerous? **(4.3.2)**

- » The journey west was difficult and dangerous because it went through tall mountains, over trails that were rocky, steep, and exposed to bad weather.

**LITERAL**—Identify a challenge settlers faced in trying to grow food in the Salt Lake Valley, and describe how they overcame it. **(4.3.2, 4.3.6)**

- » Possible response: A major challenge settlers faced in trying to grow food in the Salt Lake Valley was the lack of water. They overcame it by

choosing crops that could survive with less water, learning irrigation techniques from the Native peoples of the area, and rounding out their diets with hunting and foraging.

## “Early Foundations,” pages 74–75

### Scaffold understanding as follows:

#### Have students read the section on pages 74–75 with a partner.

**CORE VOCABULARY**—Point out the vocabulary term *import*, and explain its meaning.

**SUPPORT**—Explain that the story of the ancient Hebrews’ movement out of Egypt comes from the Hebrew Bible. The story of this journey is called the Exodus and gives its name to the Book of Exodus in those texts. The ancient Hebrews lived in slavery in Egypt. They fled and then made a long journey through the desert to reach their promised land—that is, the land that they believed that God had promised to them. Like the Salt Lake Valley, the Hebrews’ promised land was also a desert, but they aimed to make it a prosperous place nevertheless. Brigham Young felt that his people’s journey to Utah was similar to the Exodus and that they could follow the ancient Hebrews’ example to “make the desert bloom as the rose.”

**SUPPORT**—Point out the word *smelting* in the second paragraph on page 75. Smelting is a process of using heat and chemicals to turn raw metal ores into useful metals like iron, copper, or silver. This is necessary because the metal ores that come out of the ground contain many mineral impurities that make them unusable.

**ELL SUPPORT**—Point out the word *impurities* in the second paragraph on page 75. Draw student attention to the prefix *im-*. Explain that *im-* means not, or the opposite of. Ask: What is an impurity? (*something that is not pure*) Ask students to define other words that use the prefix *im-*, such as *immovable* (*not movable*), *immature* (*not mature*), and *impossible* (*not possible*).

#### After students read the text, ask the following questions:

**EVALUATIVE**—Why did Brigham Young compare the settlers’ journey to the Biblical story of Exodus? (4.3.3)

- » Both the settlers’ journey and the Exodus story involved a long and difficult journey to find a new home, and both ended in a place where hard work was required to turn a desert into a “land of milk and honey.”

**LITERAL**—What was the first thing that settlers focused on when building their new settlements in Utah? (4.3.3)

- » The first thing that settlers focused on was creating farms to grow food.

**LITERAL**—What other industries appeared in Utah settlements shortly after settlers began mining for iron? (4.3.3)


- » Other industries that appeared as iron mining developed were directly related to mining, like smelting the iron, refining it, and using it to manufacture products like farm tools.

## “The Path to Statehood,” pages 76–77

**Scaffold understanding as follows:**

**Read the section “The Path to Statehood” on pages 76–77 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *polygamy*, and explain its meaning.

 **SUPPORT**—Have students return to the map on page 73 and find the area that Brigham Young hoped would become Deseret. Explain that this is an enormous territory, especially compared to the size of the few very small settlements that the Latter-day Saints settlers began in the Salt Lake Valley.

**SUPPORT**—Mention that many other states achieved statehood in the time between when Utah first applied for statehood in 1849 and the time statehood was granted in 1896. These included California, Minnesota, Oregon, Kansas, West Virginia, Nevada, Nebraska, Colorado, North Dakota, South Dakota, Montana, Washington, Idaho, and Wyoming. In fact, Utah was one of the last states admitted (forty-fifth out of fifty).

**After reading the text, ask the following questions:**

**LITERAL**—What country controlled Utah when the Latter-day Saints settlers first arrived, and when and how did that change? (4.3.3)

- » When the settlers first arrived, Mexico controlled Utah. This changed in 1848, when Mexico lost the Mexican-American War and consequently surrendered the region to the United States as part of the Mexican Cession.

**EVALUATIVE**—Why did so many in Congress oppose statehood for Utah? (4.3.4.a)

- » Many people in Congress opposed statehood for Utah because they thought the Church of Latter-day Saints was too powerful and did not respect the principle of separation of church and state. They thought that Brigham Young, as governor and also president of the church, was too powerful. They also objected to church members’ practice of polygamy, which was illegal in the rest of the country and was not a traditional form of marriage in their beliefs.

**“Conflict with the Federal Government,” “The Utah War Begins,”  
“Mountain Meadows Massacre,” and “End of the Utah War,” pages 78–82**

**Scaffold understanding as follows:**

**Have students read the sections “Conflict with the Federal Government” and “The Utah War Begins” on pages 78–80 with a partner.**

**CORE VOCABULARY**—Point out the vocabulary terms *militia* and *ally*, and explain their meanings.

**SUPPORT**—Direct students to the quotation from President Buchanan on page 79. Ask: Who were the “leaders to whom they [the settlers] seem to have surrendered their judgment”? (*Brigham Young and other Latter-day Saints church leaders*) Ask: According to Buchanan, why was he sending troops to Utah? (*to protect federal officers stationed there*) How does this explanation compare with what you read about Buchanan’s decision in the rest of the text? (*Possible response: I wonder if Buchanan’s main concern was really with how the territorial government was failing to follow the law, or was he more disturbed by who was influencing the government to disobey? And I wonder if conditions were really serious enough to justify a declaration that the territory was in rebellion.*)

**TURN AND TALK**—After students read the quotation from President Buchanan with their partners, have students discuss with their partner whether they think Buchanan was right to be concerned about the situation in Utah or not. Invite volunteers to share their answers.

**Have students read the sections “The Mountain Meadows Massacre” and “End of the Utah War” on pages 80–82 with a partner.**

**NOTE:** The section “The Mountain Meadows Massacre” recounts a violent event. Some students may find this disturbing.

**SUPPORT**—Point out the word *massacre* in the section title “The Mountain Meadows Massacre.” Clarify the difference between a massacre and a fight or battle: A massacre is a one-sided attack against people who cannot meaningfully fight back or defend themselves.

**CORE VOCABULARY**—Point out the vocabulary term *amnesty*, and explain its meaning.

**SUPPORT**—Direct students to the image of the wagon train on page 81. Point out the words on the covered wagon: “Lightning Express.” Ask: Does the phrase *Lightning Express* mean something fast or slow? (*fast*) Ask: Based on what you have read about wagon trains, was that an accurate name for a wagon train? (*No, wagon trains were slow.*) Explain that the name is a joke, like when a tall person is called “tiny.”

**SUPPORT**—Explain that the Mountain Meadows Massacre and the Utah War had lasting consequences for the Utah Territory. They left many in



Congress feeling they could not trust the Utah Territory with statehood because Utahns violently resisted federal authority and attacked strangers based on little more than rumors. This distrust is one of the reasons Utah did not achieve statehood until 1896, when so many other western states achieved it sooner.

**ACTIVITY**—Have students complete Analyze an Image (AP 3.1) about the wagon train image on page 81. You may choose to have students do this independently or with partners.

**After students read the text, ask the following questions:**

**LITERAL**—How did church leaders respond to President Buchanan’s decision to remove Brigham Young from power? (4.3.5)

- » Church leaders, reminded of their experiences in Missouri and Illinois, didn’t believe that President Buchanan’s actions were directed only at the territorial government.

**LITERAL**—What was the name given to the attack on the Fancher party by Latter-day Saints church members and their Paiute allies? (4.3.5)

- » The name given to this attack was the Mountain Meadows Massacre.

**EVALUATIVE**—How did the Utah War and Mountain Meadows Massacre affect Utah’s bid for statehood? (4.3.5, 4.3.4.a)

- » Both conflicts hurt Utah’s bid for statehood by convincing the federal government that the people of the Utah Territory were violent and untrustworthy.

**“The Final Steps to Statehood,” pages 82–83**

**Scaffold understanding as follows:**

**Read the section on pages 82–83 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *compromise*, and explain its meaning.

**SUPPORT**—Discuss with students the difficulty of Wilford Woodruff’s position. Ask who Wilford Woodruff was. (*Woodruff became president of the Latter-day Saints Church in 1889 and wrote the 1890 Manifesto.*) Explain that a manifesto is a document stating the policies and aims of a group, usually a political party. Ask students what compromises Woodruff made on behalf of the Latter-day Saints Church and why. (*Woodruff compromised by renouncing polygamy. He made these compromises to lessen congressional disapproval of Utah statehood.*) Ask: What do you think of Woodruff’s compromises? Did he do the right thing? (*Possible responses: I think he made a good decision because statehood came with a lot of important rights for Utahns and benefits for the state; I don’t respect Woodruff’s decision, because it*

*seems he went against his and the Church's beliefs to gain support in Congress so he could retain his power.)*

Activity Page



AP 5.1

**ACTIVITY**—Distribute copies of Timeline (AP 5.1), and have students write in the major events of the chapter on the left side of the line. You may choose to have students do this independently or with partners.

**After reading the text, ask the following questions:**

**LITERAL**—What document was key to Utah finally achieving statehood in 1896, and what did it say? **(4.3.4.b)**

- » The document that helped Utah achieve statehood was the 1890 Manifesto. It pledged to eliminate polygamy in the Utah Territory.

**EVALUATIVE**—What changes did the Latter-day Saints Church agree to in exchange for a better chance at statehood? Why were they important? **(4.3.4.b)**

- » The Latter-day Saints Church also agreed to have less influence over Utah's society in general. This was important because it showed agreement with the principle of separation of church and state.

## Timeline Cards

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- Show students the Chapter 5 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: "How did Utah become a U.S. state?"
- Invite a student to post the cards to the timeline under the dates referencing the time indicator (1800s). Refer to the diagram in the unit Introduction for guidance on the placement of each card to the timeline.



### CHECK FOR UNDERSTANDING

**Ask students to do the following:**

- Write a short answer to the Big Question: "How did Utah become a U.S. state?"
  - » Key points students should cite include: Utah became a U.S. territory when Mexico surrendered it to the United States as part of the Mexican Cession; at first, Congress did not want Utah to be a state because they thought the Latter-day Saints Church was too powerful and did not respect the separation of church and state and because they disapproved of polygamy; the Utah War and the Mountain Meadows Massacre hurt Utah's chances of becoming a state by making Utahns appear violent and unwilling to submit to federal

power; Utah finally became a state after publishing the 1890 Manifesto promising to end polygamy and limiting the power of the Latter-day Saints church in general.

- Choose one of the Core Vocabulary words (*import, polygamy, militia, ally, amnesty, compromise*), and write a sentence using the word.

To wrap up the lesson, invite several students to share their responses.

## Additional Activities

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### Online Resources



Download the Core Knowledge In Your State Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

# Change and Conflict

**The Big Question:** How did Utah grow and change in the late 1800s?

## Primary Focus Objectives

- ✓ Use primary sources to compare the experiences of Latter-day Saints Church settlers and people from China in migrating to Utah between 1847 and 1896. (4.3.1)
- ✓ Explain how Utah’s physical geography provided opportunities and imposed limits on human activities, how and why humans changed the environment to suit their needs, and the effects of these changes on Utah’s economy. (4.3.2, 4.3.6, 4.3.7, 4.4.4)
- ✓ Describe the involvement of Utah women in the state and national women’s suffrage movement. (4.3.4.c)
- ✓ Cite multiple perspectives to explain the historical significance and context of the Bear River Massacre and Black Hawk War. (4.3.5)
- ✓ Understand the meaning of the following domain-specific vocabulary: *transcontinental*, *discrimination*, *displace*, *suffrage*, *ore*.

## What Teachers Need to Know

### Online Resources



For background information, download the Core Knowledge In Your State Online Resource “About Change and Conflict”:

<https://www.coreknowledge.org/ck-in-your-state-history/>

## Materials Needed

### Activity Pages



AP 3.1

AP 5.1

AP 6.1

- individual student copies of Analyze an Image (AP 3.1)
- individual student copies of Timeline (AP 5.1)
- map of the transcontinental railroad
- National Park Service image of the Golden Spike ceremony
- Huntington Digital Library image of a railroad junction
- “The Telegraph: The Civil War Text Machine” video (01:58)
- individual student copies of Domain Vocabulary: Chapters 4–6 (AP 6.1)



Use this link to download the Core Knowledge In Your State Online Resources for this unit, where the specific links to the map, images, and video may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

## Core Vocabulary (Student Reader page numbers listed below)

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**transcontinental, adj.** going from one end of a continent to the other (84)

*Example:* The first American transcontinental railroad made it easier for people and goods to travel from the East Coast to the West Coast.

**discrimination, n.** unfair treatment of a person or group because of beliefs about that group of people (87)

*Example:* Our school treats everyone fairly and makes sure there is no discrimination based on race or national origin.

*Variations:* discriminate (v.), discriminatory (adj.)

**displace, v.** to force a person or group from a place (90)

*Example:* Native people were displaced from their homelands when white settlements became larger.

*Variations:* displaces, displacing, displaced, displacement (n.)

**suffrage, n.** the right to vote (93)

*Example:* The Nineteenth Amendment did not actually grant women suffrage, but it prohibited denying voting rights on the basis of sex.

*Variations:* suffragist, suffragette

**ore, n.** rock from which metal can be obtained (96)

*Example:* Mines extract metal ores from the earth, which must be refined into pure metals before they can be used to make things.

*Variations:* ores

## THE CORE LESSON

### Introduce “Change and Conflict”

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Review what students read in Chapter 5 about the settlement of Utah by the Latter-day Saints and how Utah became a state. The Latter-day Saints Church had to make changes to its leadership role in the territory before Congress would accept Utah as a state. Explain that becoming a state was not the only way Utah changed in the late 1800s.

In this chapter, students will read about other ways the region changed. These included changes in technology, the economy, culture, and more. Call students’ attention to the Big Question: “How did Utah grow and change in the late 1800s?”

## Guided Reading Supports for “Change and Conflict”


When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

### “A Time of Transformation,” pages 84–86

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 84–86 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *transcontinental*, and explain its meaning.

 **SUPPORT**—Show students the map of the transcontinental railroad, noting where it started in Sacramento and Omaha and where the two parts met in Utah. Ask: If you wanted to travel by train from New York City to Sacramento, what cities would you have to go through? (*Buffalo, Chicago, Omaha, Cheyenne, Promontory Summit, and Reno*) What if you wanted to go from Sacramento to New Orleans? (*Reno, Promontory Summit, Cheyenne, Omaha, Chicago, and St. Louis*) Demonstrate how to trace a route from one place to another. Guide students to see that the transcontinental railroad was a joining of many railroads by pointing out the lines that existed before the Pacific Railroad Act of 1862 (east of Omaha), the Union Pacific (from Omaha west to Promontory Summit), and the Central Pacific (from Sacramento east to Promontory Summit).

Online Resources



Online Resources



**SUPPORT**—Have students look at the image on page 85 and describe what they see. Explain that this is an artist’s imagining of the Golden Spike ceremony. Display the photograph of the ceremony. Ask students to describe what they see. How is the photograph similar to the painting? (*Both show people standing by the railroad tracks or on top of a train to celebrate completing the railroad.*) How is it different? (*The painting shows someone on a horse, which the photo doesn’t, and the painting is in color, which the photo isn’t. The photo also shows a lot more people.*) Why do you think these differences exist? (*Possible responses: The painter may have added the horse to make the scene more dramatic; they may have shown fewer people so they could show them in more detail; the photograph is in black-and-white because color photography equipment and materials were rare at the time.*)

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What does it mean that the new railroad completed in Utah in 1869 was “transcontinental”? (4.3.7)

- » The railroad being “transcontinental” means that it extended all the way across the continent, from the East Coast to the West Coast.

**EVALUATIVE**—How did the railroad change Utah from an isolated territory to the “crossroads of the West”? (4.3.7)

- » The railroad changed Utah into the “crossroads of the West” by making it easier for people to move there, for people and businesses there to obtain goods and supplies, and for businesses there to send their products to other places.

## “Chinese Immigration to Utah,” pages 86–88

**Scaffold understanding as follows:**

**Have students read the section on pages 86–88 with a partner.**

**CORE VOCABULARY**—Point out the vocabulary term *discrimination*, and explain its meaning.

**SUPPORT**—Emphasize the point made in the last paragraph of the section that the Chinese were barred from making their own claims, which would have allowed them to own mines and profit from the metal collected there. Instead, they could only work in the mines for wages. Point out that because of discrimination, these wages were less than non-Chinese workers received but also more than they had previously received in China.

**ACTIVITY**—Have students complete Analyze an Image (AP 3.1) about the image of Chinese railroad workers on page 87. You may choose to have students do this independently or with their reading partners.

**TURN AND TALK**—Prompt students to discuss the question: How did new immigrant communities contribute to the history and culture of Utah? If students need prompting, you can mention Chinatowns and Chinese culture festivals in Utah cities and revisit the importance of the transcontinental railroad to Utah, which Chinese immigrants helped to build.

**After students read the text, ask the following questions:**

**LITERAL**—What job attracted most Chinese immigrants to Utah in the 1860s? (4.3.1)

- » The job that brought most Chinese immigrants to Utah in the 1860s was building the transcontinental railroad.

**LITERAL**—What is a Chinatown, and how did Chinatowns change the culture of Utah? (4.3.1)

- » A Chinatown is a neighborhood that is a center of Chinese culture and community. Chinatowns changed the culture of Utah by making Chinese culture an important part of Utah cities like Salt Lake City, Ogden, and Park City.

Activity Page



AP 3.1

**EVALUATIVE**—How does discrimination against Chinese immigrants explain why there are no journals or other records of Chinese workers at that time preserved today? (4.3.1)

- » Possible response: Because of discrimination, many people at the time did not value the experiences of Chinese workers. As a result, journals and other records were often ignored or discarded instead of being preserved.

**“Conflicts with Native Americans,” “The Bear River Massacre,” and “The Black Hawk War,” pages 88–92**

**Scaffold understanding as follows:**

**Read the section “Conflicts with Native Americans” on page 88 aloud.**

**SUPPORT**—Make a more explicit connection between the general changes to Utah described at the beginning of the chapter and the effects on Native people described here by saying something like this: *Utah was changing to a bigger, busier place, with more mining, industry, railroads, and commerce. This led to changed relations between settlers and Native people—from one of sharing and trading to one of competing for valuable land.*

**Have students read the section “The Bear River Massacre” on pages 88–90 independently.**

**NOTE:** This section describes violence against Native people. Students may find this content disturbing.

**SUPPORT**—Point out the word *massacre* in the section title. Remind students that a massacre is a one-sided attack against people who cannot meaningfully fight back or defend themselves.

**SUPPORT**—Direct students to the phrase “the entire Shoshone band” at the top of page 90. Explain the difference between a band and a tribe. A band is a smaller group of people who are usually all related and treat each other as equals. A tribe is larger, with some form of leadership like a council or chief. Tribes share things like language, customs, and religion but are not usually all related. The band that was attacked in the Bear River Massacre was a small part of the much larger Shoshone tribe.

**SUPPORT**—Inform students that while accounts of the massacre vary widely, by any estimate it was the deadliest single massacre of Native people in the history of the United States.

**CORE VOCABULARY**—Point out the vocabulary term *displace*, and explain its meaning.

**Have students read the section “The Black Hawk War” on pages 90–92 with a partner.**

**SUPPORT**—Point out the similarities between the conditions that led to the Black Hawk War and those that led to the Bear River Massacre. Explain that in both cases, friendly relations between settlers and Natives became unfriendly when settlements grew to the point that they displaced Native people from their land and resources. Point out that the same pattern occurred at Bear River and led to the massacre.

**SUPPORT**—Guide students to recall what they read about the Utah War in Chapter 5. They might remember that it was a conflict between Utah and the federal government over the power of the Latter-day Saints Church in Utah and that Latter-day Saints militia members and their Native allies attacked U.S. troop trains together. Explain that the Black Hawk War was a result of these same alliances falling apart because settlers were displacing the Native people. Explain that many in the federal government felt that the Utah settlers were on their own and did not deserve their help.

**TURN AND TALK**—Prompt students to discuss the question: How did Native American life change as settlement continued? Remind them of the Core Vocabulary term *displace*. Ask: What did it mean for Native people to be displaced? (*They were forced off of the land they had always lived on.*) Why were Native people displaced from particular lands? (*because those lands were valuable for their natural resources or location*) How would life be different for Native people after they were displaced from the land they chose to live on to less desirable lands? (*Possible response: They would have fewer resources and could not support the lifestyles they had before.*)

**After students read the text, ask the following questions:**

**LITERAL**—What tribe did the band of Native people living in the Cache Valley at the time of the Bear River Massacre belong to? (4.3.5)

- » The Native people living in the Cache Valley at the time of the Bear River Massacre belonged to the Shoshone Tribe.

**LITERAL**—The Black Hawk War was fought between Latter-day Saints settlers and which Native tribe? (4.3.5)

- » The Black Hawk War was fought between Latter-day Saints settlers and the Ute tribe.

**EVALUATIVE**—What pattern led to both the Bear River Massacre and the Black Hawk War? (4.3.5)

- » The pattern that led to both the Bear River Massacre and the Black Hawk War was that settlers and Native people had friendly relations at first; then settlements grew until they started displacing Native people, at which point Native people attacked settlers to try to get their land back; then U.S. troops attacked the Native people with superior fire power.

**EVALUATIVE**—Why did the federal government at first not want to help the Utah Territory in the Black Hawk War? (4.3.5)

- » The federal government did not want to help the Utah Territory because the territory’s actions in the Utah War, only seven years earlier, had demonstrated that the territory did not respect the federal government; as a result, many believed that Utah was a threat to the federal government’s authority.

**“Changes in Politics and Society,” pages 92–94**

**Scaffold understanding as follows:**

**Read the section on pages 92–94 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *suffrage*, and explain its meaning.

**SUPPORT**—Point out the word *franchise* in the quotation at the top of page 94. Explain that *franchise* is another word for suffrage, or the right to vote.

**SUPPORT**—Point out that the 1887 Edmunds-Tucker Act was mainly intended to end polygamy and decrease the power of the Latter-day Saints Church within the Utah Territory, but it also ended up taking away the right to vote from Utah women, or disenfranchising them. Remind students of the term *franchise* and the prefixes *en-* and *dis-* to explain the meanings of *enfranchise* (to give someone the right to vote) and *disenfranchise* (to take away someone’s right to vote).

**SUPPORT**—Draw a timeline on the board showing the victories and setbacks for women’s suffrage in Utah and the rest of the country. Include the following events and dates:

- The first women’s rights convention is held at Seneca Falls—1848.
- Utah’s first territorial constitution allows only white men to vote—1849.
- Wyoming becomes the first state to grant women’s suffrage—1869.
- Some Utah women win suffrage through an act of the Utah territorial legislature—1870.
- Utah women are disenfranchised by Congress through the Edmunds-Tucker Act—1887.
- Women’s suffrage is included in Utah’s proposed state constitution—1895.
- Congress accepts Utah’s constitution and grants statehood—1896.
- Women’s suffrage is granted throughout the United States by the Nineteenth Amendment (1920).

**After reading the text, ask the following questions:**

**LITERAL**—When did women in Utah gain, lose, and regain the right to vote? (4.3.4.c)

- » Women in Utah first gained the right to vote from the territorial legislature in 1870, lost it through the Edmunds-Tucker Act in 1887, and then regained it through the Utah Constitution in 1895.

**LITERAL**—Did women in Utah permanently gain the right to vote before or after most of the rest of the United States? (4.3.4.c)

- » Utah women permanently gained the right to vote in Utah in 1895, which was decades before most women in the United States gained that right in 1920.


**EVALUATIVE**—How did women in Utah push for their right to vote? (4.3.4.c)

- » Women in Utah pushed for their right to vote by joining the national women’s suffrage movement and by speaking out in meetings within Utah and the Latter-day Saints Church. For example, a prominent Latter-day Saints woman named Bathsheba Smith spoke at a meeting demanding the right to vote from the territorial governor.

**“The Transcontinental Railroad,” pages 94–99**

**Scaffold understanding as follows:**

**Invite volunteers to read the first four paragraphs of the section on pages 94–95 aloud.**

 **SUPPORT**—Direct students’ attention to the map on page 95. Ask: Where were the existing railroad lines in the United States as of 1862? (*in the eastern part of the country; none went past Omaha*) What were the starting points of the Central Pacific and Union Pacific lines? (*Central Pacific: Sacramento; Union Pacific: Omaha*) Based on the map, why was Utah the place where the two lines met? (*It was not halfway between the two starting points, but closer to the western starting point, probably because it would be so much more difficult to lay track across the Sierras and planners wanted both lines completed at the same time.*)

**Invite volunteers to read the next five paragraphs on pages 95–97 aloud.**

**SUPPORT**—Point out the word *junction* in the second full paragraph on page 96. Explain that a junction is where two or more roads or rail lines meet or join. Show students the Huntington Digital Library image of a railroad junction, and point out where the rail lines cross and how they go out in different directions from there. Remind students that the Transcontinental Railroad was really a joining of existing railroads and that

Online Resources



Utah’s significance was that it was the site of the main junction between the Central Pacific and Union Pacific.

**CORE VOCABULARY**—Point out the vocabulary term *ore*, and explain its meaning.

**SUPPORT**—Explain the difference between imports and exports. Imports are goods that are brought in from somewhere else, and exports are goods that are sent out to somewhere else.

**Have students read the remainder of the section on pages 97–99 with a partner.**

**ELL SUPPORT**—Point out the word *materialistic*, and explain its meaning. (*focused on money or the luxuries that money can buy*) Invite volunteers to give examples of being materialistic. (*Possible responses: caring too much about what kind or brand of clothes you or others wear, spending too much on a fancy car*)

**SUPPORT**—Inform the class that Joseph F. Smith was the nephew of the Joseph Smith who founded the Latter-day Saints Church. You can remind them that the founder Joseph Smith was murdered in prison in 1844, as discussed in a previous chapter.

**TURN AND TALK**—Reread the quotation from Joseph F. Smith on page 97 aloud. Have students discuss with a partner whether they think his words are true today. Invite volunteers to share their answers.

**SUPPORT**—Point out the reference to the telegraph in the first paragraph on page 98. Show the video “The Telegraph: The Civil War Text Machine” to help students understand how the telegraph worked and how it changed communication in the United States.

**ACTIVITY**—Distribute copies of Timeline (AP 5.1), and have students write in the major events of the chapter on the right side of the line. You have the option of having students do this independently or with partners.

**After students read the text aloud, ask the following questions:**

**LITERAL**—When and where was the transcontinental railroad completed in Utah? (4.3.7)

- » The transcontinental railroad was completed in Promontory Summit, Utah, in 1869.

**EVALUATIVE**—How did transportation to and from Utah change in the 1860s? (4.3.2, 4.3.6)

- » Transportation to and from Utah completely changed in the 1860s with the construction of the transcontinental railroad. Before then, it took months to reach Utah from the East Coast because it was far away and over steep mountains. With the railroad it only took a few days.

Online Resources



Activity Page



AP 5.1

**EVALUATIVE**—How did the completion of the transcontinental railroad change Utah? (4.3.7, 4.4.4)

- » The transcontinental railroad changed Utah’s economy by making it more connected to the rest of the country. That made the local economy change from one focused primarily on farming to one focused on mining and manufacturing. The transcontinental railroad also allowed mail to be sent across the country by train. It made mail service faster and more reliable. Because of the railroad, more people moved to Utah, making Utah’s population more diverse. It also became more urbanized. Mostly, Utahns became less isolated: There was a greater exchange of people and ideas with the rest of the country and the world. As more people came to Utah, Indigenous Utahns were forced off their lands and onto isolated reservations and deprived of essential resources.

## Timeline Cards

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- Show students the Chapter 6 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “How did Utah grow and change in the late 1800s?”
- Invite a student to post the cards to the timeline under the date referencing the 1800s. Refer to the diagram in the unit Introduction for guidance on the placement of each card to the timeline.



### CHECK FOR UNDERSTANDING

#### Ask students to do the following:

- Write a short answer to the Big Question: “How did Utah grow and change in the late 1800s?”
  - » Key points students should cite include: Settlements grew to the point that they displaced Native people, leading to deadly conflicts; eventually, many Native Americans were forced to live on reservations; immigrants, particularly from China, came to Utah to work on the transcontinental railroad, changing Utah’s culture; the transcontinental railroad was completed in Utah in 1869, making Utah far more connected to the rest of the country and shifting its economy toward mining and manufacturing; women gained the right to vote in Utah in 1870, lost it in 1887, and then gained it again with Utah’s statehood in 1896.

- Choose one of the Core Vocabulary words (*transcontinental, discrimination, displace, suffrage, ore*), and write a sentence using the word.

To wrap up the lesson, invite several students to share their responses.

**NOTE:** You may wish to assign Domain Vocabulary: Chapters 4–6 (AP 6.1) at this time.

Activity Page



AP 6.1

## Additional Activities

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Online Resources



Download the Core Knowledge In Your State Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

# Utah in the Twentieth Century

**The Big Question:** How did national and global events affect Utah in the twentieth century?

## Primary Focus Objectives

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- ✓ Use primary and secondary sources to explain how Utah’s economy changed during the twentieth century. (4.4.4)
- ✓ Use case studies to explain how national and global events of the twentieth century affected Utah and its local communities. (4.4.6)
- ✓ Use case studies to explain the roles that Utah and its people took on during national and global events of the twentieth century. (4.4.6)
- ✓ Understand the meaning of the following domain-specific vocabulary: *union, strike, alliance, neutral, drafted, pandemic, unemployment rate, internment, capitalism, communist, segregate, integrate.*

## What Teachers Need to Know

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Online Resources



For background information, download the Core Knowledge In Your State Online Resource “About Utah in the Twentieth Century”:

<https://www.coreknowledge.org/ck-in-your-state-history/>

## Materials Needed

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Activity Page



AP 3.1

- individual student copies of Analyze an Image (AP 3.1)
- map of First World War alliances
- map of Second World War alliances

Use this link to download the Core Knowledge In Your State Online Resources for this unit, where the specific links to the maps may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

Online Resources



## Core Vocabulary (Student Reader page numbers listed below)

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

*Example:* Workers form unions to bargain with employers for better pay and safer working conditions.

*Variations:* unions, unionize (v.)

**strike, n.** a temporary work stoppage organized by workers as a protest (103)

*Example:* The store was closed yesterday because the workers were on strike and refused to work until they got a raise.

*Variations:* strikes, striker, strike (v.)

**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)

*Example:* During World War I, Britain, France, and other countries formed an alliance to fight against Germany.

*Variations:* alliances, ally, ally (v.), allied (adj.)

**neutral, adj.** not involved or taking a side in a conflict or argument (105)

*Example:* Some countries tried to avoid the bad effects of war by remaining neutral and not taking sides.

*Variations:* neutrality (n.)

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

*Example:* Some soldiers volunteered for the army, while others were drafted and forced to serve.

*Variations:* draft, drafts, drafting, draft (n.)

**pandemic, n.** a disease that suddenly strikes multiple countries or continents (108)

*Example:* The 1918 influenza pandemic was even deadlier than the battles of World War I.

*Variations:* pandemics, pandemic (adj.)

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

*Example:* The United States had its highest unemployment rate in history during the Great Depression.

*Variations:* unemployment rates

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

*Example:* During World War II, Japanese Americans suffered internment in isolated camps because of racist fears that they were disloyal.

*Variations:* intern (v.)

**capitalism, n.** an economic system in which resources and businesses are privately owned and prices are not controlled by the government (120)

*Example:* Under capitalism, people own businesses to make a profit from them.

*Variations:* capital, capitalist, capitalist (adj.), capitalistic (adj.)

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

*Example:* In a communist system, the government owns most businesses and controls how wealth and resources are shared.

*Variations:* communist (n.), communism (n.)

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

*Example:* The southern United States had laws that aimed to segregate public schools by race until the Supreme Court overturned them in 1954.

*Variations:* segregates, segregating, segregated, segregation (n.), segregated (adj.)

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

*Example:* New laws and court decisions in the 1950s and 1960s helped to integrate American society by race.

*Variations:* integrates, integrating, integrated, integration (n.), integrated (adj.)

## THE CORE LESSON

### Introduce “Utah in the Twentieth Century”

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Review what students read about Utah in the previous chapter. The nineteenth century brought major changes to Utah’s economy, government, and culture, and Utah became more connected to the rest of the United States and the world. Utah became a state in 1896, just four years before the twentieth century began. Explain that the twentieth century spans the years from 1900 to 1999. It was a century that saw two world wars, economic booms and busts, and a lot of social changes. In this chapter, students will read about those events and answer the Big Question: “How did national and global events affect Utah in the twentieth century?”

Tell students to look for details about Utah’s involvement in events that occurred across the country and around the world.

### Guided Reading Supports for “Utah in the Twentieth Century”

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When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

## “A World in Conflict,” pages 100–102

**Scaffold understanding as follows:**

**Read the section on pages 100–102 aloud.**

**SUPPORT**—Point out the word *isolated* in the first paragraph of the section. Explain that *isolated* means separated from other people or places. Ask: What is the opposite of isolated? (*Possible response: connected*)

**After reading the text, ask the following questions:**

**LITERAL**—What technologies helped connect Utah to the rest of the world in the nineteenth century? (4.4.4)

- » The technologies that connected Utah to the world in the nineteenth century were the railroad and the telegraph.

**EVALUATIVE**—How did Utah’s relationship with the rest of the world change in the twentieth century? (4.4.4)

- » Utah’s relationship with the world changed as global events affected Utah more than they had before because Utah was more connected to the rest of the world.

## “Italian Immigrants in Utah” and “Greek Immigrants in Utah,” pages 102–105

**Scaffold understanding as follows:**

**Invite volunteers to read the section “Italian Immigrants in Utah” on pages 102–103 aloud.**

**SUPPORT**—Point out the word *discriminated* in the last paragraph of the section on page 103. Remind students of the Core Vocabulary term *discrimination* from Chapter 6. Explain that being discriminated against means experiencing discrimination. Remind students that they learned the word *discrimination* in the context of discrimination against Chinese immigrants, and point out that some European immigrants were subjected to the same types of discrimination.

**Invite volunteers to read the section “Greek Immigrants in Utah” on pages 103–105 aloud.**

**CORE VOCABULARY**—Point out the vocabulary terms *union* and *strike*, and explain their meanings.

**SUPPORT**—Point out the reference to Greek Orthodox churches in the last sentence of the section. Explain that Greek Orthodoxy is a type of Christianity. For further context, you could explain that three main branches of Christianity are Catholicism, Protestantism, and Orthodox or

Eastern Orthodox Christianity. Greek Orthodoxy is a type of Orthodox Christianity.

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What are some influential immigrant groups that came to Utah from Europe during the late nineteenth and early twentieth centuries? (4.4.6)

- » Two influential migrant groups who moved to Utah were from Italy and Greece. Students may also mention other groups they know about, such as those from England, Denmark, and Sweden.

**LITERAL**—How did Italian immigrants to Utah share news within their community and keep up with news from Italy? (4.4.6)

- » They founded their own community newspapers, especially in Salt Lake City.

**LITERAL**—How did Leonidas Skliris help build Utah’s Greek community? (4.4.6)

- » He helped thousands of Greeks to migrate to Utah and used his connections to find these migrants work when they arrived.

**EVALUATIVE**—How were European immigrants treated when they arrived in Utah in the late nineteenth and early twentieth centuries? (4.4.6)


- » They were discriminated against for having different customs and not speaking the language. Companies also tried to use them to get cheaper labor when other workers went on strike.

**“War Breaks Out in Europe,” pages 105–106**

**Scaffold understanding as follows:**

**Have students read the section on pages 105–106 with a partner.**

**CORE VOCABULARY**—Point out the vocabulary term *alliance*, and explain its meaning.

 **SUPPORT**—Display the map of World War I alliances from the Internet, and point out the countries mentioned in the text. Note that the Ottoman Empire became what is now Turkey and other countries in the Middle East. Its loss in World War I ended what had once been a very powerful empire that ruled a major part of the world for six hundred years.

**CORE VOCABULARY**—Point out the vocabulary term *neutral*, and explain its meaning.

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**After students read the text, ask the following questions:**

**LITERAL**—Name the two sides of World War I and two countries on each side. (4.4.6)

- » The two sides of World War I were the Allied powers and the Central powers. Two countries on each side were Britain and France on the Allied side and Germany and the Ottoman Empire on the Central powers side.

**EVALUATIVE**—Why were some Utahns deeply concerned about World War I before the United States entered the war? (4.4.6)

- » Some Utahns were concerned about World War I before the United States entered it because they or their parents were immigrants from the countries involved in the war.

**“Utahns in World War I,” pages 106–108**

**Scaffold understanding as follows:**

**Have students read the section on pages 106–108 independently.**

**CORE VOCABULARY**—Point out the vocabulary term *drafted*, and explain its meaning. Note that soldiers who were drafted were forced to join the military and could be sent to prison if they refused.

**SUPPORT**—Explain that the Civil War was a four-year war between northern and southern states over the issue of slavery. The North won, and slavery was abolished, or ended, in 1865. Students in Core Knowledge schools will learn about the Civil War in Grade 5.

**ELL SUPPORT**—Point out the word *essentials*. Explain that essentials are things that are necessary. Ask: In addition to meat and sugar, what other items would be essential for the military? (*Possible responses: other foods such as bread, metal for making weapons and ammunition and vehicles, rubber for making shoes and tires*)

**SUPPORT**—Point out the word *interest*. Explain that interest is money that is added to what you have to pay back from a loan. When the government paid back the money it borrowed from people through Liberty Bonds, it added extra money to its payments. That extra money is called interest.

**SUPPORT**—Explain that the fighting in World War I ended on November 11, 1918. It was known then and is sometimes still commemorated as Armistice Day. Today, in the United States, we celebrate that day as Veterans Day. Other countries mark it as Remembrance Day.

**After students read the text, ask the following questions:**

**LITERAL**—How was Fort Douglas used during World War I? (4.4.6)

- » Fort Douglas was used as a training center for new soldiers and as a prison for captured German soldiers and Americans who refused the draft.

**LITERAL**—How did civilians in Utah support the war effort? (4.4.6)

- » Civilians supported the war effort by growing “victory gardens” and buying Liberty Bonds. They also followed the government’s rationing program.

**“The 1918 Influenza Pandemic,” pages 108–109**

**Scaffold understanding as follows:**

**Have students read the section on pages 108–109 with a partner.**

**CORE VOCABULARY**—Point out the vocabulary term *pandemic*, and explain its meaning. You may want to point out the prefix *pan-*, which means all, and explain that a pandemic is an illness that is happening nearly everywhere in the world at once.

**ELL SUPPORT**—Point out the word *waves*. Explain that *waves* has more than one meaning. It can mean a line of higher water that moves across the surface of the ocean, or it can mean something that comes and goes. Ask: Which definition is meant here? (*something that comes and goes*) What did it mean that the flu pandemic hit in waves? (*It meant that a lot of people would get sick at the same time, then it would stop for a while, and then it would start again.*)

**After students read the text, ask the following questions:**

**LITERAL**—What is one reason why the influenza pandemic had a devastating effect on Utah? (4.4.6)

- » Few effective treatments were available at the time.


**EVALUATIVE**—Compare the number of Utahns killed by the 1918 influenza pandemic to the number killed in World War I. (4.4.6)

- » Many more Utahns were killed by the influenza pandemic than in World War I, almost three thousand compared to six to seven hundred.

## “The 1920s,” pages 109–110

**Scaffold understanding as follows:**

**Read the section on pages 109–110 aloud.**

 **SUPPORT**—Point out the map of Utah’s National Parks on page 110. Ask: What part of Utah are the national parks all located in? (*They are all in the southern part of the state.*) Why do you think the national parks in Utah are all in that part of the state? (*Possible responses: That is where the rivers and canyons are; that is far from where most people live, so there is a lot of space.*) (4.1.1)

**SUPPORT**—Explain the difference between a national monument and national park. National parks are set aside by Congress for use by all Americans. They are usually chosen based on their natural beauty and need to be large enough to be used by many people at once. National monuments are usually chosen by the president with approval from Congress. They are usually chosen based on the historical, prehistorical, or scientific importance of objects or sites they contain, and their size does not matter.

**After you read the text, ask the following questions:**

**EVALUATIVE**—How did Utah change during the Roaring Twenties? (4.4.6)

- » During the Roaring Twenties, Utah became an even bigger center for manufacturing, trade, construction, and transportation and a bigger destination for immigrants.

**LITERAL**—What two national parks were created in Utah in the 1920s? (4.4.6)

- » Zion and Bryce Canyon National Parks were created in the 1920s.

**EVALUATIVE**—Why were national parks and monuments created in Utah at this time? (4.4.6)

- » As the state and nation industrialized, some became concerned about protecting Utah’s natural environment and natural beauty. Parks were a way to protect and preserve these sites.

## “The Great Depression,” pages 110–112

**Scaffold understanding as follows:**

**Have students read the section on pages 110–112 independently.**

**CORE VOCABULARY**—Point out the vocabulary term *unemployment rate*, and explain its meaning. You may want to point out that the unemployment rate only counts people who are actively looking for work

and haven't found it yet. It does not include people who are not trying to work, which would have included most women at the time, as well as children, disabled people, and retired people.

**SUPPORT**—Explain that 35 percent unemployment meant that more than one out of every three working-age Utahns were unable to find a job. A 25 percent unemployment rate meant that more than one out of every four were jobless.

**SUPPORT**—Direct them to the graph on page 112. Narrate the broad changes it shows: After 1929, wages drop *very steeply*, and then they start to rise again *very slowly*. Ask: What happened in 1929 that caused this drop? (*the stock market crash and the Great Depression*) What year did pay start to rise again? (1932) Ask how workers' pay in 1940 compared to pay in earlier years. (*Pay was getting better in 1940 but was still less than in 1929.*) (4.4.6)

**After students read the text, ask the following questions:**

**LITERAL**—What event ended the Roaring Twenties and started the Great Depression? (4.4.4, 4.4.6)

- » The Stock Market Crash of 1929 ended the Roaring Twenties and started the Great Depression.

**EVALUATIVE**—How did Utah's unemployment rate compare to the rest of the country's during the Great Depression? (4.4.4, 4.4.6)

- » Utah's unemployment rate was even higher than the rest of the country's during the Great Depression because the state depended on selling things to people in the rest of the country.

**“The New Deal,” pages 112–115**

**Scaffold understanding as follows:**

**Read the section on pages 112–115 aloud.**

**SUPPORT**—Point out that the word *Hoovervilles* in the first paragraph of the section. Ask why people during the Depression named tent cities *Hoovervilles*. (*They named something bad after President Hoover to show that they blamed him for it.*)

**SUPPORT**—Point out the reference to the Works Progress Administration and Civilian Conservation Corps in the second paragraph of the section. Explain that the economy grows when more people have money to spend. That means programs like the WPA and CCC helped the whole economy, not just the people they actually found jobs for. Some of those jobs were building things like roads and highways. Making it easier for people to travel helps the economy grow, too.

**After reading the text, ask the following questions:**

**LITERAL**—What was the name of President Franklin Roosevelt’s plan to help Americans through the Great Depression? (4.4.4, 4.4.6)

- » The name of President Roosevelt’s plan to help Americans through the Great Depression was the New Deal.

**EVALUATIVE**—How did President Roosevelt’s programs help the United States recover from the Great Depression? (4.4.4, 4.4.6)

- » President Roosevelt’s programs helped the United States recover from the Great Depression by creating jobs doing productive things like building roads. This helped the economy because people had more money to spend and it was easier to get from one place to another.

**LITERAL**—How did Utahns benefit from the New Deal? (4.4.6)

- » Utahns got jobs building highways, sewer systems, and roads. Students got free lunches at schools and free nutrition classes. WPA artists created the murals in the state capitol, and WPA musicians formed the Utah Symphony Orchestra.


**“World War II,” pages 115–117**

**Scaffold understanding as follows:**


**Have students read the section on pages 115–117 with a partner.**

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 **SUPPORT**—Display the map of World War II alliances, and point out the countries mentioned in the text. Explain that USSR is an abbreviation for the official name of the Soviet Union. It stands for the Union of Soviet Socialist Republics. Most of the former USSR is now Russia, while other parts formed other countries like Lithuania, Kazakhstan, and Ukraine after achieving their independence in the early 1990s.

**SUPPORT**—Point out the sentence “It had a lot of people who badly wanted jobs and were willing to be retrained” in the last paragraph of the section on page 117. Explain that the war helped lift the United States out of the Depression by quickly creating jobs to support the war effort and motivating the government to provide free training for those jobs.

 **TURN AND TALK**—Prompt students to discuss the question: How did Utah’s physical and human geography impact the development of the state during World War II? Ask: What about Utah’s physical geography led the U.S. military to build new bases there? (*It was far enough from the West Coast to be safe from attacks but also close enough to move supplies back and forth; the wide-open landscape gave a lot of room for the military to practice and drill.*) What about Utah’s human geography made it a good place for U.S. military bases? (*Utah had a railroad connecting it to the West Coast and*

*a lot of people who were eager to work after the Depression and happy to take jobs on the base.) How did the bases help the state develop? (Bases brought a lot of money, jobs, and people to the state, which helped it grow a stronger economy.) (4.1.2.b, 4.4.6)*

**After students read the text, ask the following questions:**

**LITERAL**—Name the two opposing sides of World War II and two countries on each side. (4.4.6)

- » Possible responses: The two sides in World War II were the Allied powers and the Axis powers. Some countries on the Allied side were Britain, France, and the United States; some countries on the Axis side were Germany, Italy, and Japan.

**EVALUATIVE**—How did World War II change Utah’s economy? (4.4.4, 4.4.6)

- » World War II changed Utah’s economy by bringing in military bases and creating lots of jobs. That helped Utah recover from the Great Depression.

**“Japanese American Internment,” pages 117–120**

**Scaffold understanding as follows:**

**Have students read the section on pages 117–120 independently.**

**CORE VOCABULARY**—Point out the vocabulary term *internment*, and explain its meaning.

**ELL SUPPORT**—Point out the term *detention center*. Explain that *detention* means holding or keeping someone in a place, so a detention center was a place where people were held or kept.

**ELL SUPPORT**—Point out the word *distrustful*. Ask students what it means to trust someone. Explain that the prefix *dis-* means not or the opposite of, so distrust is the opposite of trust. Ask: How might you treat someone you distrust? (*Possible response: I would not tell them too much about myself or anything I want to keep secret.*)

**SUPPORT**—Point out that most of the Japanese Americans interned were American citizens and that none of them were actually accused of being disloyal to the United States in any way. They were imprisoned only because of where their parents or grandparents came from.

**After students read the text, ask the following questions:**

**LITERAL**—Almost all American citizens with ancestors from which country were interned in American prison camps during World War II? (4.4.6)

- » Almost all American citizens with Japanese ancestry were interned in American prison camps during World War II.

**LITERAL**—What internment camp was located in Utah during World War II, and what is there now? (4.4.6)

- » The Topaz internment camp for Japanese Americans was located in Utah during World War II. It is now a museum that teaches about the experience of the people interned there.

**“The Cold War,” pages 120–123**

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 120–123 aloud.**

**CORE VOCABULARY**—Point out the vocabulary terms *capitalism* and *communist*, and explain their meanings.



**SUPPORT**—Point out the sentence “Generally, such programs involved cooperation between the federal government and the state government” in the third full paragraph on page 121. Remind students of what they learned about different levels of government in Chapter 2. Different levels of government cooperate to address problems; commonly, the federal government provides funding with some rules attached, and the state government makes most decisions about running the program.

**After the volunteers read the text aloud, ask the following questions:**

**LITERAL**—What were the two sides of the Cold War, and what kind of economic system did each side have? (4.4.6)

- » The two sides of the Cold War were the United States, which had a capitalist economic system, and the Soviet Union, which had a communist economic system.

**EVALUATIVE**—How did federal investment in Utah change Utah’s economy during the Cold War? (4.4.4, 4.4.6)

- » Federal investment in Utah paid to create weapons factories, highways, schools, and more. This brought more money and people into Utah and helped start a big tourism and skiing industry, too.

**Scaffold understanding as follows:**

**Read the section on pages 123–125 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *segregate*, and explain its meaning.

**SUPPORT**—Explain how segregation affected other groups such as Jewish, Latino, Asian, and Native American people. Many businesses such as hotels and restaurants served white customers only. Discrimination also occurred in hiring for jobs, housing, and other areas based on people’s race, their religion, or the country their family came from.

**SUPPORT**—Point out the word *discrimination*. Guide students to recall the meaning of the word, which they learned in Chapter 6 and saw again earlier in this chapter.

**SUPPORT**—Explain that key parts of the Voting Rights Act of 1965 were overturned in 2013. One important part of the Voting Rights Act was that states and cities that had discriminated against voters in the past had to get approval from the federal government before changing their voting laws to make sure those laws did not discriminate. The Supreme Court eliminated this part of the law in 2013. Since then, hundreds of new voting laws have passed in the South that make it more difficult to vote, especially for people of color. Examples include limiting early voting periods and locations.

**SUPPORT**—Point out the phrase “discriminatory laws.” Note the connection between the adjective *discriminatory* and the Core Vocabulary term *discrimination*. Explain that discriminatory laws are laws that practice discrimination or treat people unfairly.

**CORE VOCABULARY**—Point out the vocabulary term *integrate*, and explain its meaning.

**After reading the text, ask the following questions:**

**LITERAL**—How did Dr. Martin Luther King Jr. contribute to the civil rights movement? (4.4.6)

- » Dr. Martin Luther King Jr. was an important leader and organizer of the civil rights movement. He preached nonviolent protest as part of the movement’s tactics.

**LITERAL**—Which two laws banned most forms of racial and religious discrimination in the 1960s as a result of the civil rights movement? (4.4.6)

- » The two laws that banned most forms of discrimination in the 1960s were the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

**EVALUATIVE**—How did some Utah businesses work for racial equality before discrimination was banned? (4.4.6)

- » Some Utah businesses worked for racial equality by voluntarily integrating their businesses. For example, Robert E. Freed integrated the Lagoon amusement park.

## “Utah and the Americans with Disabilities Act,” pages 125–126

**Scaffold understanding as follows:**

**Have students read the section on pages 125–126 with a partner.**

**SUPPORT**—Direct students to the image on page 126. Guide them to the banner in the background and the icon of the person in a wheelchair. Explain that the icon is the symbol of the movement: a person in a wheelchair breaking free of the chains of discrimination.

**After students read the text, ask the following questions:**

**LITERAL**—What was the purpose of the disability rights movement? (4.4.6)

- » The purpose of the disability rights movement was to challenge discrimination faced by disabled people and to promote laws that would end this discrimination and improve the lives and experiences of disabled people in the United States.

**LITERAL**—What are the “reasonable accommodations” that the Americans with Disabilities Act (ADA) requires schools and businesses to make for people with disabilities? (4.4.6)

- » Reasonable accommodations are ways to help people with disabilities participate equally at work or school, like wheelchair ramps and braille writing for blind people.

## “Further Economic Developments,” pages 126–127

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 126–127 aloud.**

**SUPPORT**—Point out the differences between the economic changes in Utah in the nineteenth and twentieth centuries. In the nineteenth century, Utah changed from being isolated and focused on agriculture to being more connected to the rest of the country and focused on mining and industry. Early in the twentieth century, most Utahns worked for the federal government or in mines owned by out-of-state investors, but by the late twentieth century, most Utahns worked for companies based in Utah.



Utah did not go back to being isolated from the rest of the country, but it did become more independent.

**ACTIVITY**—Have students work in pairs to complete Analyze an Image (AP 3.1) about one of these historical images in the chapter: the POWs at Fort Douglas (page 107), the children in masks (page 108), the WPA project in Ogden (page 113), the women in the factory (page 116), the internees at Topaz (page 119), or the March on Washington (page 124). You may choose to assign particular images to students or let students choose.

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What are two industries that became less important in Utah in the twentieth century and two that became more important? (4.4.4)

- » Two industries that became less important in Utah in the twentieth century were mining and agriculture, and two that became more important were education and technology.

**EVALUATIVE**—How did the biggest employers in Utah change between the beginning and end of the twentieth century? (4.4.4)

- » Between the beginning and end of the twentieth century, the biggest employers in Utah changed from the federal government and mines owned by out-of-state investors to companies based in Utah and owned by Utahans.

## Timeline Cards

- Show students the Chapter 7 Timeline Card. Read and discuss the caption, making particular note of the dates.
- Review and discuss the Big Question: “How did national and global events affect Utah in the twentieth century?”
- Invite a student to post the card to the timeline under the date referencing the 1900s. Refer to the diagram in the unit Introduction for guidance on the placement of each card to the timeline.



### CHECK FOR UNDERSTANDING

**Ask students to do the following:**

- Write a short answer to the Big Question: “How did national and global events affect Utah in the twentieth century?”
  - » Key points students should cite include: Utah was much more connected to the rest of the world by the early twentieth century than it ever had been; Utah supported the war effort in World War I, both by sending troops and on the home front; Utah was devastated along

with the rest of the world by the 1918 influenza pandemic; Utah was especially successful economically during the Roaring Twenties and particularly devastated by the Great Depression because the state's economy relied on selling products to other parts of the country; Utah received massive federal investment during World War II and the Cold War, which helped the state's economy recover; Utah participated in the national movements for civil rights for people of color, people with disabilities, and other oppressed groups; Utah's economy changed again in the 1970s to be more independent and focused on industries like education and technology.

- Choose one of the Core Vocabulary terms (*union, strike, alliance, neutral, drafted, pandemic, unemployment rate, internment, capitalism, communist, segregate, integrate*), and draw the definition.

To wrap up the lesson, invite several students to share their responses.

## Additional Activities

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### Online Resources



Download the Core Knowledge In Your State Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

## CHAPTER 8

# Utah in the Twenty-First Century

**The Big Question:** What challenges does Utah face in the twenty-first century?

### Primary Focus Objectives

- ✓ Explain efforts by the Native tribes of Utah to preserve and maintain their cultures. **(4.5.1.b)**
- ✓ Analyze current sustainable development efforts in Utah, and make recommendations for new ones based on data and trends. **(4.5.3)**
- ✓ Compare the experiences of immigrants in Utah today to those of past centuries. **(4.5.4)**
- ✓ Examine examples of individuals or groups making positive changes in Utah, and propose steps that individual students or groups of students can implement. **(4.5.5)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *infrastructure, nominate, conserve, incentive, dialect*.

### What Teachers Need to Know

#### Online Resources



For background information, download the Core Knowledge In Your State Online Resource “About Utah in the Twenty-First Century”:

<https://www.coreknowledge.org/ck-in-your-state-history/>

### Materials Needed

#### Activity Page



AP 8.1

- globe or world map
- individual student copies of Domain Vocabulary: Chapters 7–8 (AP 8.1)

#### Online Resources



Use this link to download the Core Knowledge In Your State Online Resources for this unit, where the specific link to a world map may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

## Core Vocabulary (Student Reader page numbers listed below)

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

*Example:* Highways, sewers, and electrical grids are all part of a city's infrastructure.

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

*Example:* The two major political parties hold conventions to nominate candidates to run for national office.

*Variations:* nominates, nominating, nominated, nomination (n.)

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

*Example:* Using automatic sprinklers is a great way for homeowners to conserve water.

*Variations:* conserves, conserving, conserved, conservation (n.)

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

*Example:* A prize for the winner of a contest is an incentive to try hard to win.

*Variations:* incentives, incentivize (v.)

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

*Example:* Many regions of the United States have a local dialect with words, phrases, and pronunciations unknown outside that region.

*Variations:* dialects

## THE CORE LESSON

### Introduce “Utah in the Twenty-First Century”

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Review what students read in Chapter 7 about Utah in the twentieth century. Utah grew, changed, and faced new challenges in the twentieth century. It was more affected by events outside its borders than ever before, including economic ups and downs, world wars, a pandemic, the civil rights movement, and more.

Explain that the year 2000 marked not only the start of a new century but a new millennium as well. A millennium is a period of one thousand years. With the new millennium came new successes and new challenges. Students will read about those in this chapter and answer the Big Question: What challenges does Utah face in the twenty-first century?

## Guided Reading Supports for “Utah in the Twenty-First Century”

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

### “Twenty-First Century Developments,” pages 128–131

**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 128–131 aloud.**

**SUPPORT**—Give some background on the Olympics and their importance. The modern Olympics were created in 1896 based on games held in ancient Greece. To celebrate that history, Athens, Greece, was selected as the first host city. The first Winter Olympics were held in 1924. The Summer Olympics and Winter Olympics are each held every four years in a different city, and winning the right to host is a great honor for a city, just as winning the right to represent one’s country in the games is a great honor for an athlete. The modern Olympics celebrate culture exchange and international cooperation, giving athletes from around the world a chance to learn from each other as well as compete against each other.

**CORE VOCABULARY**—Point out the vocabulary term *infrastructure*, and explain its meaning.

**ELL SUPPORT**—Give one or two examples of infrastructure in your community, such as the road(s) that your school is on or the local public bus system. Guide students to identify other examples of infrastructure that they encounter on a daily basis.

**SUPPORT**—Point out the phrase “light rail system” in the second paragraph on page 130, and explain that a light rail system is a kind of passenger train system that usually serves a city, town, or small region. It may run on regular railroad tracks like a heavy rail system or on street tracks like a tram or streetcar. Light rail is mainly used by people who commute locally to work or school.

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What was the name of the new public transportation system introduced in Salt Lake City to help support the 2002 Olympic Games? What type of system was it? (4.5.2)

- » The new public transportation system introduced in Salt Lake City for the 2002 Olympics was TRAX, a light rail system.

**EVALUATIVE**—What are some ways that hosting the 2002 Olympic Games affected the state of Utah? (4.5.2)

- » Some ways that hosting the Olympics affected Utah were helping create TRAX, which still serves the area, bringing more tourists to Utah, and generally improving the infrastructure around Salt Lake City.

### “Mitt Romney and the 2012 Presidential Election,” page 131

**Scaffold understanding as follows:**

**Have students read the section on page 131 independently.**

**CORE VOCABULARY**—Point out the vocabulary term *nominate*, and explain its meaning.

**SUPPORT**—Mention that Mitt Romney came from a wealthy Latter-day Saints family and had strong connections to the Church. This helped him to convince some of the oldest and wealthiest Latter-day Saints families in Utah to invest in the Olympics, which helped make the games a success.

**After students read the text, ask the following questions:**

**LITERAL**—What was Mitt Romney’s major accomplishment in Utah prior to running for public office there? (4.5.2)

- » Mitt Romney’s major accomplishment in Utah before running for senator was taking over the committee to organize the 2002 Olympics and helping them raise the money they needed to make the games a success.


**LITERAL**—What was the highest political office that Mitt Romney was elected to? (4.5.2)

- » The highest political office that Mitt Romney was elected to was United States senator from Utah.

### “Utah Transfer of Public Lands Act,” pages 131–133

**Scaffold understanding as follows:**

**Read the section on pages 131–133 aloud.**

 **SUPPORT**—Remind students of the different powers granted to different levels of government. The U.S. Constitution gives the federal government certain powers, lists individual rights that the government cannot violate, and reserves all other powers for the states and the people. The Constitution specifically gives Congress the power to regulate federal property, which is why the Supreme Court would not even hear Utah’s case.

**After reading the text, ask the following questions:**

**LITERAL**—How much of Utah’s land is currently owned by the federal government? (4.5.2)

- » Almost two-thirds of Utah’s land is currently owned by the federal government.


**EVALUATIVE**—Explain both sides of the debate over the Utah Transfer of Public Lands Act, and give your own opinion. (4.5.2)


- » Possible response: People in favor of the act say that the federal government puts too many restrictions on how Utah’s public lands are used and that people in Utah would know how to better manage them. People against the act say that federal regulations help protect the land, that the state can’t afford to manage the land on its own, and that the Constitution gives the exclusive power to control federal land to the federal government. I understand why people want to be able to use the land however they want, but I also think it’s important to protect the land well, and it seems like Utah can’t do that on its own.

**“Modern Immigration to Utah,” page 133**

**Scaffold understanding as follows:**

**Have students read the section on page 133 independently.**

 **SUPPORT**—Explain birthright citizenship and the Fourteenth Amendment’s citizenship clause. In the United States, anyone born in the country is automatically a U.S. citizen. It doesn’t matter where their parents are from or what their immigration status is. Almost all countries in North and South America have a similar law, but birthright citizenship is less common in the rest of the world. In the United States, birthright citizenship is the law because of the Fourteenth Amendment, passed in 1868. The citizenship clause of the Fourteenth Amendment reads: “All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside.”

 **SUPPORT**—On a globe or world map, point out the locations of Mexico, India, Venezuela, Peru, and Canada. Ask: Which of the countries share North America with the United States? (*Mexico and Canada*) Ask what continents the other top five countries of origin are in. (*Venezuela and Peru are in South America, and India is in Asia.*)

Online Resources



**After students read the text, ask the following questions:**

**LITERAL**—Among modern immigrants to Utah, what are the most common countries of origin? (4.5.4)

- » Among modern immigrants to Utah, the most common country of origin is Mexico, followed by India, Venezuela, Peru, and Canada.

**EVALUATIVE**—Compare and contrast modern immigration to Utah and immigration to Utah in the past. (4.5.4)


- » Possible response: One difference is that Utah used to get a lot of immigrants from Europe and China, whereas now the top countries of origin are predominantly in the Western Hemisphere. Another difference is that most immigrants to Utah now arrive directly to Utah by plane; in the past, immigrants would arrive on one of the coasts by boat and then travel to Utah by land. One similarity is that there have always been immigrant communities in bigger cities like Salt Lake City that support new immigrants, and those are still active today.

## “Conserving the Environment,” pages 133–136

**Scaffold understanding as follows:**

**Invite volunteers to read the first four paragraphs of the section on pages 133–135 aloud.**

**SUPPORT**—Remind students that *drought* means a lack of fresh water due to very little rainfall. A lot of Utah is desert, and droughts have always been common, but recently they’ve gotten worse. This is why it is important to manage water supplies carefully.

 **SUPPORT**—Direct students to the map of drought conditions in September 2020 on page 134. Explain that the darker the color shown on the map, the worse the drought conditions were in that area. Ask: How much of Utah experienced extreme drought or worse at this time? (*all of Utah south of the Great Salt Lake*) Ask a volunteer to point out the areas on the map where there was exceptional drought at this time. (*the two dark red areas, one just south of the Great Salt Lake and one toward the southwestern corner of the state*) (4.1.2.a, 4.1.3)

**CORE VOCABULARY**—Point out the vocabulary term *conserve*, and explain its meaning. Explain that as Utah’s population grows, the need to conserve water grows, too.

**CORE VOCABULARY**—Point out the vocabulary term *incentive*, and explain its meaning.

**SUPPORT**—Ask students to give examples of incentives from their own lives. (*Possible responses: Our class gets a pizza party if we all pass our chapter test; I get more screen time at home if I finish all my chores.*)

**Invite volunteers to read the last three paragraphs of the section on pages 135–136 aloud.**

**SUPPORT**—Explain that solar power is not the only renewable energy source that Utah is embracing today. Utah also has significant wind farms, which use turbines to convert wind to electricity, and geothermal energy,

which uses heat inside the earth to generate electricity. These renewable energy sources are providing more and more of Utah’s power every year.

**SUPPORT**—Guide students in discussing how Utah can meet the growing demand for natural resources. Ask: What are some ways Utah is currently trying to ensure this demand is met? (*Possible responses: teaching about water conservation, offering incentives for conserving water or using renewable energy, investing in more renewable energy*) What are some other ways you think we could try to ensure demand is met? (*Possible responses: sharing resources; replacing grass lawns with local plants*) (4.5.3, 4.5.5)

**After the volunteers read the text, ask the following questions:**

**LITERAL**—What is Slow the Flow, and what is its purpose? (4.5.3)

- » Slow the Flow is a Utah government program that teaches about water conservation and offers incentives to encourage people and businesses to invest in water conservation and renewable energy. Its purpose is to encourage conservation of natural resources.

**EVALUATIVE**—What are some things that you and your classmates can do to help Utah’s environment? (4.5.3, 4.5.5)

- » Possible responses: recycle bottles and cans, turn off lights and unplug chargers when they are not being used, clean up local parks, ask our representatives in government to fight for more clean energy

**“Preserving Native Cultures” and “Confederated Tribes of Goshute,”  
page 137**


**Scaffold understanding as follows:**

**Have students read the section “Preserving Native Cultures” on page 137 independently.**

**SUPPORT**—Briefly describe Native powwows for students who may never have seen one. They are ceremonial tribal gatherings that feature the clothing, foods, dancing, and other cultural elements of the participating tribes. Several different tribes within Utah host powwows to help preserve and share their cultural traditions.

**Read the section “Confederated Tribes of Goshute” on page 137 aloud.**

**SUPPORT**—When students read about the Goshute people’s struggle for water rights, remind them of the history of water rights in Utah and its relevance today. Native people in Utah learned how to survive with limited water thousands of years ago. Some of the earliest instances of Native people in Utah being forced off their land were due to conflicts over the best water sources. Water conservation is now a bigger issue than ever in Utah, and many tribes feel that they can manage it better than the state has.

 **TURN AND TALK**—Direct students to the Modern Reservations in Utah map on page 138. Have them compare it to the Historic Tribes of Utah map on page 47. Using their knowledge of Utah’s history, have them explain what happened to the historic tribes’ land. (*The historic tribes were forced off of their lands by settlers and/or the U.S. government and moved onto reservations. Their most productive lands were sold to or taken by settlers and mining companies.*)

**After you read the text, ask the following questions:**

**LITERAL**—How many tribal nations exist in Utah today? **(4.5.1.b)**

» There are eight tribal nations in Utah today.

**INFERENTIAL**—What are some things you might experience if you attended a Native powwow in Utah? **(4.5.1.b)**

» Some things you might experience at a Native powwow are the host tribe’s dancing, clothing, foods, and other elements of their culture.

**LITERAL**—What natural resource is the Confederate Tribes of Goshute working to win the rights to from the Utah and Nevada state governments? **(4.5.1.b)**

» The Confederate Tribes of Goshute is working to win water rights from the Utah and Nevada state governments.

### “Skull Valley Band of Goshute,” pages 137–139

**Scaffold understanding as follows:**

**Have students read the section on pages 137–139 with a partner.**

**SUPPORT**—Reread the last sentence of the section aloud, and point out that this is why there are currently eight recognized tribal nations when there were originally five historic tribes.

**After students read the text, ask the following questions:**

**LITERAL**—How large of a tribal nation is the Skull Valley Band of Goshute? **(4.5.1.b)**

» The Skull Valley Band of Goshute is a very small tribal nation with only 127 members.

**EVALUATIVE**—Why do many people consider the Confederated Tribes of Goshute and the Skull Valley Band of Goshute to be two bands of the same tribe instead of the two different tribes? **(4.5.1.b)**

» Some people consider the Confederated Tribes of Goshute and the Skull Valley Band of Goshute to be two bands of the same tribe because they share so much history and culture.

## “Ute Mountain Ute Tribe” and “Ute Indian Tribe of the Uintah and Ouray Reservation,” page 139

### Scaffold understanding as follows:

**Invite volunteers to read the section “Ute Mountain Ute Tribe” on page 139 aloud.**

**SUPPORT**—Briefly explain that in generations past, Native children were sent to schools where they were forced to adopt settler culture and abandon their own traditions. This helps explain why schools that focus on preserving those traditions, like the Kwiyyagat Community Academy, are so important to the Ute people.

**Invite volunteers to read the section “Ute Indian Tribe of the Uintah and Ouray Reservation” on page 139 aloud.**

**SUPPORT**—Explain the significance to the Ute people of businesses that are based within the reservation and are dedicated to providing services locally and to supporting local agriculture. Such businesses help the people to support each other and keep more of their money within the tribe.

### After the volunteers read the text, ask the following question:


**LITERAL**—Where is the Kwiyyagat Community Academy located, and what is its mission? (4.5.1.b)

- » It is located on the Ute Mountain Ute Tribe reservation. Its mission is to educate Ute children about their Ute culture and history.

## “Paiute Indian Tribe of Utah,” page 140

### Scaffold understanding as follows:

**Read the section on page 140 aloud.**

 **SUPPORT**—Compare how power is shared between bands and the tribal government of the Paiute Tribe of Utah to the way power is shared between local, state, and federal governments. Bands are subordinate to the tribal government similarly to how state and local governments are subordinate to the federal government. Each band can settle some issues on its own, just as state and local governments can, and each band sends representatives to the tribal government, just as states send representatives to the federal government.

### After you read the text aloud, ask the following question:

**EVALUATIVE**—Describe how bands and the tribal government work together in the Paiute Tribe of Utah. (4.5.1.b)


- » The Paiute Tribe of Utah is made of five bands, which have some independence. The bands all send representatives to the tribal government to make decisions that affect the whole tribe, the same way states send representatives to the federal government to make decisions that affect the whole country.

### “San Juan Southern Paiute Tribe,” pages 140–141

#### Scaffold understanding as follows:

Have students read the section on pages 140–141 with a partner.

**CORE VOCABULARY**—Point out the vocabulary term *dialect*, and explain its meaning.

 **SUPPORT**—Remind students of what they learned in Chapter 2 about relationships between the federal government and tribal governments. Tribal governments have sovereignty, but the federal government can still regulate them in many ways. This is why the San Juan Southern Paiute Tribe and the Navajo Nation need Congress to approve their agreement even though both are sovereign tribal governments.

#### After students read the text, ask the following question:

**LITERAL**—What craft are the San Juan Southern Paiute Tribe particularly known for? (4.5.1.b)

- » The San Juan Southern Paiute Tribe are particularly known for basketweaving.

### “Navajo Nation,” pages 141–142

#### Scaffold understanding as follows:

Have students read the section on pages 141–142 independently.

**SUPPORT**—Explain that *Navajo* is still used—such as in Navajo Nation—even though *Diné* is generally preferred. People may refer to themselves as *Diné* but also as belonging to the Navajo Nation. Reinforce that one way to avoid offending people inadvertently is to ask them what they prefer to be called.

#### After students read the text, ask the following question:

 **LITERAL**—What is one thing the Navajo Nation tribal government, Utah state government, and U.S. federal government all have in common? (4.5.1.b)

- » One thing that all three governments have in common is a three-branch structure with executive, legislative, and judicial branches.

**“Northwestern Band of the Shoshone Nation” and “Facing the Future,”  
page 142**

**Scaffold understanding as follows:**

**Have students read the section “Northwestern Band of the Shoshone Nation” on page 142 with a partner.**

**SUPPORT**—Ask: What are some ways that the Native people of Utah work to preserve their cultures and customs today? (*Possible responses: educational programs, museums, and events like powwows and other ceremonial gatherings*) Ask students to share any experiences they may have had, and discuss how the event may have been important to the people of the culture. **(4.5.1.b)**

**Invite volunteers to read the section “Facing the Future” on page 142 aloud.**

**SUPPORT**—Prompt students to discuss the question: What are some of the most pressing issues facing Utah today? (*Possible responses: environmental conservation, preserving Native cultures, supporting new immigrants, keeping up with current technology*) What are some ways Utah is working on these issues and will continue to in the future? (*Possible responses: programs and incentives to encourage conservation and renewable energy, educational programs and gatherings to let Native people teach about their cultures, investment in new technologies and education on how to use them*) **(4.5.1.b)**

**After the volunteers read the text, ask the following questions:**

**LITERAL**—The Northwestern Band of the Shoshone Nation are currently working to build a museum on the historic site of which massacre? **(4.5.1.b)**

- » The Northwestern Band of the Shoshone Nation are building a museum on the historic site of the Bear River Massacre.

**EVALUATIVE**—What are some examples of ongoing conflicts or struggles between Native tribes of Utah and the state or federal governments? **(4.5.1.b)**

- » Possible responses: the Goshute people’s struggle to formalize their water rights with the Utah and Nevada governments; the Southern Paiute people’s struggle for federal recognition of the lands granted to them through their agreement with the Navajo Nation (Diné people)

**EVALUATIVE**—What are some ways that Utah is dealing well with its most pressing issues? What are some ways it could improve? **(4.5.1b, 4.5.3, 4.5.5)**

- » Possible response: I think Utah is doing a good job of educating people about Native cultures and of moving away from coal toward renewable energy sources. I think Utah could improve its water conservation because the Great Salt Lake is still drying out.

## Timeline Cards

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- Show students the Chapter 8 Timeline Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “What challenges does Utah face in the twenty-first century?”
- Invite a student to post the card to the timeline under the date referencing the twenty-first century. Refer to the diagram in the unit Introduction for guidance on the placement of each card to the timeline.



### CHECK FOR UNDERSTANDING

#### Ask students to do the following:

- Write a short answer to the Big Question: “What challenges does Utah face in the twenty-first century?”
  - » Key points students should cite include: Utah’s economy is constantly changing with the world around it; Utah receives many new immigrants every year who need support; Utah needs to conserve resources, especially water, to support a growing population; Utah works to help preserve Native cultures in the state.
- Choose one of the Core Vocabulary terms (*infrastructure, nominate, conserve, incentive, dialect*), and write a sentence using the term.

To wrap up the lesson, invite several students to share their responses.

**NOTE:** You may wish to assign Domain Vocabulary: Chapters 7–8 (AP 8.1) at this time.

Activity Page



AP 8.1

## Additional Activities

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Online Resources



Download the Core Knowledge In Your State Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/ck-in-your-state-history/>

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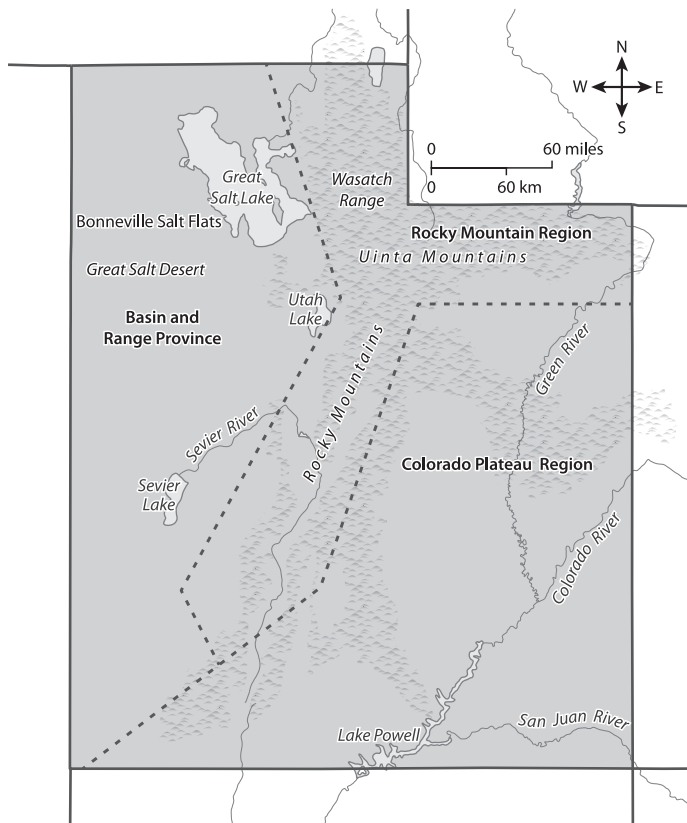
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## Assessment: Chapter 1—A Place Called Utah

On your own paper, write the letter that provides the best answer.

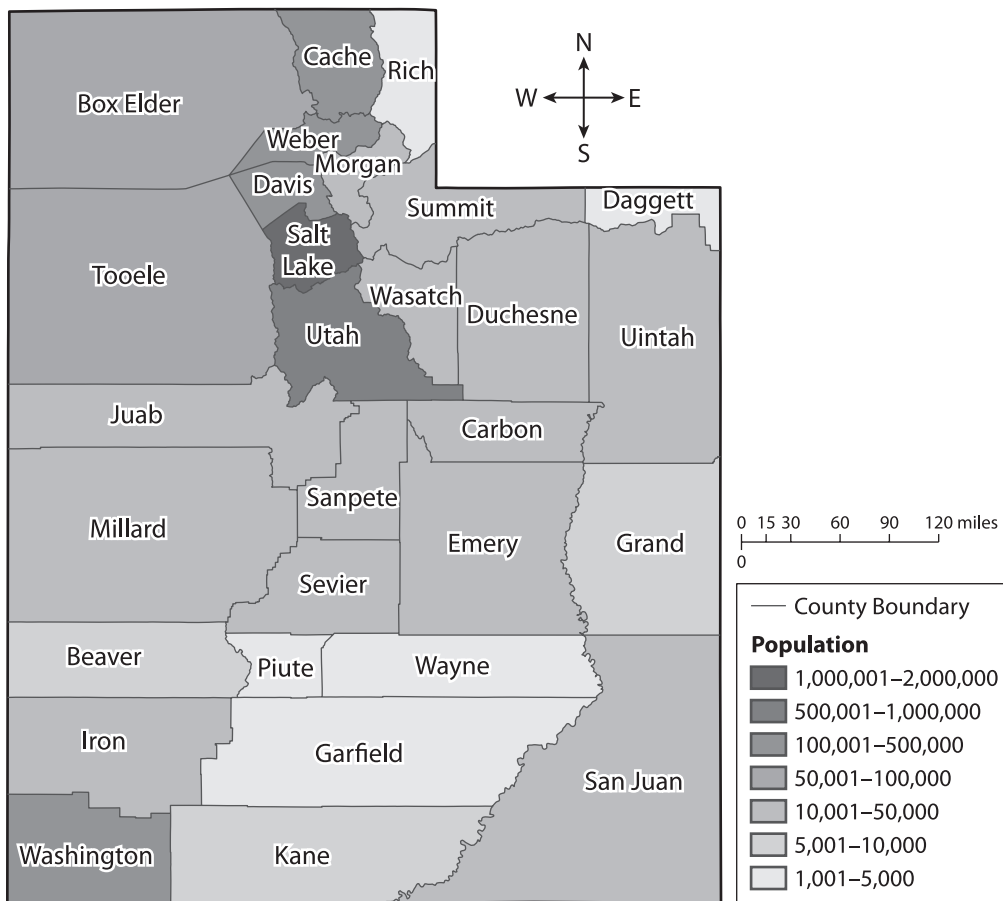
1. Which two hemispheres is Utah in? (4.1.1)
  - a) southern and western
  - b) southern and eastern
  - c) northern and western
  - d) northern and eastern

Use the map to answer questions 2 and 3.



2. Which region in Utah is the most mountainous? (4.1.1)
  - a) Colorado Plateau region
  - b) Basin and Range Province
  - c) Rocky Mountain region
  - d) Wasatch Front region
3. What physical feature of Utah lies in between the Uinta Mountains and the Great Salt Lake? (4.1.1)
  - a) Wasatch Range
  - b) Colorado River
  - c) Escalante Desert
  - d) Roan Plateau

4. Why do Utahns need to use irrigation? (4.1.2.b)
  - a) People need water for other things besides drinking.
  - b) Industries like mining use more water than farming.
  - c) Most of Utah's cities are too far from the Great Salt Lake.
  - d) The climate is too arid to grow crops without it.
  
5. What two factors make the Wasatch Front region vulnerable to landslides? (4.1.3)
  - a) frequent rainstorms and location at the top of a mountain range
  - b) frequent rainstorms and location at the bottom of a mountain range
  - c) frequent earthquakes and location toward the top of a mountain range
  - d) frequent earthquakes and location at the bottom of a mountain range
  
6. Use the map to answer the question.



Which of Utah's counties has the greatest population? (4.1.2a)

- a) Washington
- b) Salt Lake
- c) Utah
- d) Rich

- 7.** How has Utah's economy changed between the 1840s and now? **(4.4.4)**
- a)** Utah's economy has been increasingly dependent on the government.
  - b)** Utah's economy has become more interdependent with other states.
  - c)** Agriculture has become more important over time.
  - d)** Mining has become more important over time.
- 8.** How might the Trust Lands Administration work toward sustainable development? **(4.5.3)**
- a)** by limiting extraction of minerals to preserve them for the future
  - b)** by limiting sales of minerals to other states to keep them in Utah
  - c)** by limiting tourism to the area to protect the land and water
  - d)** by limiting school lessons to focus only on the state of Utah
- 9.** What important symbol of the state's values appears on Utah's coat of arms? **(4.4.3a)**
- a)** sunflower
  - b)** mountain
  - c)** beehive
  - d)** anthill
- 10.** What values do the symbols on Utah's coat of arms promote?
- a)** hard work
  - b)** education
  - c)** obedience
  - d)** good manners

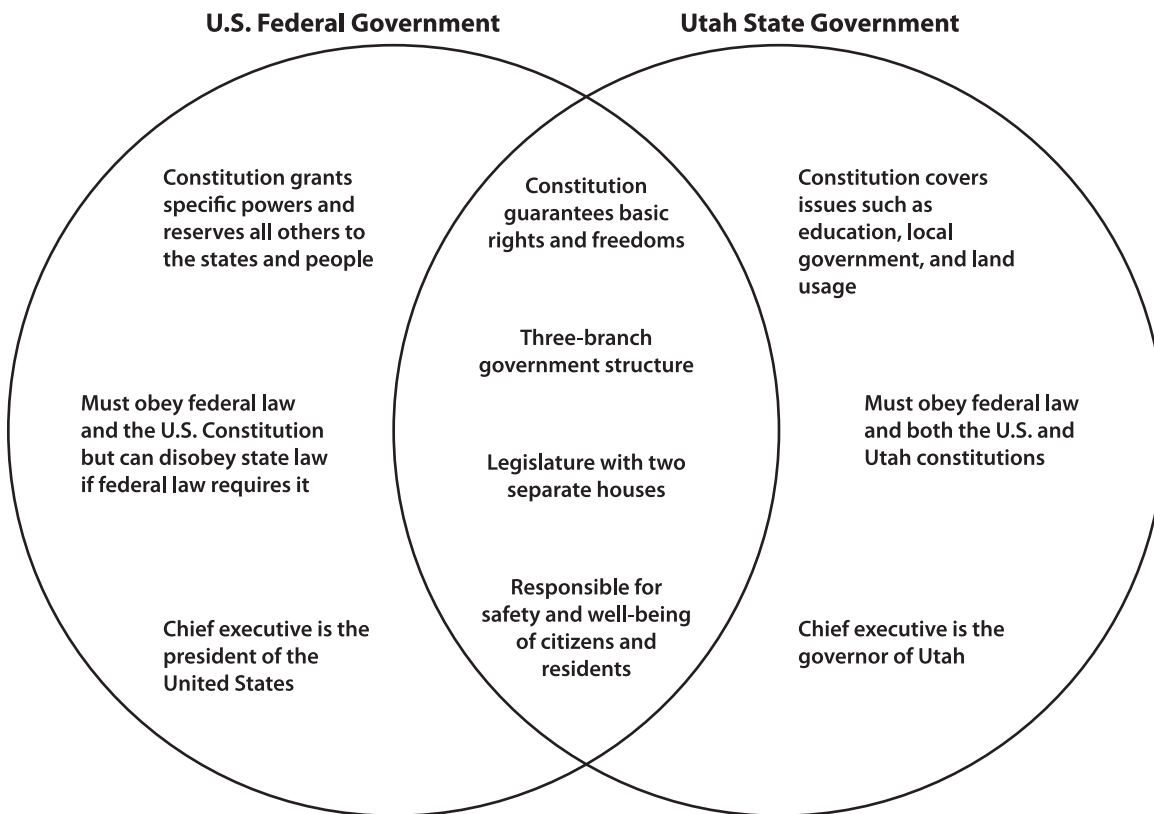
## Assessment: Chapter 2—Utah’s Government

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On your own paper, write the letter that provides the best answer.

1. Where is the state legislature of Utah located? (4.4.1.a)
  - a) Provo
  - b) Ogden
  - c) Salt Lake City
  - d) Washington, D.C.
2. Which of the following rights is listed in Article 1 of the Utah Constitution? (4.4.1.b)
  - a) People cannot be made to serve in the military.
  - b) People cannot be imprisoned for debt.
  - c) People have the right to free college education.
  - d) People have the right to stable housing.

Use the Venn diagram to answer questions 3 and 4.



3. Which of the following documents includes laws that cover issues such as education, the powers of local government, and land usage? (4.4.2)
  - a) the U.S. Constitution
  - b) the Utah Constitution
  - c) both the U.S. Constitution and the Utah Constitution
  - d) neither the U.S. Constitution nor the Utah Constitution

4. What is the only set of laws that **both** the federal government and the Utah state government must always follow? (4.4.2)
- a) U.S. Constitution
  - b) Utah Constitution
  - c) Declaration of Human Rights
  - d) Declaration of Independence
5. Which of the following best describes how state and tribal governments work together on the issues that affect their area? (4.4.5)
- a) Tribal and state governments carry out the orders of the federal government.
  - b) The tribal government decides what to do, and the state government funds it.
  - c) The state government decides what to do, and the tribal government carries it out.
  - d) Both governments work voluntarily side by side and share responsibility as they choose.
6. Suppose a school district needs to update school books to meet new educational standards. Which level of government is responsible for setting those standards? (4.4.5)
- a) local government
  - b) state government
  - c) tribal government
  - d) federal government
7. A limit on the sovereignty of tribal governments is that they must obey laws made by \_\_\_\_\_. (4.5.1.a)
- a) special districts
  - b) local governments
  - c) the state government
  - d) the federal government
8. A group of people march at the Utah capitol in Salt Lake City to protest the drying of the Great Salt Lake. Which level of government is their protest directed to? (4.5.5)
- a) federal government
  - b) tribal government
  - c) state government
  - d) local government
9. Which of the following describes the role of the federal government in education in Utah? (4.4.5)
- a) determining the curriculum based on the standards
  - b) determining the standards that guide the curriculum
  - c) contributing funding to schools that accept federal rules
  - d) deciding how school funds are spent throughout the state

## Assessment: Chapter 3—Utah’s First Peoples

---

On your own paper, write the letter that provides the best answer.

1. What name is given to the first people to live in North America? (4.2.1)
  - a) Archaic
  - b) Fremont
  - c) Paleoindian
  - d) Ancestral Pueblo

Use the table to answer questions 2 and 3.

### 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 |

2. Which of the five historic tribes was the only one that relied mostly on farming rather than foraging? (4.2.3)
  - a) Diné (Navajo)
  - b) Shoshone
  - c) Paiute
  - d) Ute
3. What sort of climate helped at least one tribe to adopt agriculture? (4.2.3)
  - a) hotter or colder depending on the season
  - b) wetter and milder
  - c) hotter and drier
  - d) colder and drier

4. Use the image to answer the question.



What does the appearance of this structure tell you about how the Ancestral Pueblo adapted to live in Utah? (4.2.1)

- a) They built large structures to host markets and trade events.
  - b) They made large buildings using local resources.
  - c) They needed to defend from rival tribes.
  - d) They wanted places to store their tools.
5. What does it mean for a resource to be scarce? (4.2.2.a)
- a) There is not enough of it.
  - b) It is very difficult to make.
  - c) It is very important to survival.
  - d) There is too much of it to manage.
6. How did scarcity of resources like water affect the Paleoindians in Utah? (4.2.2.b)
- a) Scarcity led them to adopt a more farming-based lifestyle.
  - b) Scarcity led them to adopt a more sedentary lifestyle.
  - c) Scarcity led them to adopt a more nomadic lifestyle.
  - d) Scarcity led them to adopt a more peaceful lifestyle.

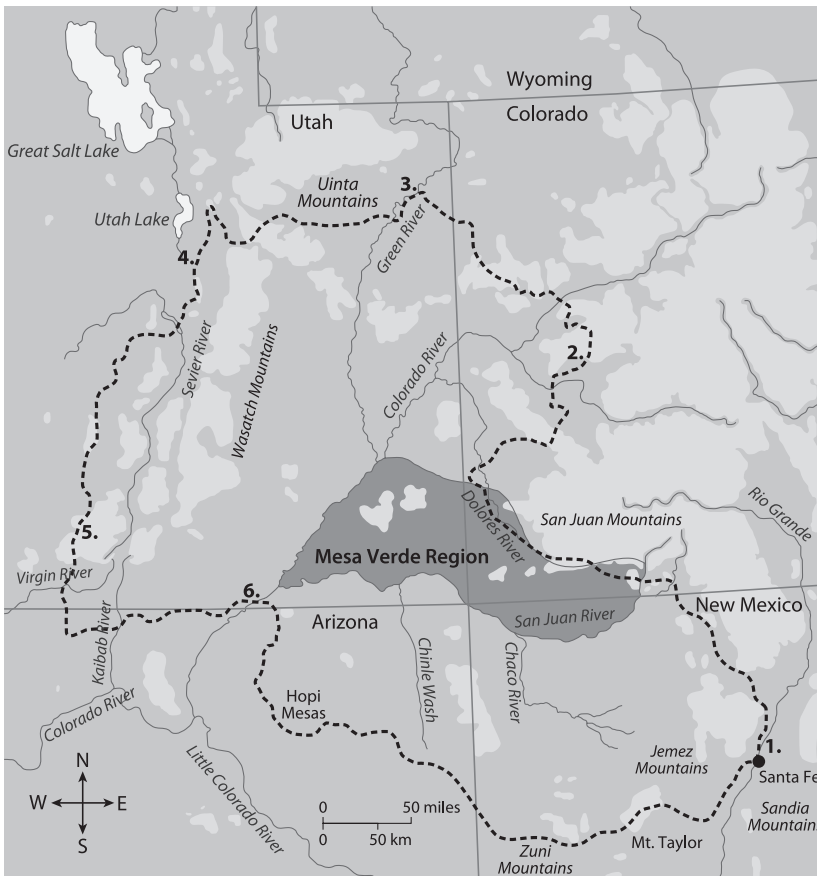
- 7.** How do archaeologists know that the Paleoindian peoples of Utah engaged in trade? **(4.2.2.b)**
- a)** They left behind stones that were used as money.
  - b)** They ate meat from animals not found in their area.
  - c)** They had tools made of materials not found in their area.
  - d)** They had too many tools to have made them all themselves.
- 8.** What type of home did the Diné mainly live in? **(4.2.3)**
- a)** kiva
  - b)** tent
  - c)** hogan
  - d)** wickiup
- 9.** What did the Ancestral Pueblo people use to capture rainwater to use for farming? **(4.2.1)**
- a)** kivas
  - b)** pottery
  - c)** granaries
  - d)** irrigation systems
- 10.** What was the most common type of home among the historic tribes of Utah? **(4.2.3)**
- a)** kiva
  - b)** tent
  - c)** hogan
  - d)** wickiup

## Assessment: Chapter 4—European Exploration and Settlement

On your own paper, write the letter that provides the best answer.

1. What was the main purpose of the Domínguez-Escalante expedition? (4.2.4)
  - a) to find gold and other precious resources
  - b) to find a route connecting Spanish missions
  - c) to compete with French settlers over territory
  - d) to find Native people to work in Spanish gold mines
2. Use the map to answer the question.

**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.

Why did the Domínguez-Escalante expedition travel so far north instead of moving straight west through New Mexico? (4.2.4)

- a) to avoid dangerous animals that were native to New Mexico
- b) to avoid desert areas that were very hot and lacking water
- c) to avoid Native tribes that were hostile to their Ute guides
- d) to avoid other European powers trying to settle the area

3. Use the map to answer the question.



Which province of Mexico contained what is now Utah in 1824? (4.2.4)

- a) Coahuila y Texas
  - b) Nuevo México
  - c) Alta California
  - d) Chihuahua
4. What was the main reason that most Mountain Men came to what is now Utah in the early 1800s? (4.2.4)
- a) to trap and trade for beaver pelts and other furs
  - b) to recruit Native people to work in mines
  - c) to convert Native people to Christianity
  - d) to find gold and other precious metals

5. Use the excerpt to answer the question.

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.

Based on this excerpt, what can you conclude about the contributions made by the Mountain Men and other early European settlers to the development of Utah? (4.2.4)

- a) The resources they discovered built Utah's modern roads.
  - b) The people of Utah honor them by naming roads after them.
  - c) The routes they found were so effective they are still used today.
  - d) The towns they founded have become Utah's most important cities.
6. Which historic tribes of Utah were the first to widely adopt horses introduced by the Spanish? Choose the **three** correct answers. (4.2.3)
- a) Ute
  - b) Diné
  - c) Goshute
  - d) Paiute
  - e) Eastern Shoshone
  - f) Western Shoshone
7. What type of lifestyle did horses support for the Native tribes that adopted them? (4.2.3)
- a) a sedentary lifestyle focused on hunting bison
  - b) a mobile lifestyle focused on hunting bison
  - c) a sedentary lifestyle focused on farming
  - d) a mobile lifestyle focused on farming

8. Use the image to answer the question.



What made the teepee an ideal dwelling for the tribes that used them? (4.2.3)

- a) The teepee was made of light materials that could be easily packed and moved.
  - b) The teepee was a cool environment for people who lived in the desert.
  - c) Teepees provided shelter from wild animals and other tribes.
  - d) Teepees could be made with little effort.
9. Why did members of some Native tribes raid and capture members of other tribes in the 1800s? (4.2.3)
- a) to exchange them for prisoners from their own tribe
  - b) to use them as domestic servants in their villages
  - c) to enslave them and sell them to the Spanish
  - d) to force them off the best hunting grounds
10. In what way did over-hunting and trapping by Europeans affect Utah's Native tribes? (4.2.3)
- a) Tribes that were previously enemies embraced alliances due to having a common enemy.
  - b) Tribes that were previously sedentary embraced a mobile lifestyle due to losing their lands.
  - c) Tribes that were previously farmers embraced hunting due to increased competition.
  - d) Tribes that were previously hunters embraced trade and warfare due to the lack of food.

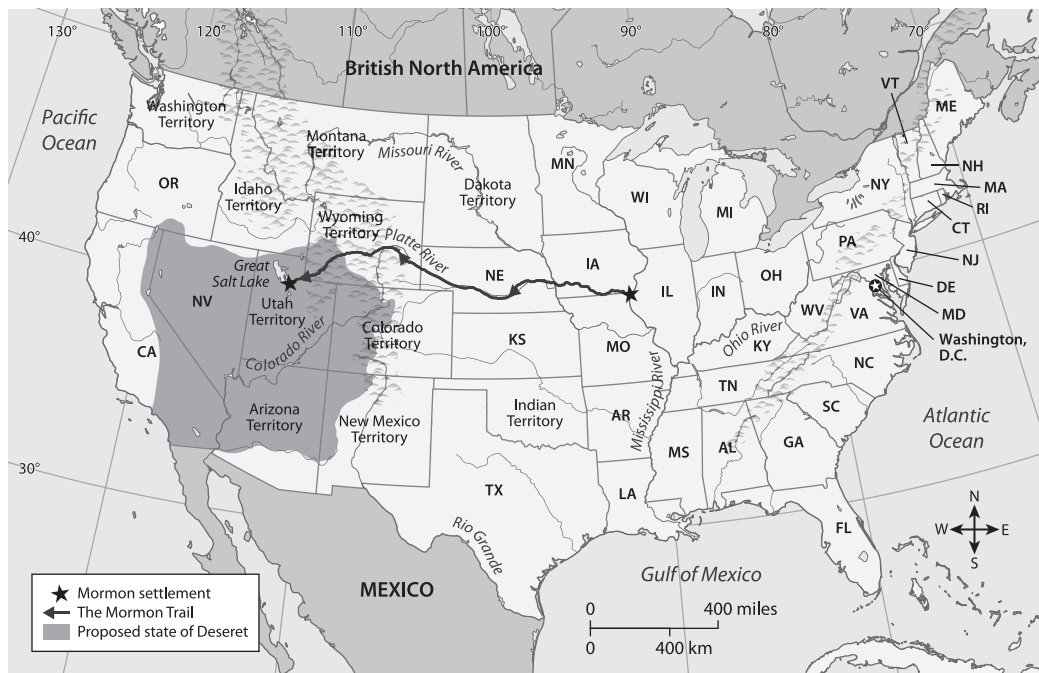
## Assessment: Chapter 5—Utah Joins the United States

On your own paper, write the letter that provides the best answer.

1. What aspect of Utah's geography and climate made it most difficult for settlers to grow food? (4.3.2)
  - a) soft soil
  - b) dry climate
  - c) cold winters
  - d) yearly floods

Use the map to answer questions 2 and 3.

### The Mormon Trail, 1846–47



2. In which state or territory did the Latter-day Saints settlers first encounter difficult mountain crossings? (4.3.2)
  - a) Nebraska
  - b) Wyoming
  - c) Iowa
  - d) Utah
3. Which of the following best describes the geography of the area where the Latter-day Saints settlers decided to settle? (4.3.2)
  - a) a large, arid basin at the base of tall mountains
  - b) a small, wet valley between two tall mountains
  - c) a high, flat plateau at the top of tall mountains
  - d) wide, rolling foothills beside tall mountains

4. What industry grew in the 1850s to become the second major economic focus of the Latter-day Saints settlements? **(4.3.3)**
- a) mining
  - b) textiles
  - c) farming
  - d) construction
5. How did the Latter-day Saints settlers learn techniques for growing food in the difficult climate of the Salt Lake Valley? **(4.3.6)**
- a) from farming experts who traveled with them
  - b) from books that they brought from Illinois
  - c) from migrants to the area from Mexico
  - d) from the Native people of the area
6. Many people in Congress opposed statehood for Utah because they thought the power of the Latter-day Saints Church went against which principle? **(4.3.4.a)**
- a) freedom of speech
  - b) rights of the accused
  - c) free and open elections
  - d) separation of church and state

7. Use the quotation to answer the question:

“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.”

—President James Buchanan

Why did many Latter-day Saints members believe Buchanan’s statement hid his real reason for sending troops to Utah? **(4.3.5)**

- a) The statement used religious language.
  - b) Buchanan had previously threatened the Latter-day Saints Church.
  - c) They had experienced violence from federal forces in the past.
  - d) They had received contrary information from local Native people.
8. What was a consequence of the Utah War and the Mountain Meadows Massacre? **(4.3.5)**
- a) Utah’s statehood was granted.
  - b) Utah’s statehood was delayed.
  - c) Utah’s territorial governor was killed.
  - d) Utah’s territorial government was expanded.

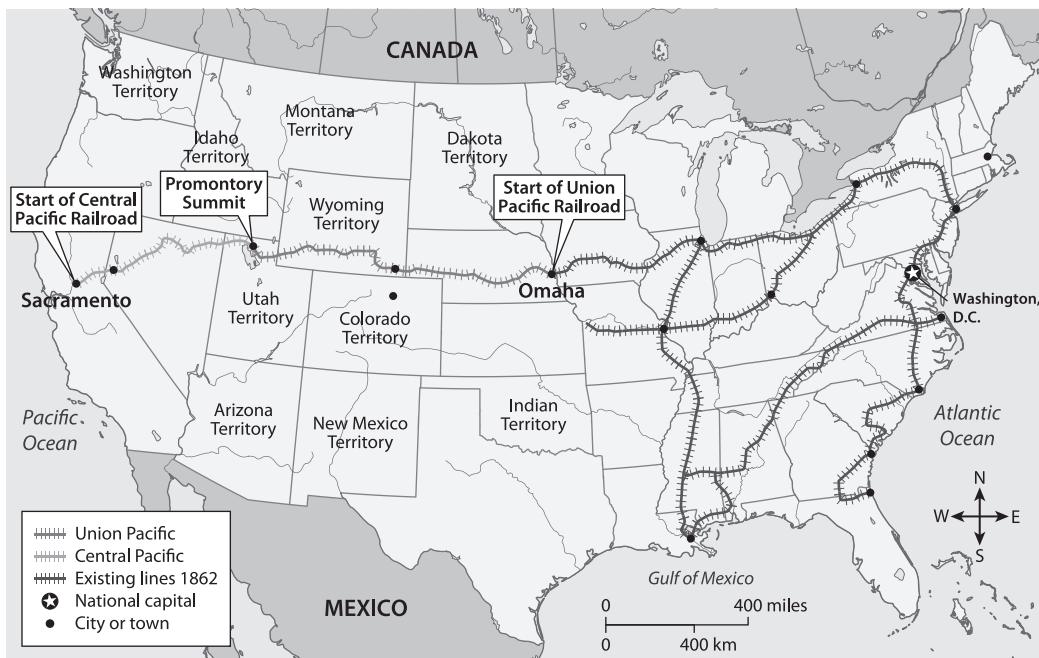
9. What document published by the Latter-day Saints Church helped Utah to finally achieve statehood? (4.3.4.b)
- a) 1890 Manifesto
  - b) 1892 New Charter
  - c) 1895 Utah Constitution
  - d) 1896 Declaration of Rights
10. Which of the following best describes how Utah finally convinced Congress to grant statehood in 1896? (4.3.4.b)
- a) It compromised with Congress on the power of the Latter-day Saints Church in the territory.
  - b) It agreed to split power in the territory between the Latter-day Saints Church and Congress.
  - c) It protected the power of the Latter-day Saints Church in the territory until Congress gave in.
  - d) It allowed Congress to choose leaders of the Latter-day Saints Church.

## Assessment: Chapter 6—Change and Conflict

On your own paper, write the letter that provides the best answer.

1. What is one experience that the early Latter-day Saints settlers and Chinese immigrants to Utah had in common? (4.3.1)
  - a) Both mainly worked on the railroads.
  - b) Both came to Utah to find freedom of religion.
  - c) Both made a long and difficult journey to Utah.
  - d) Both faced discrimination when they arrived in Utah.
2. Use the map to answer the question.

### The Construction of the Transcontinental Railroad



Why was Utah chosen to be the point where the two parts of the transcontinental railroad would meet? (4.3.2, 4.3.6)

- a) because it was the farthest point from the Mexican border between both starting points
  - b) because it was the only place between both starting points that was a state
  - c) because it was south of both starting points, where the weather is better
  - d) because it was a roughly equal distance between both starting points
3. Which event was made possible by the construction of the transcontinental railroad? (4.3.7)
    - a) Bear River Massacre
    - b) women's suffrage
    - c) Black Hawk War
    - d) Utah statehood

4. When did women permanently win the right to vote in Utah? (4.3.4.c)
  - a) 1845
  - b) 1870
  - c) 1896
  - d) 1900
  
5. Which of the following correctly describes a major change to Utah's economy after the first transcontinental railroad was completed? (4.3.7, 4.4.4)
  - a) Utah changed from being a major importer to being a major exporter.
  - b) Utah changed from being a major importer to being more independent.
  - c) Utah changed from being a major exporter to being a major importer.
  - d) Utah changed from being a major importer and exporter to being a major exporter only.
  
6. What was the most direct cause of major conflicts between Latter-day Saints settlers and Native people? (4.3.5)
  - a) the approval of statehood for Utah
  - b) the arrival of federal troops during the Utah War
  - c) the completion of the transcontinental railroad
  - d) the settlers displacing the Native people from their land
  
7. Which of the following correctly describes how the first transcontinental railroad changed the physical environment of Utah? (4.3.6, 4.3.7)
  - a) Utah became more filled with settlements and infrastructure including towns, railways, and mines.
  - b) Utah changed from being filled with lakes to being much drier with more available land.
  - c) Utah changed from being an arid desert to being humid and perfect for farming.
  - d) Utah changed from being covered in forests to being much more empty and open.
  
8. Why did the federal government refuse to help Utah for years during the Black Hawk War? (4.3.5)
  - a) Because of events during the Bear River Massacre, the federal government considered Utah a threat to Native people.
  - b) Because of events during the Mexican-American War, the federal government considered Utah a threat to Mexico.
  - c) Because of events during the Utah War, the federal government considered the Church of Jesus Christ of Latter-day Saints a threat to federal power.
  - d) Because of events during the Civil War, the federal government considered Utah a threat to the Union.
  
9. What industry became much larger in Utah as a result of the completion of the transcontinental railroad? (4.3.7, 4.4.4)
  - a) farming
  - b) fishing
  - c) mining
  - d) tourism

- 10.** Immigrants from what country made up the largest part of the crews that built the Central Pacific Railroad? (4.3.1, 4.3.7, 4.4.4)
- a) China
  - b) Greece
  - c) Italy
  - d) Poland

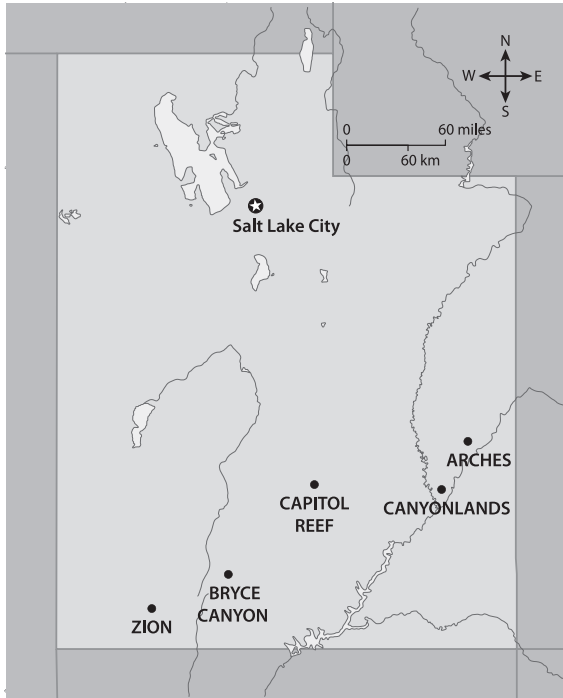
## Assessment: Chapter 7—*Utah in the Twentieth Century*

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**On your own paper, write the letter that provides the best answer.**

1. What kinds of jobs did most Greek and Italian immigrants to Utah take in the early twentieth century? (4.3.1, 4.4.4)
  - a) mining and railroads
  - b) teaching and childcare
  - c) farming and agriculture
  - d) manufacturing and services
  
2. Why did many Greek and Italian immigrants to Utah join labor unions in the early twentieth century? (4.3.1, 4.4.4)
  - a) to qualify for new jobs
  - b) to teach their children about their language and culture
  - c) to obtain better pay and working conditions at their jobs
  - d) to build communities with other people from their countries
  
3. How did World War I affect the mining industry in Utah? (4.4.4, 4.4.6)
  - a) It helped it by creating a huge demand for minerals.
  - b) It helped it by eliminating competition from imported minerals.
  - c) It hurt it by forcing the country to spend lots of money on the military instead of on minerals.
  - d) It hurt it by encouraging risky investment practices that led to the closure of many mines in Utah.

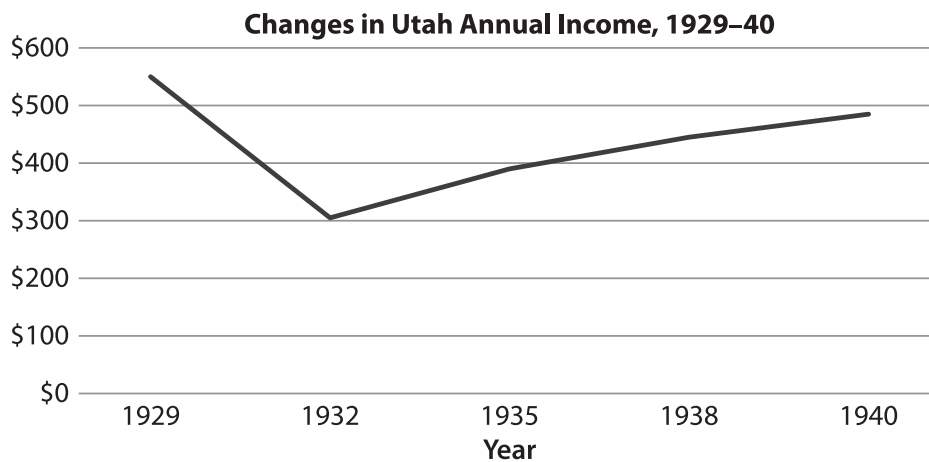
4. Use the map to answer the question.



All of Utah's national parks are located in which part of the state? (4.4.4)

- a) western
- b) eastern
- c) northern
- d) southern

5. Use the graph to answer the question.



Which of the following best describes Utahns' annual income in 1940? (4.4.4, 4.4.6)

- a) higher than in 1929 and still growing
- b) shrinking but still higher than in 1929
- c) growing but still not as high as in 1929
- d) the same as in 1929 but no longer growing

- 6.** Americans of what background were held prisoner at the Topaz internment camp in Utah during World War II? **(4.4.6)**
- a)** Italian
  - b)** German
  - c)** Japanese
  - d)** Native American
- 7.** How did the Cold War affect Utah's economy? **(4.4.4, 4.4.6)**
- a)** It caused the federal government to pull money out of Utah, which made the economy weaker.
  - b)** It caused the federal government to invest more money in Utah, which made the economy stronger.
  - c)** It caused competing mines in other states and countries to shut down, which made Utah's economy stronger.
  - d)** It caused other states and countries to invest in their own mining industries, which made Utah's economy weaker.
- 8.** What practice prevented Black people from moving to neighborhoods with better schools? **(4.4.6)**
- a)** busing
  - b)** red-lining
  - c)** integration
  - d)** blindsiding
- 9.** What federal law required schools and businesses to make "reasonable accommodations" for a group of people? **(4.4.6)**
- a)** Civil Rights Act of 1964
  - b)** Equal Opportunity Act of 1974
  - c)** Schools for All Students Act of 1986
  - d)** Americans with Disabilities Act of 1990

## Assessment: Chapter 8—*Utah in the Twenty-First Century*

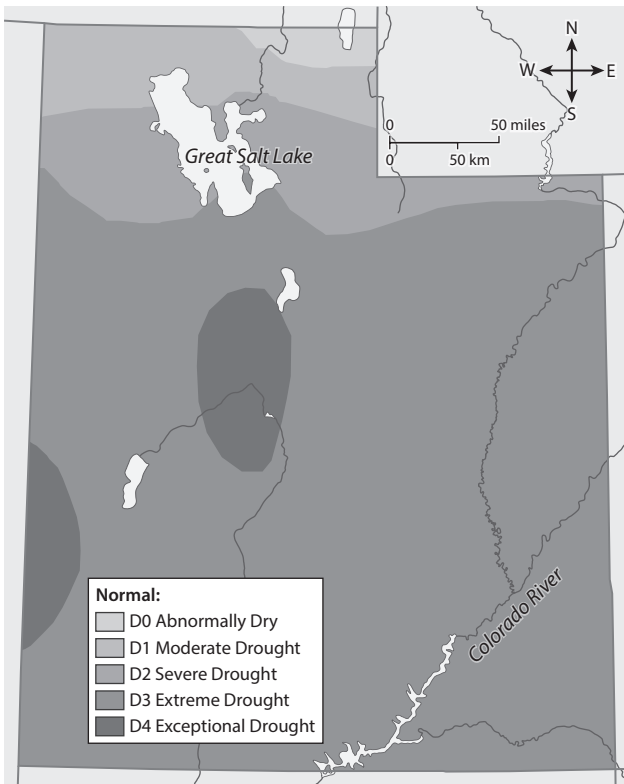
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**On your own paper, write the letter that provides the best answer.**

1. What event drew world attention to Salt Lake City in 2002? (4.5.2)
  - a) World Cup
  - b) Super Bowl
  - c) World Series
  - d) Winter Olympics
  
2. What is a light rail system used for? (4.5.2)
  - a) transporting goods between cities
  - b) moving people around a city
  - c) encouraging investment
  - d) reducing car traffic
  
3. The Utah Transfer of Public Lands Act involves a dispute between the state of Utah and what other government? (4.5.2)
  - a) Salt Lake City
  - b) Navajo Nation
  - c) state of Nevada
  - d) federal government
  
4. What is one major difference between immigration to Utah today and immigration to Utah a century ago? (4.5.4)
  - a) Most immigrants today arrive by plane.
  - b) Most immigrants today come from Europe.
  - c) Most immigrants today get jobs before arriving.
  - d) Most immigrants today return home within five years.

5. Use the map to answer the question.

**Drought Conditions in Utah, September 2020**

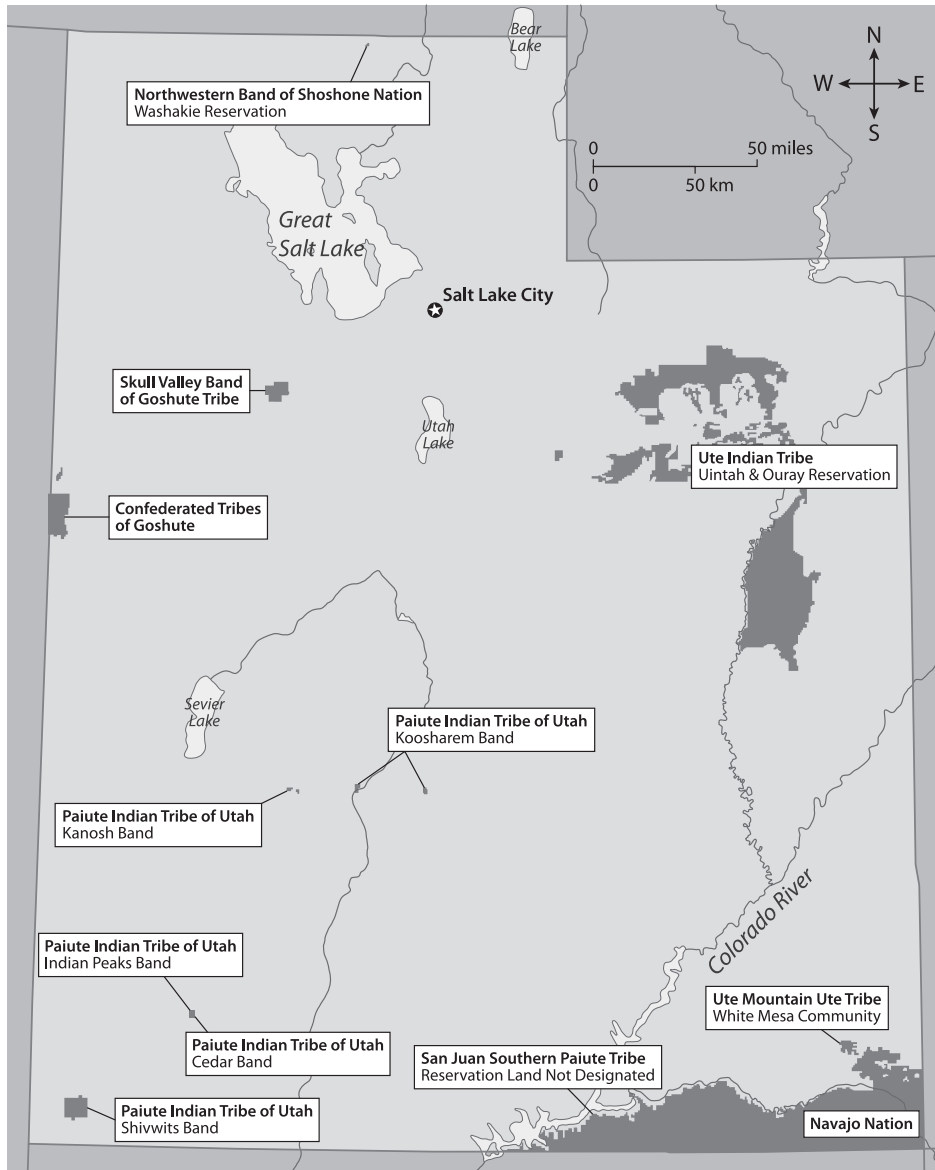


What was the level of drought found in most of the area south of the Great Salt Lake in September 2020? (4.5.3)

- a) Severe Drought
  - b) Extreme Drought
  - c) Moderate Drought
  - d) Exceptional Drought
6. Which of the following best describes how Utah's main sources of electricity changed over the last few decades? (4.5.3)
- a) from coal to solar
  - b) from coal to natural gas
  - c) from natural gas to coal and nuclear
  - d) from natural gas to solar, wind, and geothermal
7. How does the Slow the Flow program help promote water conservation in Utah? (4.5.3)
- a) It offers information to help conserve water.
  - b) It offers free home devices that help conserve water.
  - c) It offers incentives to companies that conserve water.
  - d) It offers awards to neighborhoods that best conserve water.

Use the map to answer questions 8 and 9.

### Modern Reservations in Utah



8. What is the closest modern Native reservation to Salt Lake City? (4.1.2.a)
- a) Skull Valley Band of Goshute Tribe
  - b) Confederated Tribes of Goshute
  - c) Paiute Indian Tribe of Utah
  - d) Navajo Nation
9. Using this map and your knowledge of Utah's history, which statement best describes Native territory in Utah now compared to when settlers first arrived in the 1840s? (4.5.1.b)
- a) There are fewer territories south of Salt Lake City now than there were then.
  - b) Tribal territories are more spread out now than they were then.
  - c) There are fewer different tribes now than there were then.
  - d) Tribes occupy a lot less land now than they did then.

## Performance Task: *The Story of Utah*

**NOTE:** Depending on your available time and resources, you may choose to substitute the Mural of Utah History activity from the Chapter 8 Additional Activities for this Performance Task. The Additional Activities can be found in the Online Resources for this unit.

**Teacher Directions:** Utah is rich in history and natural wonders. In this activity, students will use what they have learned about Utah’s history and geography to plan a road trip across the state.

Activity Page



AP 1.1

Ask students to plan a trip across Utah according to the following prompt. Encourage students to use information from their Student Readers and Additional Activities in their planning. Have students use the Performance Task Notes Table to organize their thoughts and plan their itineraries. Students should then plot their trip on a Map of Utah (AP 1.1) and write a one-page description of their itinerary, explaining each of their choices.

### Prompt:

You are planning a road trip across Utah for a group of friends. Each person in the group wants to see something different. Your job is to plan a trip in which everyone gets to see what they want:

- A natural wonder
- A historical site
- A place for fun and recreation
- A place for politics and government
- A place for art and culture

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table. Their goal is to provide one or two examples of Utah locations that fit each category.

|  | Possibilities  |
|--|--|
| <b>Natural Wonders</b><br>(national parks, state parks, unique geographical features)            | Bears Ears National Monument; Bonneville Salt Flats; Sevier Lake; Zion National Park; Arches National Park |
| <b>Historical Sites</b><br>(places where important historical events happened, monuments)        | “This is the Place” Monument, Salt Lake City; Camp Floyd; Bear River Massacre memorial; Promontory Summit  |
| <b>Fun and Recreation</b><br>(national parks, places for skiing, snowboarding, hiking, swimming) | Arches National Park; Zion National Park; Sevier Lake; Great Salt Lake; Bonneville Salt Flats              |

|   |  |
|---|--|
| <b>Politics and Government</b><br>(federal, state, local, or tribal government buildings) | State Capitol; Utah Supreme Court                          |
| <b>Arts and Culture</b><br>(museums, theaters, art galleries, symphonies, powwows)        | Tabernacle Choir at Temple Square; Red Canyon Powwow, Moab |

## Performance Task Scoring Rubric

---

**Note:** Students should be evaluated on the basis of their itinerary and map using the rubric.

Students should not be evaluated on the completion of the notes table, which is intended to be a support for students as they first think about their responses.

|                      |  |
|----------------------|--|
| <b>Above Average</b> | Response addresses all parts of the prompt. The response demonstrates sound, cohesive reasoning and planning, making well-explained connections between destinations and their purposes. Itinerary and map demonstrate strong understanding of Utah history and geography. One or two minor errors may be present.     |
| <b>Average</b>       | Response addresses the prompt. The response demonstrates some reasoning and sound planning. Itinerary and map demonstrate a general understanding of Utah history and geography. Some minor errors may be present.   |
| <b>Adequate</b>      | Response shows effort but is incomplete or limited and only partially addresses the prompt. The response may be vague in parts. The response shows some understanding of Utah history and geography but lacks connections. Some issues with organization or focus may be evident. A major error or two may be present. |
| <b>Inadequate</b>    | Response is too brief or unclear to evaluate. It lacks accurate information or reasoning. The response demonstrates minimal or no understanding of Utah history and geography. Major errors and issues with organization or focus are evident.   |



Name \_\_\_\_\_

Date \_\_\_\_\_

## ***The Story of Utah Performance Task Notes Table***

Use the table below to help organize your thoughts as you plan your road trip across Utah. You do not need to complete the entire table, but you should try to have one or two places for each category.

|   | <b>Possibilities</b> |
|---|----------------------|
| <b>Natural Wonders</b><br>(national parks, state parks,<br>unique geographical features)            |                      |
| <b>Historical Sites</b><br>(places where important historical<br>events happened, monuments)        |                      |
| <b>Fun and Recreation</b><br>(national parks, places for skiing,<br>snowboarding, hiking, swimming) |                      |
| <b>Politics and Government</b><br>(federal, state, local, or tribal<br>government buildings)        |                      |
| <b>Arts and Culture</b><br>(museums, theaters, art galleries,<br>symphonies, powwows)               |                      |

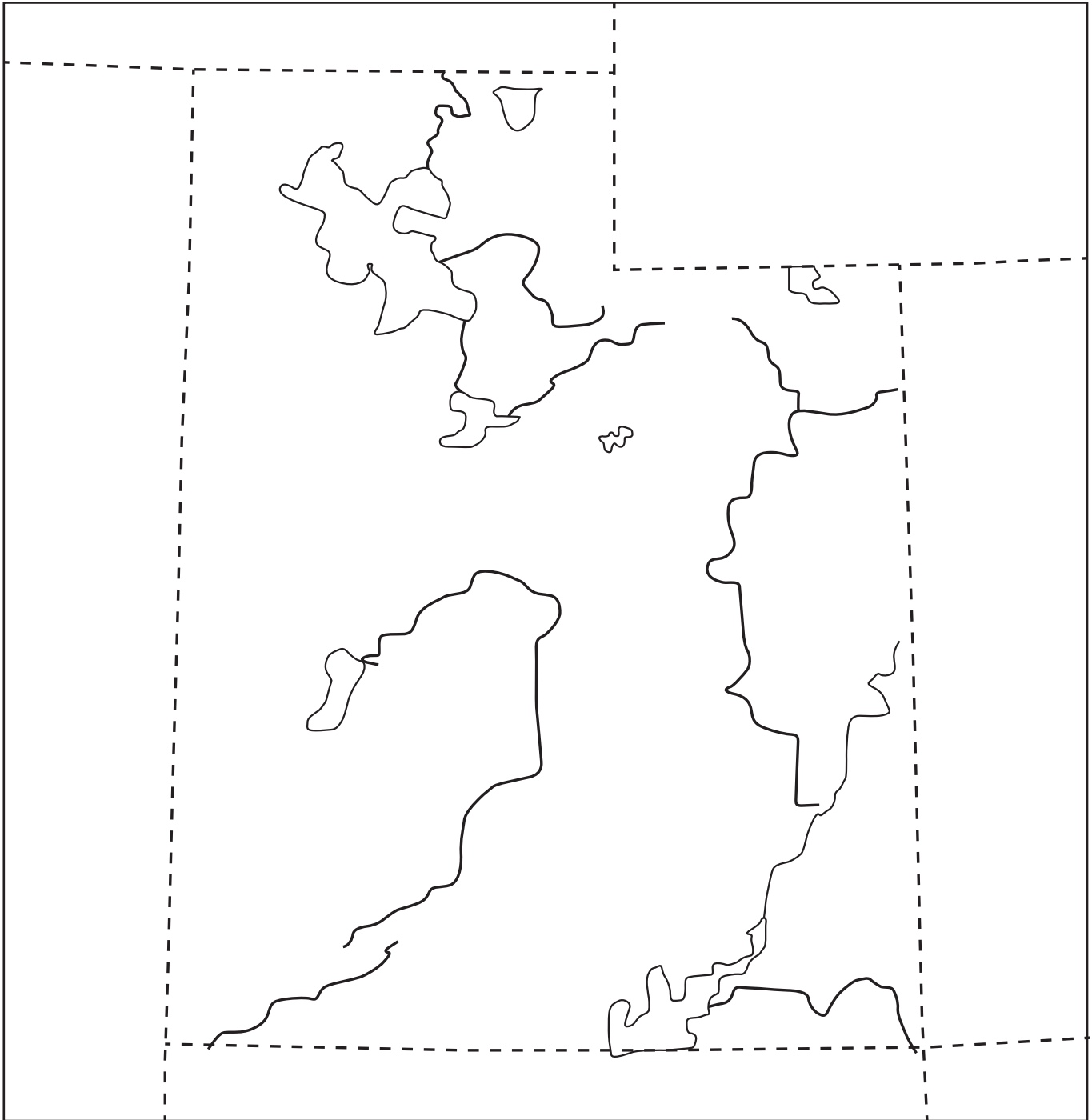
Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 1.1

Use with Chapter 1

Map of Utah



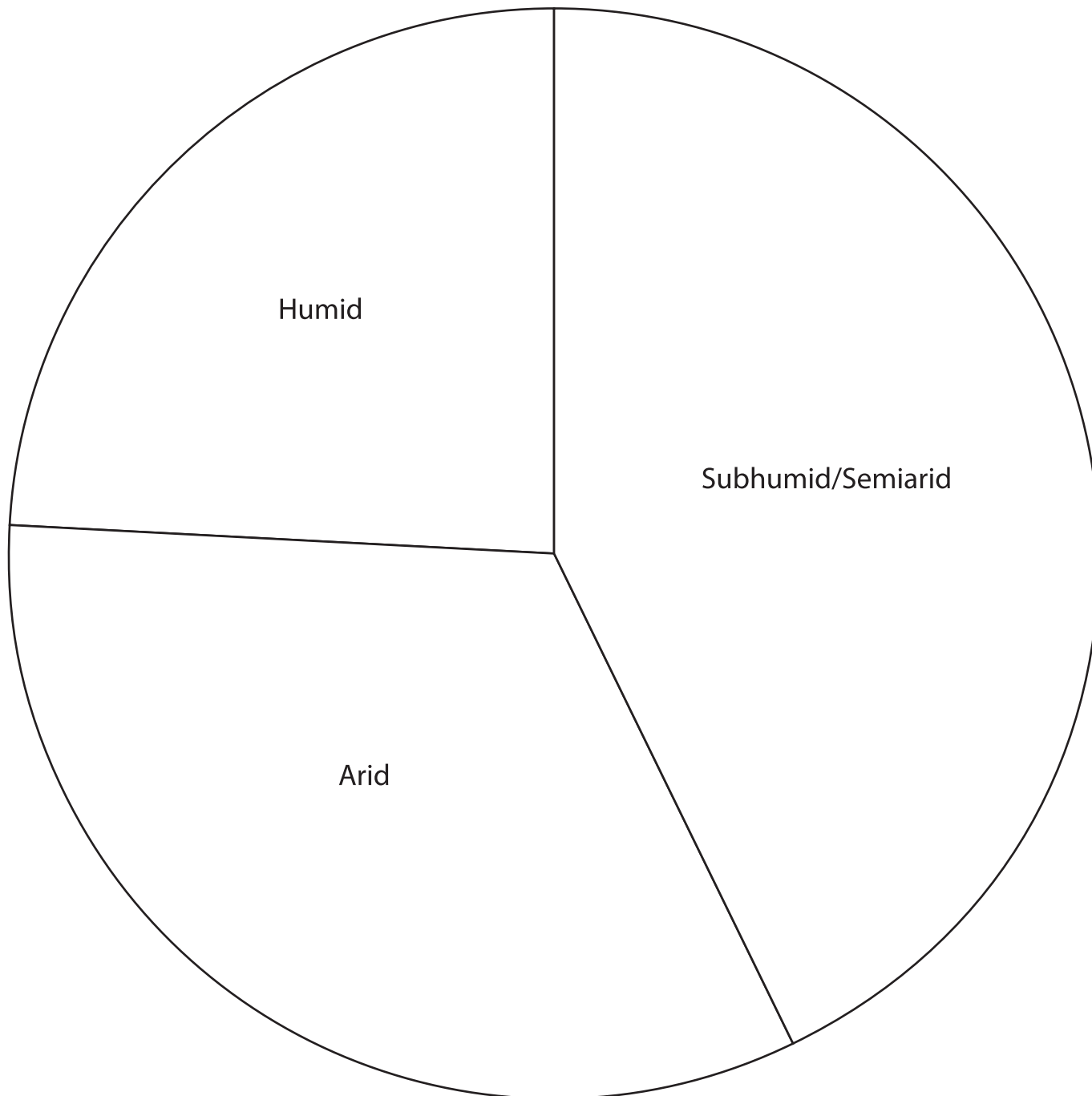
Name \_\_\_\_\_

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Activity Page 1.2

Use with Chapter 1

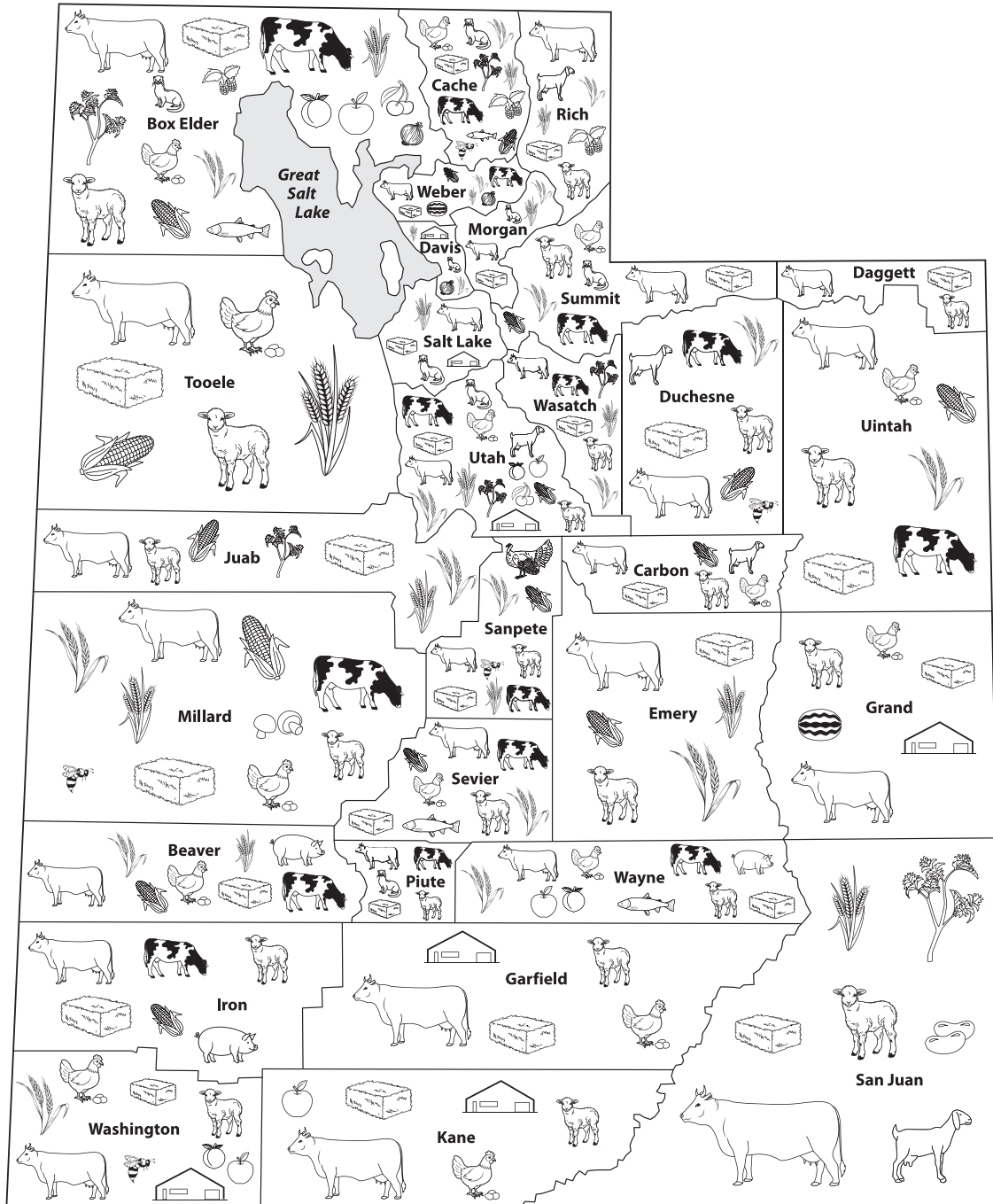
### Utah's Climate Regions



Activity Page 1.3

Use with Chapter 1

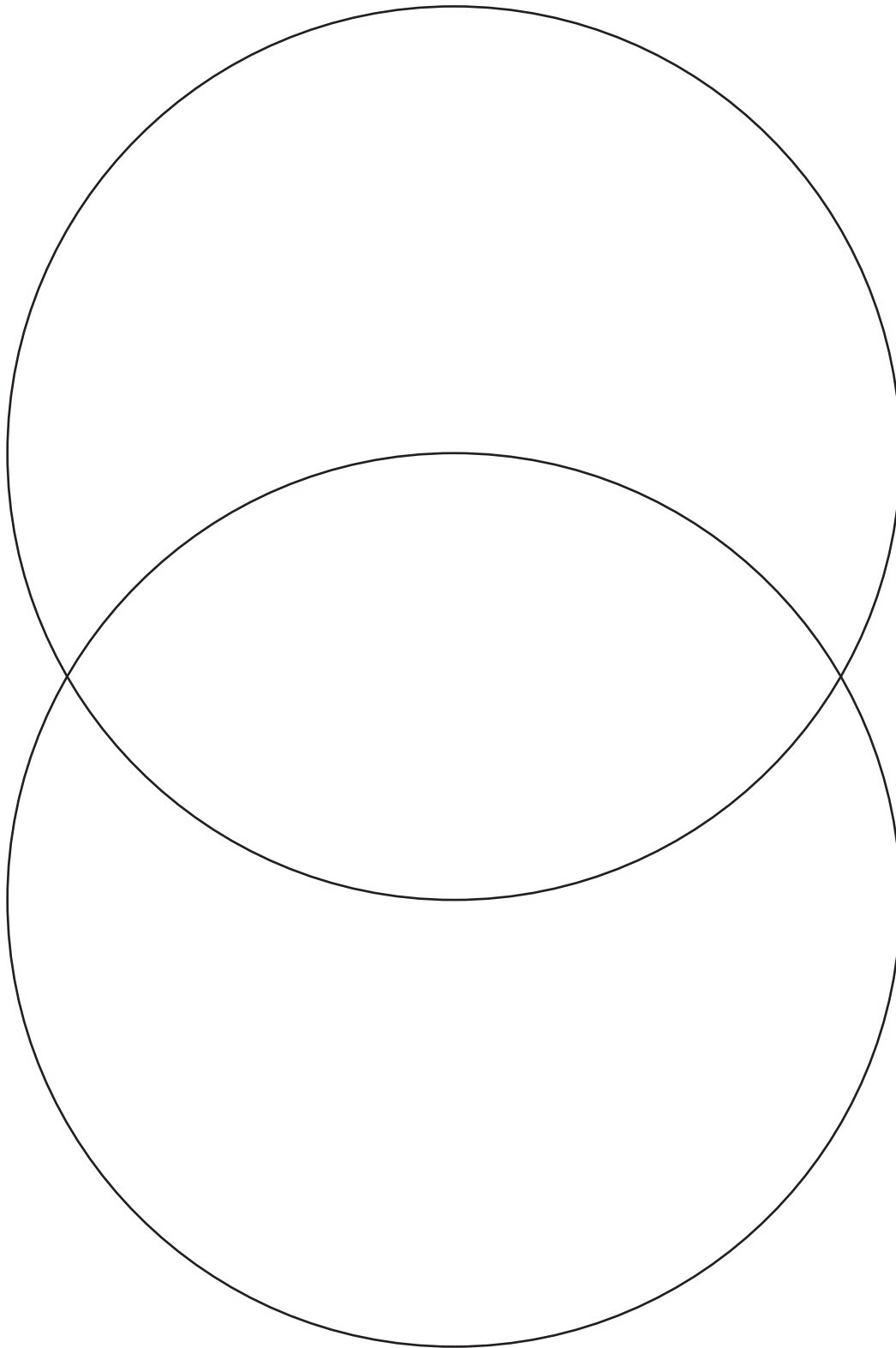
Utah Agriculture



| Key |             |  |                 |  |                      |  |         |  |               |  |       |
|-----|-------------|--|-----------------|--|----------------------|--|---------|--|---------------|--|-------|
|     | Alfalfa Hay |  | Honey           |  | Dairy Cows           |  | Mink    |  | Sheep         |  | Wheat |
|     | Apples      |  | Chickens & Eggs |  | Greenhouse & Nursery |  | Onions  |  | Tart Cherries |  |       |
|     | Beef Cattle |  | Grain Corn      |  | Hogs & Pigs          |  | Peaches |  | Trout         |  |       |

Name \_\_\_\_\_ Date \_\_\_\_\_

**Venn Diagram**



Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 2.2

Use with Chapter 2

### My Representatives

Fill in the table below with your representatives at each level of government.

| My Representatives      |  |
|-------------------------|--|
| Federal: Senators       |  |
| Federal: Representative |  |
| State: Senator          |  |
| State: Representative   |  |
| Local: Mayor            |  |
| Tribal: Tribal Leader   |  |

Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 2.3

Use with Chapter 2

**Whose Job Is It?**

**Below are four headlines describing the work done by different levels of government: tribal, local, state, and federal. Cut on the dotted lines, then sort each job description according to the level of government to which it belongs.**

Legislature debates creation of three new state parks.

Council approves funding for a new public library.

Department of Transportation announces start of new interstate construction project.

Utah Department of Education announces new science standards beginning next school year.

Congress approves funds for interstate highway repairs.

Mayor announces opening of a new downtown bus line for next year.

Tribal council announces new educational initiative about Ute culture to begin this summer.

### Domain Vocabulary: Chapters 1–2

**For each word, write the letter(s) of the definition.**

- |                                   |   |
|-----------------------------------|---|
| <p>_____ 1. legislative</p>       | <p>a) something from nature that is useful to humans</p>  |
| <p>_____ 2. inhabitant</p>        | <p>b) a low area surrounded by higher ground</p>  |
| <p>_____ 3. plateau</p>           | <p>c) 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</p> |
| <p>_____ 4. executive</p>         | <p>d) a government in which people elect representatives to rule for them</p>   |
| <p>_____ 5. basin</p>             | <p>e) dependent on each other</p>   |
| <p>_____ 6. judicial</p>          | <p>f) having the power to make laws</p>   |
| <p>_____ 7. local government</p>  | <p>g) having the power to carry out and enforce laws</p>  |
| <p>_____ 8. special district</p>  | <p>h) dry with very little rain or snow</p>   |
| <p>_____ 9. climate</p>           | <p>i) wet with a lot of rain and snow</p>   |
| <p>_____ 10. right</p>            | <p>j) a vote taken on the floor of a legislature to make a new bill into a law</p>  |
| <p>_____ 11. subdivision</p>      | <p>k) a smaller portion that a larger unit is broken up into</p>  |
| <p>_____ 12. natural resource</p> | <p>l) a person who lives in a place</p>   |
| <p>_____ 13. arid</p>             | <p>m) a set of rules that gives government power and explains how a government works</p>  |
| <p>_____ 14. humid</p>            | <p>n) when rock or earth slides down a mountain or cliff</p>  |
| <p>_____ 15. federal</p>          | <p>o) the government of a county, city, or town</p>   |
| <p>_____ 16. landslide</p>        | <p>p) 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</p>  |
| <p>_____ 17. budget</p>           | <p>q) to reject or refuse to approve a law</p>  |
| <p>_____ 18. irrigation</p>       | <p>r) a freedom that is protected by law</p>  |
| <p>_____ 19. republic</p>         | <p>s) having the power to decide questions of law</p>   |
| <p>_____ 20. constitution</p>     | <p>t) the patterns of weather in an area over a long time</p>   |
| <p>_____ 21. veto</p>             | <p>u) a large area of high, flat ground</p>   |
| <p>_____ 22. floor action</p>     | <p>v) a unit of government created to meet a particular need</p>  |
| <p>_____ 23. interdependent</p>   | <p>w) an amount of money available for spending based on a plan for how it will be spent</p>  |

Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 2.4 (Continued)

Use with Chapter 2

- \_\_\_\_\_ **24.** sustainable development
  - \_\_\_\_\_ **25.** census
  - \_\_\_\_\_ **26.** amendment
  - \_\_\_\_\_ **27.** municipality
  - \_\_\_\_\_ **28.** sovereignty
  - \_\_\_\_\_ **29.** committee
- x)** a change or addition to a law or document
  - y)** the right of a state or other area to govern itself
  - z)** building and using things in a way that keeps the environment healthy and safe for the future
  - aa)** a count of the number of people living in a certain area
  - bb)** a small group formed out of a larger group to focus on one issue or goal
  - cc)** a city, town, or village that has its own government

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 3.1**

**Use with Chapters 3, 5, 6**

**Analyze an Image**

**1a.** Does this image show a place? \_\_\_\_\_

**1b.** What does the place look like? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**2a.** Are there people in the image? \_\_\_\_\_

**2b.** What are the people doing? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**3a.** Are there objects in the image? \_\_\_\_\_

**3b.** What are the objects being used for? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**4a.** What time period does the image show? \_\_\_\_\_

**4b.** What does the image show you about that time period? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 3.2**

**Use with Chapter 3**

**Artifact Study**

**Describe the artifact.**

1. What type of object is it? \_\_\_\_\_
2. Where is it from? \_\_\_\_\_
3. When was it made? \_\_\_\_\_
4. What color is it? \_\_\_\_\_
5. What shape is it? \_\_\_\_\_
6. What size is it? \_\_\_\_\_
7. What is it made of? \_\_\_\_\_

**Think about the artifact.**

8. What knowledge or experience was needed to create it?  
\_\_\_\_\_  
\_\_\_\_\_
9. Why was it made? What is its purpose?  
\_\_\_\_\_  
\_\_\_\_\_
10. Could it have been made by one person, or did it need to be made by a group?  
\_\_\_\_\_
11. How has the artifact changed over time?  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 3.2 (Continued)**

**Use with Chapter 3**

**Think about context.**

**12.** What do you know about the time and place the artifact was created?

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**Draw a conclusion about the artifact.**

---

---

Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 3.3

Use with Chapter 3

**Domain Vocabulary: Chapter 3**

**Use the words in the word bank to complete the crossword puzzle.**

|               |             |            |
|---------------|-------------|------------|
| scarcity      | distinctive | prehistory |
| archaeologist | artifact    | nomadic    |
| trade         | agriculture | migrate    |
| sedentary     | kiva        | adobe      |
| descendant    | granary     | wickiup    |
| hogan         |             |            |

**Across:**

- 5. to move from one place to another to live
- 6. someone who is related to a person or group of people who lived in the past
- 10. an object used during a past period in history
- 11. unique or standing out from others
- 12. the growing of crops and raising of livestock for food and other purposes
- 13. an expert in the study of ancient people and the objects from their time period that remain
- 15. staying mostly in one area
- 16. a traditional dome-shaped home built from logs and earth used by members of the Navajo (Diné) tribe

**Down:**

- 1. the buying and selling of goods
- 2. a type of brick made from sundried clay
- 3. moving around often in search of food; not settled in one place
- 4. the state of not having enough of an important resource
- 7. the period of the past before any written records existed

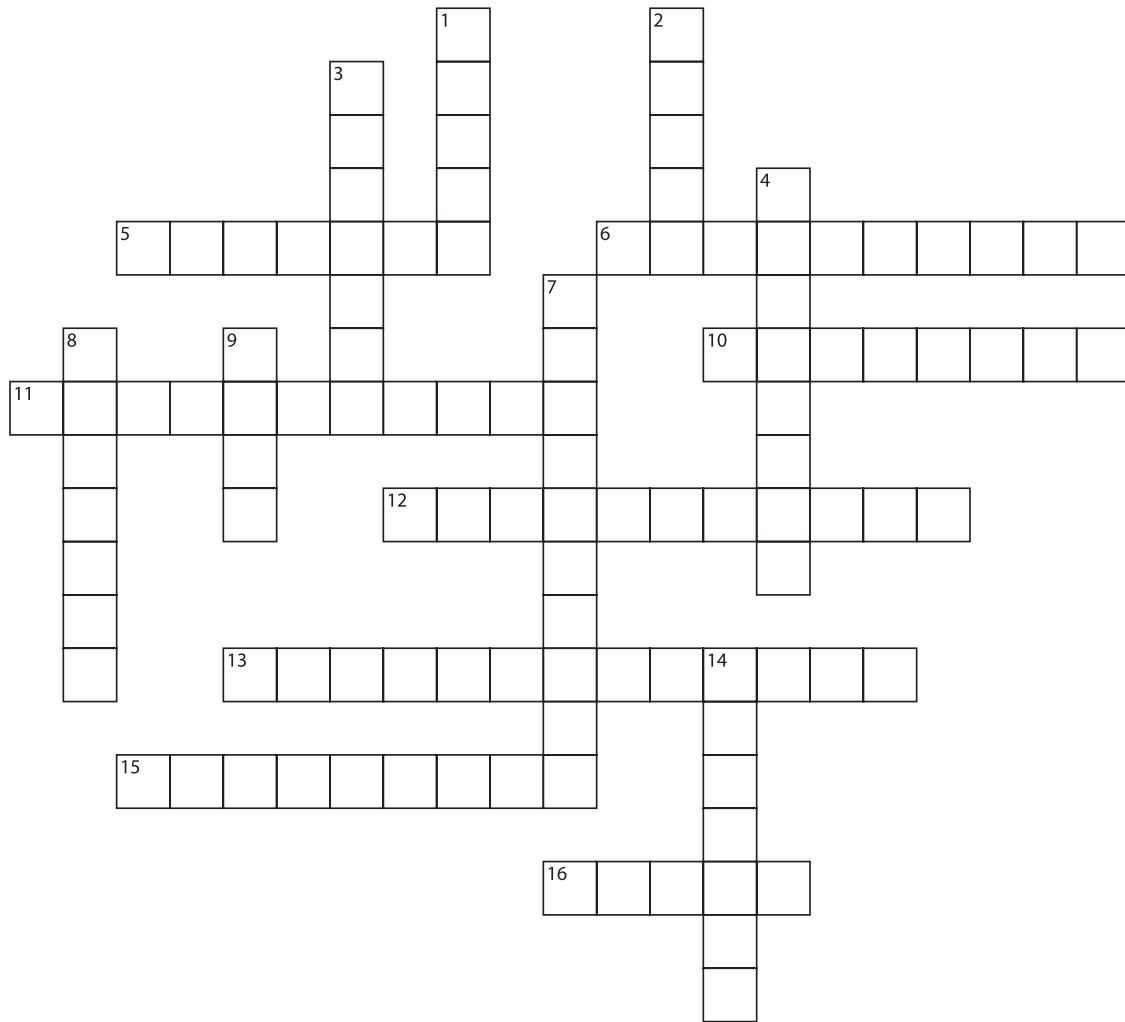
Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 3.3 (Continued)**

**Use with Chapter 3**

- 8. a simple type of shelter made of wood covered with hide or thatch and used by hunter-gatherers
- 9. a large pit house used by Ancestral Puebloans as a gathering place
- 14. a building made to store grain for later use



Name \_\_\_\_\_ Date \_\_\_\_\_

**Mountain Men**

| <b>Name</b>       | <b>Where were they born?</b> | <b>Did they work for a trapping company? If yes, which one?</b> | <b>What was their relationship with Native Americans?</b> | <b>Did they discover anything for the Europeans? If so, what?</b> |
|-------------------|------------------------------|---|---|---|
| Antoine Robidoux  |                              |   |   |   |
| James Beckwourth  |                              |   |   |   |
| Joseph R. Walker  |                              |   |   |   |
| Jedediah Smith    |                              |   |   |   |
| Jim Bridger       |                              |   |   |   |
| Peter Skene Ogden |                              |   |   |   |
| Etienne Provost   |                              |   |   |   |

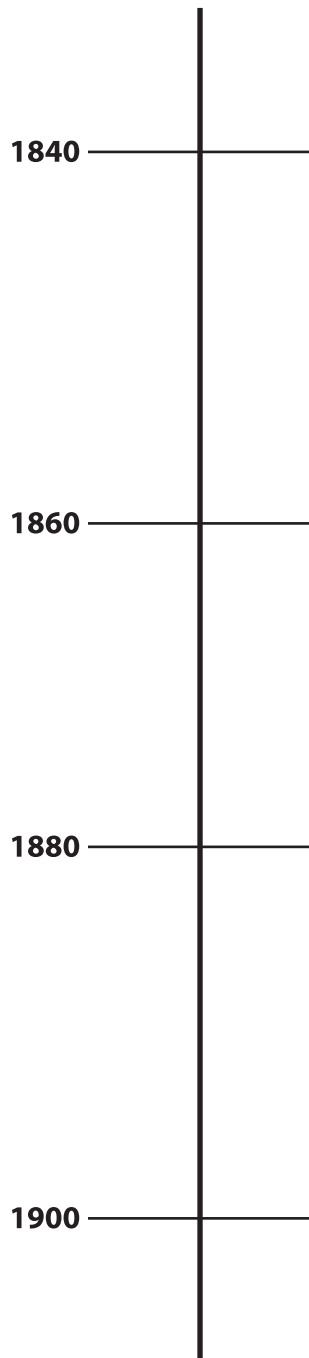
Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 5.1

Use with Chapters 5, 6

**Timeline**



**Domain Vocabulary: Chapters 4–6**

**For each word, write the letter of the definition.**

- |                            |   |
|----------------------------|---|
| _____ 1. mission           | a) the right to vote  |
| _____ 2. missionary        | b) to bring into one country or place from another country or place                                       |
| _____ 3. province          | c) the unfair treatment of a person or group because of beliefs about that group of people                |
| _____ 4. petroglyph        | d) a picture or design that is carved into a rock surface   |
| _____ 5. import            | e) a nation that promises to help another nation in wartime   |
| _____ 6. polygamy          | f) an area or region similar to a state   |
| _____ 7. militia           | g) a situation in which each side in a disagreement gives up some of what they want to reach an agreement |
| _____ 8. ally              | h) a person on a journey for the purpose of spreading a particular religious belief                       |
| _____ 9. amnesty           | i) rock from which metal can be obtained  |
| _____ 10. compromise       | j) a settlement built for the purpose of converting Native Americans to Christianity                      |
| _____ 11. transcontinental | k) to force a person or group from a place  |
| _____ 12. discrimination   | l) a group of armed citizens prepared for military service at any time                                    |
| _____ 13. displace         | m) forgiveness for a crime or other offense   |
| _____ 14. suffrage         | n) going from one end of a continent to the other   |
| _____ 15. ore              | o) marriage between one man and two or more women   |

**Domain Vocabulary: Chapters 7–8****Use the words in the word bank to complete the crossword puzzle.**

|            |            |                |
|------------|------------|----------------|
| union      | strike     | alliance       |
| neutral    | drafted    | pandemic       |
| internment | capitalism | communist      |
| segregate  | integrate  | infrastructure |
| nominate   | conserve   | incentive      |
| dialect    |            |                |

**Across**

2. a way of speaking a language that exists only in one area or culture
5. a reward or other motivation to encourage someone to do something
6. an organization formed by workers to win and protect workers' rights
7. to end a policy that keeps apart people of different races; to make a place open to everyone
9. relating to communism, an economic system based on community ownership of property and industry
10. not involved or taking a side in a conflict or argument
12. the act of confining or imprisoning someone during a war for political reasons
13. a temporary work stoppage organized by workers as a protest
14. to keep people separate, usually on the basis of race

**Down**

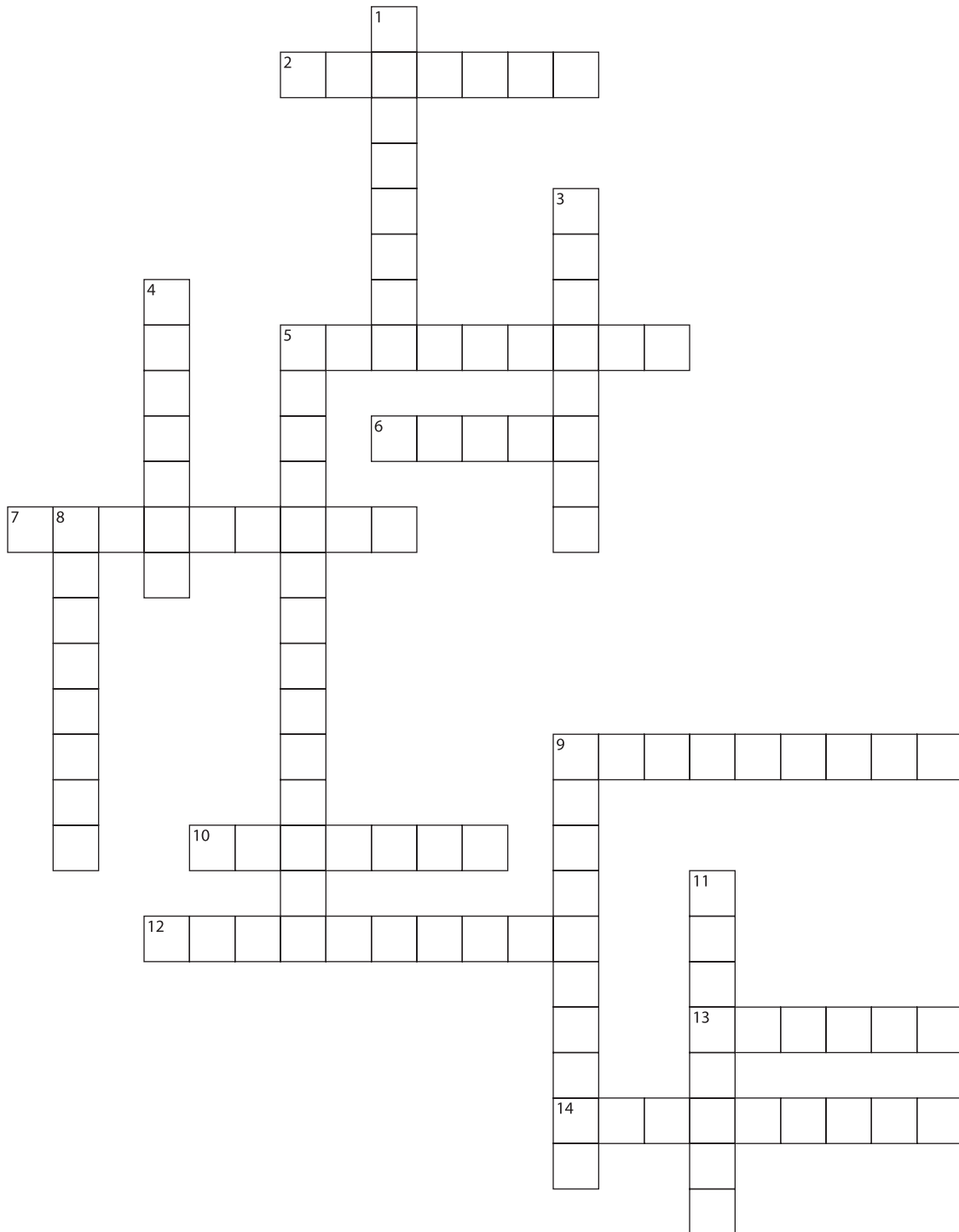
1. a disease that suddenly strikes multiple countries or continents
3. an agreement between nations in which they work together toward a common goal or fight on the same side in a war
4. chosen by a system that requires individuals to serve in the military
5. the public works system that includes roads, bridges, water, public transportation, etc.
8. to choose a candidate to represent a political party in an election
9. an economic system in which resources and businesses are privately owned and prices are not controlled by the government
11. to use a resource carefully to prevent it from running out or disappearing

Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 8.1 (Continued)

Use with Chapter 8



### Strand 1: UTAH'S UNIQUE GEOGRAPHY

- 4.1.1** Use a variety of geographic tools to identify Utah and its surrounding states: latitude, longitude, hemisphere, climate, natural resources, landforms, and regions (for example, Rocky Mountains, Colorado Plateau, Basin and Ridge Region).
- 4.1.2.a** Examine maps of Utah's precipitation, temperature, vegetation, population, and natural resources; make inferences about relationships between the data sets.
- 4.1.2.b** Describe how and why humans have changed the physical environment of Utah to meet their needs (for example, reservoirs, irrigation, climate, transcontinental railroad).
- 4.1.3** Describe how the physical geography of Utah has both negative and positive consequences on our health and safety (for example, inversions, earthquakes, aridity, fire, recreation).

### Strand 2: PRE-EXPANSION (BEFORE 1847)

- 4.2.1** Use evidence (for example, artifacts, texts, oral traditions, geographic inquiry) to make inferences about, and explain the importance of, the geography of the land that would become Utah in the culture of one or more prehistoric or historic Native American cultures.
- 4.2.2.a** Explain the economic concepts of trade, scarcity, and supply and demand.
- 4.2.2.b** Apply these concepts in analyzing the economic activity of Native American tribal groups that existed during this period in the land now called Utah and their trade with European-American trappers and traders.
- 4.2.3** Use primary and secondary sources to compare important aspects of the ways of life of at least two Native American tribal groups (for example, Ute, Paiute, Navajo (Diné), Shoshone, Goshute) existing within the land now called Utah and how those ways of life changed as settlers from Europe arrived prior to 1847.
- 4.2.4** Investigate the reasons why early explorers and frontiersmen came to the land now called Utah, and determine how their contributions are relevant to Utahns today.

### Strand 3: EXPANSION (1847–1896)

- 4.3.1** Use primary sources to compare experiences of at least three groups' migration to Utah between 1847–1896 (for example, members of The Church of Jesus Christ of Latter-day Saints, people from Greece, Italy, China).
- 4.3.2** Explain how Utah's physical geography provided opportunities and imposed constraints for human activities between 1847–1896 (for example, agriculture, mining, settlement, communication, transportation networks) and how people changed the physical environment to meet their needs.

- 4.3.3** Describe the establishment of communities and the economic development of the Great Basin area under the direction of Brigham Young as the first Territorial Governor of Utah.
- 4.3.4.a** Identify the political challenges that delayed Utah’s statehood.
- 4.3.4.b** Explain how these challenges were overcome.
- 4.3.4.c** Describe the involvement of Utah women in the state and national Women’s Suffrage Movement.
- 4.3.5** Cite multiple perspectives to explain the historical significance and context of at least one conflict of this period (for example, The Utah War, The Mountain Meadows Massacre, The Bear River Massacre, The Black Hawk War).
- 4.3.6** Describe how and why humans have changed the physical environment of Utah to meet their needs (for example, reservoirs, irrigation, climate, transcontinental railroad) between 1847–1896.
- 4.3.7** Explain how the creation of the Transcontinental Railroad and other transportation and communication networks changed Utah’s economy and led to greater economic interdependence

**Strand 4: POST-STATEHOOD (1896–1999)**

- 4.4.1.a** Identify the function and location of state government.
- 4.4.1.b** Analyze Article 1 of the Utah Constitution to explain how the enumerated rights reflect shared values.
- 4.4.2** Compare the Utah Constitution with the United States Constitution, noting the similarities (including legislative, executive and judicial branches, rights of citizens) and important/significant differences (for example, role in education, public lands, local governance).
- 4.4.3.a** Identify Utah symbols, their connection to history and geography, and what these symbols tell us about our shared culture.
- 4.4.3.b** Explain how they can show respect and appreciation for those symbols.
- 4.4.4** Use primary and secondary sources to explain how Utah’s economy has changed over time (for example, recreation, tourism, mining, information technology, manufacturing, agriculture, petroleum production).
- 4.4.5** Analyze the way local, state, tribal, and federal governments interact with one another.
- 4.4.6** Use case studies to explain how national or global events between 1896–1999 (for example, World War I, the Spanish Flu Epidemic, the Great Depression, World War II, Japanese American Incarceration, the Cold War, civil rights movements, Americans with Disabilities Act) had an impact in their local communities and state.

## **Strand 5: A NEW MILLENIA (2000–PRESENT)**

- 4.5.1.a** Describe sovereignty as it relates to Native American sovereign nations (Ute Mountain Ute Tribe, Ute Indian Tribe of the Uintah and Ouray reservation, Paiute Indian Tribe of Utah, San Juan Southern Paiute Tribe, Navajo (Diné) Nation, Northwestern Band of the Shoshone Nation, Confederated Tribes of Goshute, Skull Valley Band of Goshute) existing within Utah.
- 4.5.1.b** Explain efforts to preserve and maintain their culture.
- 4.5.2** Make a case for the lasting historical significance of an event in recent Utah history (2000–present), and create an argument for including it in a historical text.
- 4.5.3** Use data and trends to make recommendations for the best sustainable development of Utah’s resources (for example, forests, state lands, geology, coal, minerals, oil and gas, state parks, water, wildlife, School Trustlands).
- 4.5.4** Explain continuity and change over time by comparing experiences of today’s immigrants in Utah with those of immigrants in Utah’s past.
- 4.5.5** After studying examples of individuals or groups making positive changes in Utah, propose positive steps individual students or groups of students can implement (for example, raising awareness through digital media, energy and resource conservation, letter writing, fundraising).
- 4.5.6** Choose one of Utah’s cultural institutions (for example, Utah Symphony, The Tabernacle Choir at Temple Square, Utah Opera Company, Ballet West, Utah’s Shakespeare Festival, Utah Festival Opera), and explain its historical significance as well as the cultural benefits to Utah families and our nation.

# Answer Key: *The Story of Utah*

## Chapter Assessments

### Chapter 1

1. c 2. c 3. a 4. d 5. d 6. b 7. b 8. a 9. c 10. a

### Chapter 2

1. c 2. b 3. b 4. a 5. d 6. b 7. d 8. c 9. c

### Chapter 3

1. c 2. a 3. b 4. b 5. a 6. c 7. c 8. c 9. d 10. d

### Chapter 4

1. b 2. b 3. b 4. a 5. c 6. a, b, e 7. b 8. a 9. c 10. d

### Chapter 5

1. b 2. b 3. a 4. a 5. d 6. d 7. c 8. b 9. a 10. a

### Chapter 6

1. c 2. d 3. d 4. c 5. a 6. d 7. a 8. c 9. c 10. a

### Chapter 7

1. a 2. c 3. a 4. d 5. c 6. c 7. b 8. b 9. d

### Chapter 8

1. d 2. b 3. d 4. a 5. b 6. a 7. a 8. a 9. d

## Activity Pages

### Domain Vocabulary: Chapters 1–2 (AP 2.4)

- |      |       |
|------|-------|
| 1. f | 10. r |
| 2. l | 11. k |
| 3. u | 12. a |
| 4. g | 13. h |
| 5. b | 14. i |
| 6. s | 15. c |
| 7. o | 16. n |
| 8. v | 17. w |
| 9. t | 18. p |

19. d

20. m

21. q

22. j

23. e

24. z

25. aa

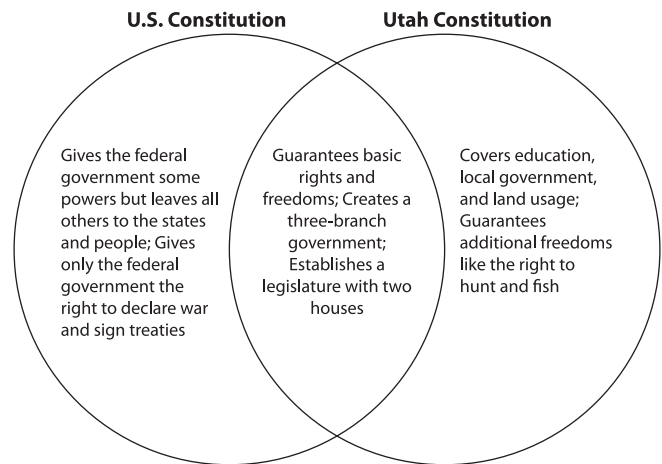
26. x

27. cc

28. y

29. bb

### Venn Diagram: Comparing The Utah and U.S. Constitutions (AP 2.1) Chapter 2



### My Representatives (AP 2.2) Chapter 2

| My Representatives      |  |
|-------------------------|--|
| Federal: Senators       | Utah's two senators (correctly named)                              |
| Federal: Representative | Local district congressional representative(s) (correctly named)   |
| State: Senator          | State senator representing local district (correctly named)        |
| State: Representative   | State representative representing local district (correctly named) |
| Local: Mayor            | Mayor of city or town (correctly named)                            |
| Tribal: Tribal Leader   | Tribal chairperson of the reservation (correctly named)            |

## Domain Vocabulary: Chapter 3 (AP 3.3)

### Across:

5. migrate
6. descendant
10. artifact
11. distinctive
12. agriculture
13. archaeologist
15. sedentary
16. hogan

### Down:

1. trade
2. adobe
3. nomadic
4. scarcity
7. prehistory
8. wickiup
9. kiva
14. granary

## Wagon Train Analyze an Image (AP 3.1) Chapter 5

**1a. Does this image show a place?** Yes.

**1b. What does the place look like?** It is somewhere on a wagon train's journey to the western United States. It looks very empty, flat, and dry, with some grass along one side of the trail and not much else.

**2a. Are there people in the image?** Yes.

**2b. What are the people doing?** The people are traveling west to find new homes. Some are walking, some are riding horses, and some are riding in wagons pulled by horses or oxen.

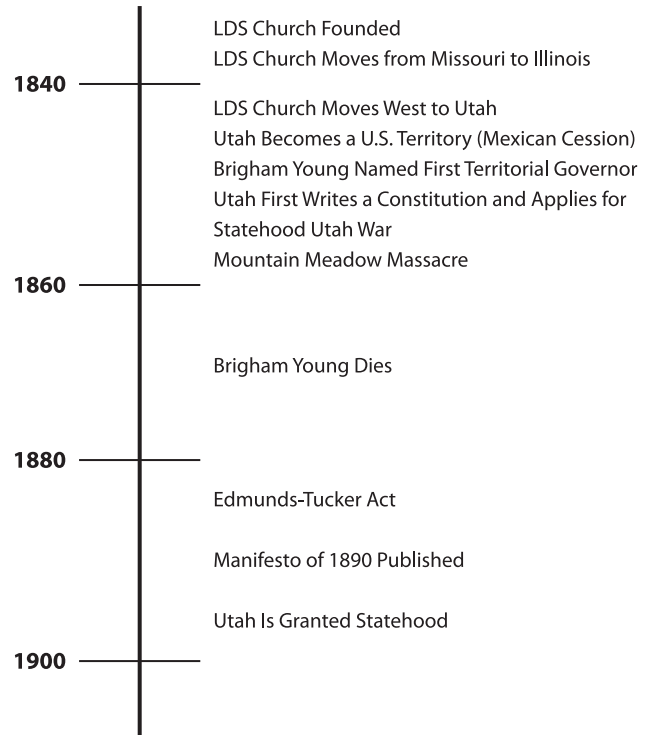
**3a. Are there objects in the image?** Yes.

**3b. What are the objects being used for?** The objects in the image are big covered wagons that carry supplies and children. The wagon at the front has a sign that says "Lightning Express," which is probably a joke because they really moved very slowly. There's also a handcart that a man is pushing, which probably has some lighter supplies. Some of the men have guns; we don't know whether they were intended for hunting, protection, or both.

**4a. What time period does the image show?** The time period is the 1850s.

**4b. What does the image show you about that time period?** The image shows that a lot of people were trying to move to the West at this time. It also shows that it was difficult to move before there was a railroad. People had to walk far and rely on very slow wagons to carry their supplies with them.

## Timeline (AP 5.1): Chapter 5



## Transcontinental Railroad Analyze an Image (AP 3.1) Chapter 6

**1a. Does this image show a place?** Yes.

**1b. What does the place look like?** It is a canyon or tight mountain pass where the railroad is being built.

**2a. Are there people in the image?** Yes.

**2b. What are the people doing?** They are working hard building the railroad. Some are laying tracks, and others are blasting the mountain open with dynamite to make tunnels.

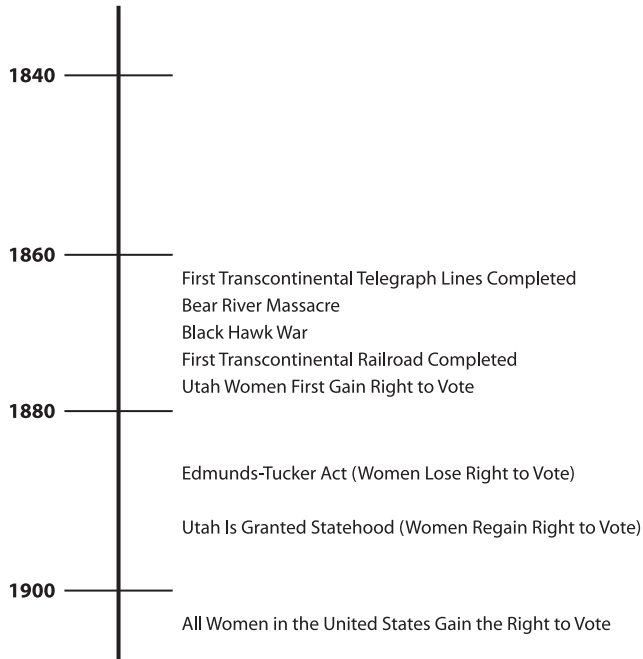
**3a. Are there objects in the image?** Yes.

**3b. What are the objects being used for?** There is a horse and cart, probably used to haul materials for building the railroad; long pieces of wood to make the tracks; and tools for building.

**4a. What time period does the image show?** The time period is the late 1800s.

**4b. What does the image show you about that time period?** It shows that many people were working very hard to build the railroad at that time, especially Chinese immigrants. It also shows that the work was very dangerous, especially blasting tunnels with dynamite, and a lot of people probably got hurt doing it.

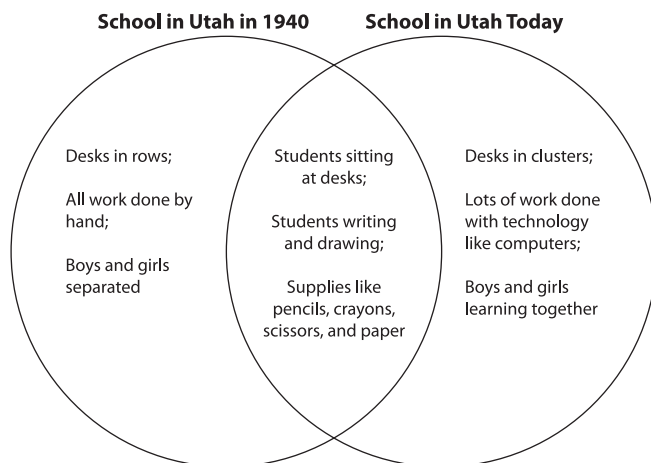
## Timeline (AP 5.1): Chapter 6



## Domain Vocabulary: Chapters 4–6 (AP 6.1)

- |      |       |
|------|-------|
| 1. j | 9. m  |
| 2. h | 10. g |
| 3. f | 11. n |
| 4. d | 12. c |
| 5. b | 13. k |
| 6. o | 14. a |
| 7. l | 15. i |
| 8. e |       |

## Venn Diagram (AP 2.1): Chapter 7



## Twentieth-Century Images Analyze an Image (AP 3.1) Chapter 7

**Note:** This activity provides multiple images to choose from. This sample answer focuses on the image of interned Japanese Americans at Topaz on page 119 of the Student Reader.

**1a. Does this image show a place?** Yes.

**1b. What does the place look like?** It is the Topaz internment camp for Japanese Americans. It looks like an area where the land is mostly dry and dusty, but there are also a few trees. In one direction, you can see all the way to the horizon.

**2a. Are there people in the image?** Yes.

**2b. What are the people doing?** They are gathering trees and loading them into a truck so they can move them and plant them near the camp's hospital.

**3a. Are there objects in the image?** Yes.

**3b. What are the objects being used for?** There are shovels being used to dig up trees, trucks being used to transport the trees to the camp's hospital, and chains attached to the truck for pulling the trees up by the roots.

**4a. What time period does the image show?** The time period is the 1940s during World War II.

**4b. What does the image show you about that time period?** It shows that Japanese Americans were unfairly imprisoned and forced to work at this time. It shows how afraid people were at the time of Americans somehow helping the enemy and how much people were willing to discriminate against people based on where their families came from.

## Domain Vocabulary: Chapters 7–8 (AP 8.1)

### Across

2. dialect
5. incentive
6. union
7. integrate
9. communist
10. neutral
12. internment
13. strike
14. segregate

### Down

1. pandemic
3. alliance
4. drafted
5. infrastructure
8. nominate
9. capitalism
11. conserve



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