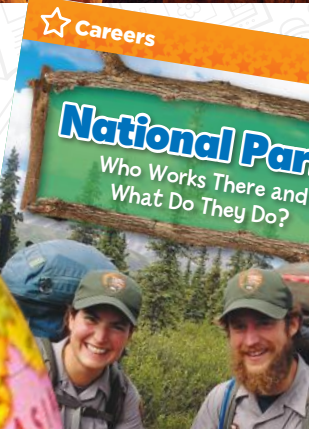


Utah

NYSTROM

4

Young Citizens



Compelling Question

How Did Utah Develop over Time?

In this chapter, students will examine how different factors have impacted the state in the past.

Time Frame: 6 Weeks

- 1 Students will categorize Utah into different geographic regions.
- 2 Students will explore the history and influence of the early American Indian peoples.
- 3 Students will examine the circumstances behind the settlement and statehood of Utah.
- 4 They will describe how people have exercised their rights throughout history.
- 5 Students will analyze the impact of immigration on Utah.
- 6 Students will complete the chapter review, project, and assessment.

Custom Components and Activities

Each chapter comes with a Leveled Student Reader and Group Activity Card recommendation. There is also a Biography Gallery in the Student Book. All three components include an activity. These activities are designed to enhance the material covered in the chapter. Based on the recommendations below, decide how and when to incorporate these activities into your teaching plan.

LEVELED STUDENT READER

The Transcontinental Railroad: How Did It Change the United States?

This Leveled Student Reader works well with lesson 5. The pre- and post-reading activities are on the inside covers of the reader.

GROUP ACTIVITY CARDS

Immigration Stations

This Group Activity Card works well with lesson 5. Divide the class into six groups and distribute one card to each group.

Utah Constitution

This Group Activity Card works well with lesson 4. Divide the class into six groups and distribute one card to each group.

BIOGRAPHY GALLERY

People from Utah's History

The following activity works well with lessons 2 and 5

1. Have students read pp. 68–69 of the Student Book (People from Utah's History).
2. Distribute **Activity Sheet 2a** to students. Instruct students to choose one of the people featured on the pages of the Biography Gallery. Explain that they must add details to the image to show what the person might have been thinking about.
3. Be sure students write the name of the person they chose on the back of the activity sheet.
4. Hang or post the heads around the classroom. Ask students to circulate and put a sticky note on each sheet with the name of the individual they think it is based on.
5. Review the activity by revealing the name of the person written on the back of each sheet. Have students give a brief presentation explaining their work.



Lesson 3

How Did Utah Become a State?

Online Activities

- Vocabulary
- Sequencing

Literacy Links

- *John C. Fremont*, by D. M. Souza
- *Utah*, by Emily Rose Oachs
- *Utah*, by Sarah Tieck

Activity

Interview with History



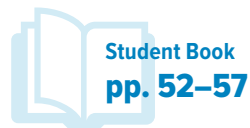
Civics



History



Speaking &
Listening



Vocabulary

Congress
constitution
petition
persecution
territory
treaty

Materials

- Student Book
- Activity Sheet 2b
- Think Book
- scissors

Objectives

Students will be able to:

- Sequence historical events.
- Describe the settlement of Utah.
- Explain why Brigham Young was an important figure in Utah's history.

Getting Started

1. Tell students that they will practice their interviewing skills during today's lesson.
2. Have students think about questions they would ask their classmates to learn more about their lives. Instruct students to write at least three questions in their **Think Books**. 
3. Pair students. Tell them to practice interviewing each other. Have them write down the answers to the questions they asked. 
4. Call on students to tell one detail about their partners that they learned during the interview.
5. Explain to students that they will conduct an interview with an important historical person today.

Reading

Student Book pp. 52–57: The Latter-day Saints Travel to Utah; Utah Becomes a Territory; The Utah War; Statehood at Last

As students read, have them write answers to the following in their **T**

Think Books:

- Who were Utah's early White settlers?
≈ Members of a religious group called the Church of Jesus Christ of Latter-day Saints.
- Define *persecution* and *treaty*.
≈ Persecution is the continued cruel and unfair treatment toward a person or persons especially because of that person's ideas, religion, or political beliefs.
≈ A treaty is a formal written agreement.
- What part did Brigham Young play in the settling of Utah?
≈ In 1847, Young led a group of followers from Nebraska to the Great Salt Lake. Later, Young and his followers created Salt Lake City, which drew more settlers to the area.

Teaching

1. Direct students to p. 53 of the Student Book (Skill: Sequencing). Call on students to read aloud the text and skill box.
 - a. Have students answer the three questions in their **Think Books**. **T**
 - b. Call on students to read their answers as a way to review the skill.
2. Pair students and distribute page one of **Activity Sheet 2b**.
 - a. Instruct pairs to complete the sequencing skill on the activity sheet.
 - b. Call on student pairs to read aloud their answers to the activity sheet.
3. Next, remind student pairs of the interviewing skills they practiced during the Getting Started activity.
 - a. Have student pairs reread pp. 52–56 of the Student Book (The Latter-day Saints Travel to Utah; Utah Becomes a Territory; The Utah War).
 - b. Instruct pairs to write at least five details about Brigham Young in their Think Books.

Activity Sheet 2b Interview with History

Use the Student Book to help you fill in the year each event took place.

Event	Year
The Mexican War ends.	
Utah becomes part of the United States.	
Alfred Cummings is named governor of the Utah Territory.	
Utah becomes a state.	
Brigham Young and his followers arrive at the Great Salt Lake.	

Next, sequence the events in chronological order, from first (1) to last (5).

1. _____
2. _____
3. _____
4. _____
5. _____

Nystrom Young Citizens 21 Chapter 2 • Lesson 3

Activity Sheet 2b

- c. Then, tell students that they will act out a pretend interview with Brigham Young. Explain that one partner will play the role of a journalist and the other will play Young.
 - d. Have pairs turn the five details they wrote into questions and answers. Have them write the interview script in their Think Books.
 - e. Have students rehearse their scripts.
 - f. Allow them to present their interviews in front of the class.
4. **Summarizing and Assessing:** Have students use **Activity Sheet 2b** and their knowledge of history to decide if each of the statements below is true or false. Explain that one side of the room is for true answers and one side is for false answers. Instruct students to move to the side of the room that they feel represents the best response to each statement.
- Utah was a part of Mexico at the time the Latter-day Saints first settled there. (True)
 - War with the Shoshone people was settled with a treaty. (False; the war between the Utes and the Latter-day Saints was settled with a treaty.)
 - Today, I-15 runs through many of the Latter-day Saints' original settlements. (True)
 - When the Mexican-American War ended, Utah became a state. (False; the land became part of the United States, but Utah was not named a state at that time.)
 - Utah became a state almost 50 years after Young first arrived. (True)

Modifications for Differentiation

Above Have these students provide additional questions and answers to the Brigham Young interview. Optionally, students might also add another historical figure to the interview.

Below Provide support for students while they complete page one of **Activity Sheet 2b** by preparing the events and years ahead of time on slips of paper and asking students to match them. Pair students with stronger writers during the interview activity.

ELL If students feel less comfortable speaking in front of the class for the interview activity, consider forming groups of three students instead of two. One student may take a nonspeaking role, such as director. This student can organize the interview, hold cue cards, and even design costumes or sets.

Extending

History Ask students to write a diary entry from the perspective of someone (other than Brigham Young) living in Utah during this time. Have them write about what life would have been like and some of the differences between that time and today.



Lesson 3 Closure

Review Activity: Time Line

Have students work in small groups. Give each group a sheet of paper or mini whiteboard. Instruct students to draw a time line, using 1847 as the beginning year and 1896 as the ending year. You may wish to show students the time lines on pp. 204–207 of the Student Book so that students can see how time lines are structured.

1. Tell the groups to use the Student Book and find three important events from the lesson. Have them put the three events on the time line in the correct chronological order.
2. Have each group present its time line to the class. Ask groups to explain why they chose the events and what makes them important.

Writing Prompt

Have students imagine that the state of Utah has decided to rename a highway in honor of someone from the period just before Utah became a state (1847–1896). Instruct students to write a letter to the committee in charge of the decision. Explain that students must suggest an appropriate person from history and describe why they chose that person.

Interview with History

Use the Student Book to help you fill in the year each event took place.

Event	Year
The Walker War ends.	
Utah becomes part of the United States.	
Alfred Cumming is named governor of the Utah Territory.	
Utah becomes a state.	
Brigham Young and his followers arrive at the Great Salt Lake.	

Next, sequence the events in chronological order, from first (1) to last (5).

1. _____

2. _____

3. _____

4. _____

5. _____

How Did Utah Become a State?

Vocabulary

persecution

treaty

Congress

territory

petition

constitution

The Latter-day Saints Travel to Utah

During the 1840s, stories of rich lands in the West began to spread. Many people in the East dreamed of moving there. They planned to follow routes mapped by fur traders and explorers. Much of this land did not belong to the United States. Nevertheless, wagon trains began heading toward the West Coast. On the way, they passed through Utah, which was part of Mexico at that time. Some people decided to stay.

In 1830, a religious group called the Church of Jesus Christ of Latter-day Saints was organized in New York by Joseph Smith. The religion spread quickly, with Smith's followers moving to Ohio, then to Missouri, then to Illinois. After Joseph Smith was killed in Illinois, Brigham Young became the leader of the church. The group faced severe religious **persecution**. Persecution occurs when people use violence against a certain group or treat that group badly for reasons including religious beliefs or ethnic background. Young decided the group should leave the United States.

Young studied a report made by John Frémont. Frémont was an explorer who had made maps of the Mexican-held territories in the Southwest. Young thought that Utah would be the perfect place for the Latter-day Saints to settle down, practice their religion, and live peacefully.

▶ This is a reenactment of the Latter-day Saints' wagon train traveling to Utah.



The Journey Begins

In 1846, Young led a large group of his followers to Nebraska, where they settled for the winter. In April 1847, he and a group of 25 wagons headed west. On July 24, more than 100 days after starting the journey, Young saw the Great Salt Lake for the first time. “This is the place,” he reportedly said. The Latter-day Saints had found a home.

More settlers arrived in the next few months. Later, Young and his followers created Salt Lake City by marking out long blocks for homes and businesses. Finally, a huge temple was built in the center of the city. Today, that area is called Temple Square.

The Latter-day Saints did not have an easy time in their new home. Soon after they arrived, a group of Shoshone people came to meet the new settlers. The Shoshone people were upset that the newcomers were plowing land they had always used for hunting. Leaders from the two groups agreed to live peacefully. However, that was not easy to do.

More White settlers continued to arrive. As a result, violence erupted between the Latter-day Saints and the American Indian peoples. Between 1853 and 1854, a Ute warrior named Walkara led the American Indians in battle against the Latter-day Saints. The struggle was called the Walker War. The war finally ended after Walkara and Brigham Young worked out a **treaty**, or peace agreement.



▶ The “This Is the Place” Monument celebrates the moment that Brigham Young is said to have uttered those words.



READING SKILL

Sequencing

To understand a text, it is important to understand the order, or sequence, of events. Authors may use dates, such as months and years, to show the order in which things happened. They may also use certain words or phrases to explain the order of events.

Examples of words that help show a sequence of events are:

first ▶ later ▶ then ▶ after ▶ next ▶ as a result ▶ finally

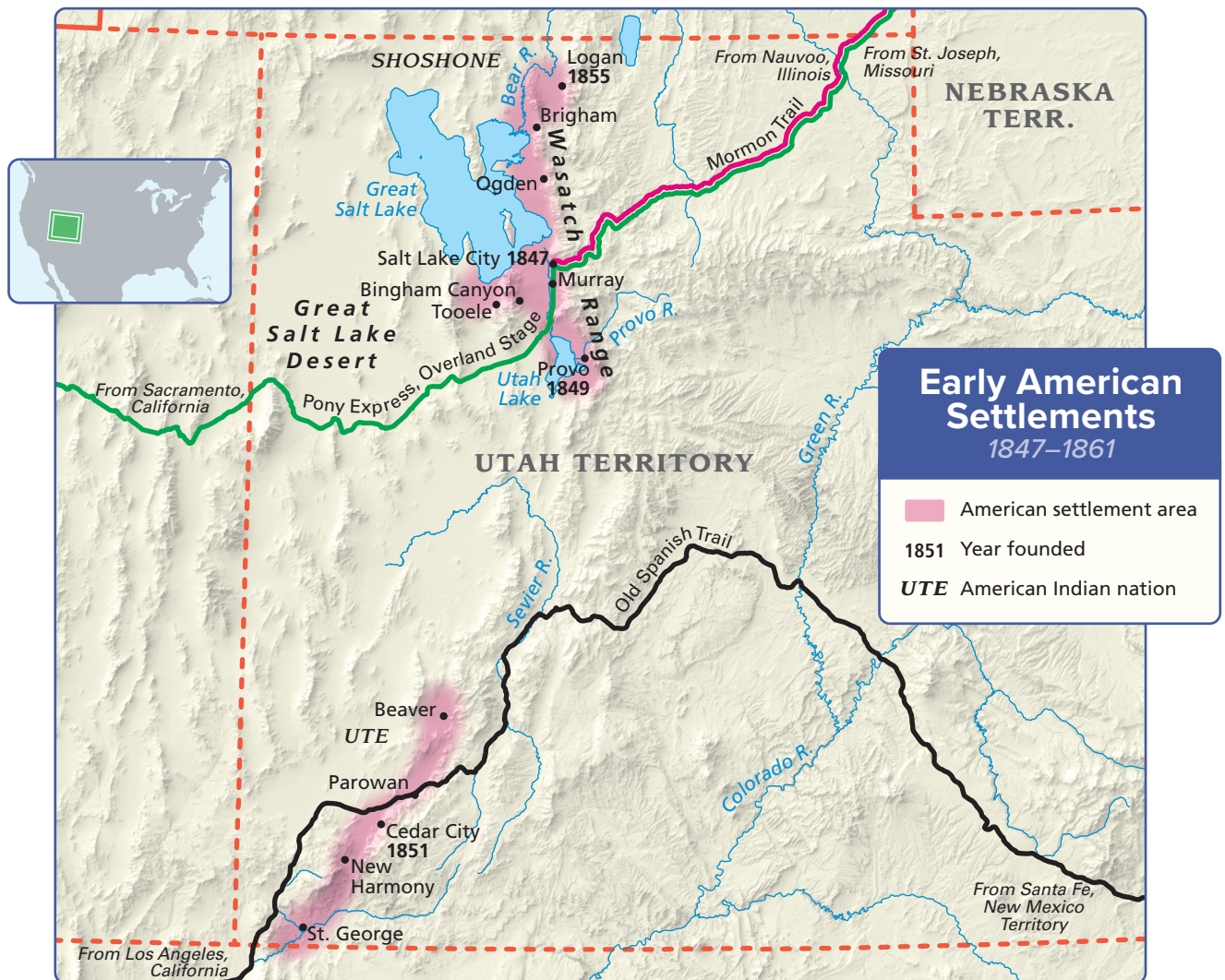
Find dates and sequencing words to help you understand the events in the section above.

1. What happened shortly after Young and his group left Nebraska?
2. What happened next?
3. What dates and sequencing words are in the four paragraphs above? List them in order.

In 1847 and 1849, the Latter-day Saints founded more settlements throughout Utah, including Bountiful, Ogden, and Provo. Settlements were usually laid out about one day's ride from one another so travelers could get fresh water and supplies. Today, Utah's main freeway, I-15, runs through many of those original settlements.

Meanwhile, the United States was fighting the Mexican-American War, which started in 1846. When the war ended in 1848, Utah, along with much of the West, became part of the United States. Latter-day Saints wrote to the U.S. **Congress** asking to become a U.S. **territory**. Congress is the lawmaking body of the U.S. government. A territory is an area of land that is not a state, but is controlled by the federal government.

 This map shows the earliest American settlements in Utah. *Are any of them in your community?*



Utah Becomes a Territory

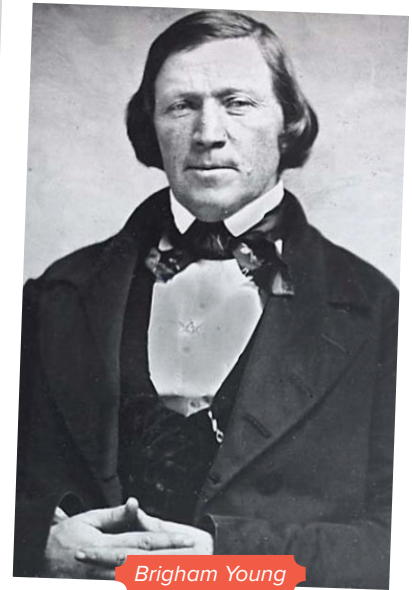
Young and the Latter-day Saints created the State of Deseret in 1849. “Deseret” means “honeybee” in the group’s holy book. The Latter-day Saints value honeybees because they are hard workers. In 1850, Congress created the Utah Territory, and the State of Deseret ceased to exist. Young was named the first territorial governor of Utah.

The Utah War

The Latter-day Saints wanted to govern themselves. The people were patriotic Americans, but they worried that the government would discriminate against them because of their religious beliefs. In 1857, President James Buchanan chose Alfred Cumming to be the new governor of the Utah Territory. He was not a Latter-day Saint. Cumming traveled west with 2,500 soldiers who were led by General Albert S. Johnston. When the Latter-day Saints living in Utah found out about this, they prepared to resist.



▶ Today, this beehive sculpture sits on the grand staircase at Utah’s state capitol.



Brigham Young

▶ A drawing of General Albert S. Johnston’s camp at Fort Bridger



▶ This is a painting of Fort Utah on the Provo River in 1850.

Rather than fight a battle, Young sent small bands of men to cause trouble for the U.S. forces. While the Latter-day Saints interrupted supply trains and slowed the U.S. military advance, Young's followers prepared to escape. But eventually, the new governor was recognized and there was an uneasy peace between Latter-day Saints and the U.S. Army.

Meanwhile, members of Congress objected to President Buchanan's decision to send soldiers to Utah. They did not think it was fair for the United States to fight against its own territory. The president worked out a peace settlement with the Latter-day Saints. In July 1858, the Utah War was over.



▶ This photo of a street in Corrine was taken around 1874.

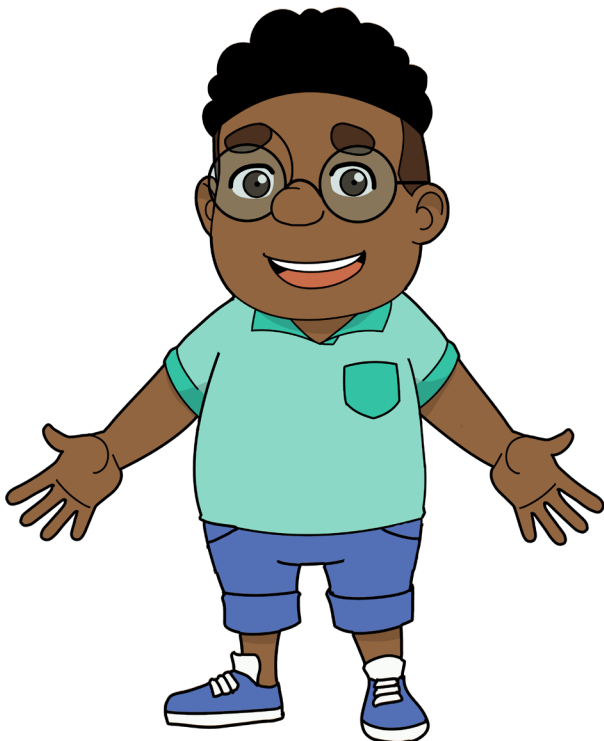
Statehood at Last

Over the next 40 years, Utahns sent several **petitions** to Congress asking for statehood. A petition is a document signed by many people asking those in power to take action. However, members of the U.S. Congress did not like the idea of a state that was governed by a religious group. They refused to grant statehood. Utah's leaders made some changes to their laws and practices and, in 1895, they adopted a new **constitution** that more closely followed U.S. law. A constitution is a written document containing the basic laws of a state or country. Finally, on January 4, 1896, Utah became the 45th state and the state constitution was adopted.



▶ When Utah was made a state, an American flag was hung on the temple.

How might you celebrate the anniversary of Utah's statehood today?



▶ The Zion's Co-operative Mercantile Institution (ZCMI) celebrates statehood. The ZCMI was a department store that was founded in Salt Lake City by Brigham Young.