

★ WELCOME! ★

On behalf of Splash! Publications, we would like to welcome you to *Utah*, one of 50 State History lessons. This lesson was designed by teachers with you and your students in mind.

THE FORMAT

We've created a color and black line version of this lesson. Use the color version for your White Board and the black line masters to make copies for your students. Our goal is a lesson that you can use immediately. No comprehension questions to write, activities to create, or vocabulary words to define. Simply make copies of the lesson for your students and start teaching.

THE VOCABULARY

Our lessons feature words in bold type. We have included a Glossary to help students pronounce and define the words. Unlike a dictionary, the definitions in the Glossary are concise and written in context. Remember, we're teachers! Students will be exposed to these vocabulary words in the comprehension activities. They will also be tested on the vocabulary words at the end of the lesson.

NOTE: The answers to all activities and quizzes are at the end of the lesson.

INTERACTIVE HISTORY NOTEBOOK

In addition to other higher-level Common Core aligned activities, we have included step-by-step directions for three Interactive Notebook activities that students will create and glue into a history notebook. When finished, the history notebook will provide students with a long lasting Utah history reference. A composition book works well for keeping the Interactive Notebook activities.





CORE STANDARDS: THE “BIG IDEAS”

Core Standards help teachers prioritize instruction and connect the “big ideas” students need to know in order to advance. As a reading-based lesson, *Utah* fosters literacy in Social Studies.

At the same time that students are learning important factual content about *Utah*, they are meeting the Common Core Standards for English Language Arts and making connections to the “big ideas” in American History. Below is the legend used to abbreviate the Common Core Strands:

COMMON CORE STRAND CODE:

CC = COMMON CORE

RL = READING-LITERATURE

RI = READING INFORMATIONAL TEXT

RF = READING FOUNDATIONS SKILLS

W = WRITING

SL = SPEAKING LISTENING

L = LANGUAGE

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Illustrations and cover design by Victoria J. Smith

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★ LESSONS *at a* GLANCE ★

THE LESSON PLAN

Before reading Utah, students will:

- follow directions to create Vocabulary Organizers to glue into their Utah history notebooks for ***canals, completion, denied, factories, ice age, immigrants, industries, migrated, militia, nationalities, persecuted, petitioned, profitable, restore, sawmills, secure, tanneries, transcontinental.***

After reading Utah, students will:

- answer Utah Reading Comprehension Questions.
- complete Utah Language Skills Exercise.
- use a scale ruler to measure the distance traveled by the railroads in the Mountain states.
- put a puzzle together showing the route traveled by the railroads through the Mountain states.
- create a map and use a scale ruler to measure the distance traveled from home to the video store.
- follow directions to create Interactive Time Lines to glue into their Utah history notebooks that illustrates eight important events in Utah's history.
- answer questions about Utah and then follow directions to create a History Cube to glue into their Utah history notebooks.
- take a Vocabulary Quiz for Utah.

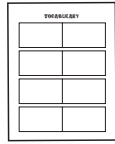
THE UTAH LESSON IS ALIGNED WITH THESE 5TH GRADE CORE STANDARDS:

CC.5.RI.4, CC.5.RI.7, CC.5.RI.10, CC.5.RF.3A, CC.5.RF.4A, CC.5.RF.4c, CC.5.W.7, CC.5.W.10, CC.5.L.4A, CC.5.L.4c, CC.5.L.6

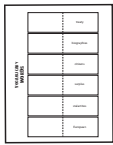
VOCABULARY ORGANIZERS

There are many new vocabulary words to learn before beginning your study of Utah. Your Utah history notebook is a great place to record and store the words and definitions that you will need to be familiar with during this lesson.

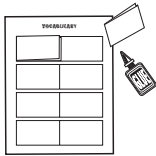
Directions: Choose the next three blank pages in your Utah history notebook. Using the Glossary provided by your teacher and the Vocabulary templates, follow the directions below to create and glue three Vocabulary Organizers securely into your history notebook.



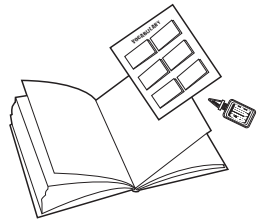
1. Cut each Vocabulary Template along all bold lines.



2. Cut out all the vocabulary words along the bold lines and fold along the dotted lines. Open each vocabulary word book and write the definition inside.



3. Glue each folded word book on top of a square on the Vocabulary Template.



4. Glue each completed Vocabulary Template into your notebook.

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JOSEPH SMITH

Joseph Smith was born in Vermont. In 1815, at the age of ten, his parents moved him to New York. Four years later, Joseph Smith claimed he received a vision from God and Jesus Christ. He was told in the vision that he could **restore** the true church of Christ.

In 1827, Joseph Smith said he found a set of golden plates buried in New York. He used the plates to write the Book of Mormon. In 1830, he founded the Church of Jesus Christ of Latter-day Saints. Its members became known as Latter-day Saints, Saints, or Mormons.

Joseph Smith's church grew quickly. Mormon churches were started in New York, Ohio, Illinois, and Missouri. The Mormons were **persecuted** for their beliefs. Mormon church buildings were often destroyed and their leaders were attacked.

In 1844, an angry mob attacked and murdered Joseph Smith. His followers decided to move West. They chose 45 year old Brigham Young as their new leader.

MORMONS IN UTAH

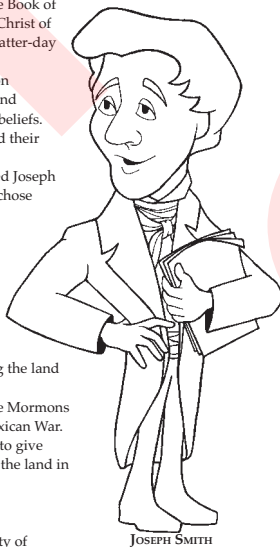
In 1846, Brigham Young led more than 10,000 Mormons on a march from Illinois into the Great Salt Lake Valley of Utah. It took the group more than a year to make the journey. On July 24, 1847, the first group of weary Mormon travelers arrived. They immediately began plowing the land and planting crops.

Utah was still controlled by Mexico when the Mormons arrived. A year later, the United States won the Mexican War. The Treaty of Guadalupe-Hidalgo required Mexico to give most of its land to the United States. This included the land in Utah.

THE UTAH TERRITORY

The Mormons established the present-day city of Salt Lake. By 1850, more than 10,000 settlers lived in Utah. The Mormons asked Congress to approve a new state made up of Utah, Nevada, and parts of Arizona, Idaho, Wyoming, Colorado, Oregon, New Mexico, and California. The Mormons chose to name their state Deseret (DEZ•uh•ray). Deseret meant "honeybee" in the Book of Mormon. Congress rejected the entire idea. Instead, Congress created the Utah Territory. It included parts of Colorado, Wyoming, and Nevada. Brigham Young was the first governor of the Utah Territory.

Governor Young helped increase the population of the Utah Territory. He gave money to Mormons if they moved to the territory. The settlers promised to pay the money back when they became financially **secure**. Thousands of Mormon settlers traveled from Iowa, New England, Great Britain, and Scandinavia on what became known as the Mormon Trail.



JOSEPH SMITH

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Utah, the Beehive State, is one of six Mountain states located in the Western United States. Utah's name comes from a Native American word which means "those who dwell high up," or "mountaintop dwellers." Its nickname, the Beehive State, honors the hard work of the early settlers. These people worked like bees to develop Utah's **industries**.

The capital and largest city in Utah is Salt Lake City. In 1847, Salt Lake City was founded by Mormon pioneers. Today, Salt Lake City is rich in cultural and religious history.

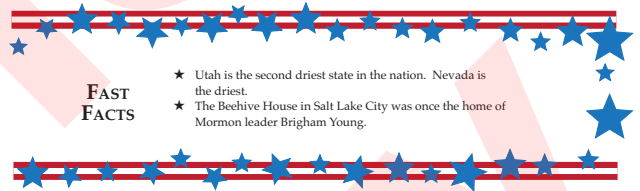
The state bird of Utah is the American Seagull. The state flower is the Segoe Lily. Utah's motto is "Industry."



UTAH'S POINTS OF INTEREST

Utah has five national parks within its borders. Each national park treats visitors to beautiful canyons with colorful rocks and other formations that have been shaped by nature over millions of years. Bryce Canyon National Park is in the southern part of the state. Zion National Park is located in the southwestern region of Utah.

Utah also features seven national monuments, 45 state parks, and several historic sites. These places of interest preserve natural bridges, caves, dinosaur fossils, and dwellings left by Native Americans. Dinosaur National Monument protects a large deposit of fossil dinosaur bones from 11 different kinds of dinosaurs that lived millions of years ago.



FAST FACTS

- ★ Utah is the second driest state in the nation. Nevada is the driest.
- ★ The Beehive House in Salt Lake City was once the home of Mormon leader Brigham Young.

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UTAH

Name _____

Directions: Read each question. Darken the circle for the correct answer.

Directions: Darken the circle for the word or words that best complete each sentence.

- Which of the following is true about Utah?
 - A Mormon City is the state's capital.
 - B The state flower is the Lego Lily.
 - C Colorado is east of Utah.
 - D Its nickname honors Native Americans.
- Who was Joseph Smith?
 - F Founder of the Church of Jesus Christ of Latter-day Saints.
 - G A Mormon who led his church into the Great Salt Lake Valley of Utah.
 - H An American mountain man.
 - J A fur trader who became friendly with several Native American tribes in Utah.
- After reading about the Utah War, you get the idea that -
 - A the Mormon settlers in Utah prepared to fight by staying in their homes and boarding up the windows and doors
 - B thousands of Mormons were sent to prison after the war
 - C hundreds of small battles took place during the war
 - D the United States government did not always agree with Mormon practices

- Which word fits best in this group? explore, discover, _____
 - F discard
 - G find
 - H grow
 - J hide
- Which word fits best in this group? persecuted, punished, _____
 - A liked
 - B attacked
 - C honored
 - D feared
- Which word does not fit in this group? railroad, train, _____
 - F tracks
 - G caboose
 - H engine
 - J wagon wheel
- Which word does not fit in this group? church, school, _____
 - A house
 - B store
 - C automobile
 - D barn

Answers

- | | |
|-----------|-----------|
| 1 A B C D | 5 A B C D |
| 2 F G H J | 6 F G H J |
| 3 A B C D | 7 A B C D |
| 4 F G H J | |

READING

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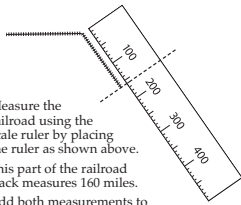
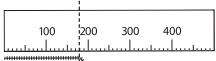


During our country's early days, moving people and products from one place to another was a challenge. On May 10, 1869, the United States was finally connected by rail. The railroad stretched 3,500 miles from New York to California. A dangerous journey that had once taken pioneers four to six months by covered wagon had been reduced to just six days! The railroad brought many new people to Mountain states like Utah.

A map helps us track the movement of the railroad by giving us a small view of a big place. It would be impossible to show 3,500 miles on a map that sits on your desk or fits on this piece of paper. Map makers use **scale rulers** to measure the long distances from place to place.

The **scale ruler** below can be used to measure the miles traveled by the railroad in Utah and the rest of the Mountain states. Each line on the ruler represents 10 miles traveled by the railroad. Every ten lines on the ruler equals 100 miles. The 100-mile lines on the ruler have been clearly labeled. Laying the ruler along the railroad track drawn on a map will show you the distance traveled without ever leaving your classroom!

MEASURING USING A SCALE RULER:

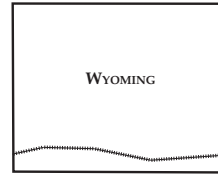
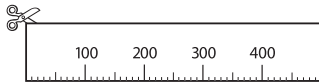


- To measure the railroad track using the scale ruler, place the ruler as shown above.
- Make sure you line up the end of the ruler with the end of the railroad track.
- Since we are measuring in miles, this part of the railroad track measures 180 miles.

THEN

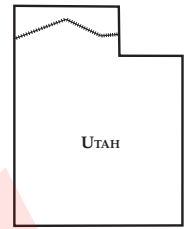
- Measure the railroad using the scale ruler by placing the ruler as shown above.
- This part of the railroad track measures 160 miles.
- Add both measurements to get the entire length of the railroad track.
- 180 miles + 160 miles equals 340 miles.

The railroad track is 340 miles long! This is just one example of a **scale ruler**. The map maker decides the distance that will be represented on the ruler. On some maps, for example, each line on a ruler might represent 10 feet, 50 miles, or 1,000 kilometers.



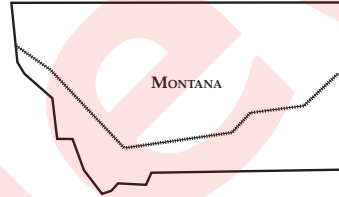
4. Using your scale ruler, measure the distance the Northern Pacific Railroad traveled through Wyoming.

| |
|-------------|
| WORK SPACE: |
| ANSWER: |



5. Using your scale ruler, measure the distance the Union Pacific and Central Pacific railroads traveled through Utah.

| |
|-------------|
| WORK SPACE: |
| ANSWER: |



6. Using your scale ruler, measure the distance the Northern Pacific Railroad traveled through Montana.

| |
|-------------|
| WORK SPACE: |
| ANSWER: |

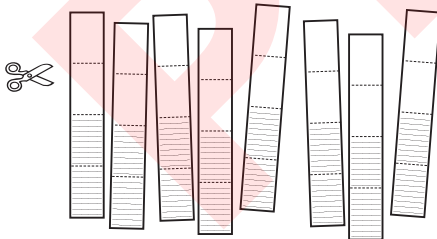
7. Add all of your answers together to find the total distance the railroads traveled through the Mountain states.

| |
|-------------|
| WORK SPACE: |
| ANSWER: |

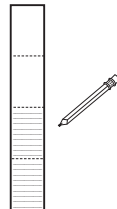
INTERACTIVE TIME LINE

In this activity, you will use what you have learned about Utah's history to make Interactive Time Lines that tuck securely into your Utah history notebook.

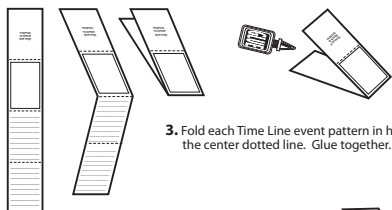
Directions: Choose the next two blank face-to-face pages in your history notebook. Using the Utah History lesson and the Time Line patterns, follow the directions below and on the next page to create two Interactive Time Lines.



1. Cut out the eight Time Line event patterns along the outside bold lines.



2. Use the lesson to write two facts on the lines of each Time Line event. Use correct capitalization, spelling, and punctuation.



3. Fold each Time Line event pattern in half using the center dotted line. Glue together.

4. Again, fold each Time Line event pattern in half using the dotted line.

'TIME LINE EVENT' PATTERNS

| | | | |
|---|---|---|---|
| Glue and attach to time line | Glue and attach to time line | Glue and attach to time line | Glue and attach to time line |
| | | | |
| THE UTAH WAR BEGINS | BIRGHAM YOUNG LEADS MORMONS TO UTAH | TRANSCONTINENTAL RAILROAD ARRIVES IN UTAH | UTAH STATEHOOD |
| <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |

HISTORY CUBE

In this activity, you will use what you have learned about Utah to make a History Cube that will tuck securely into your Utah history notebook.

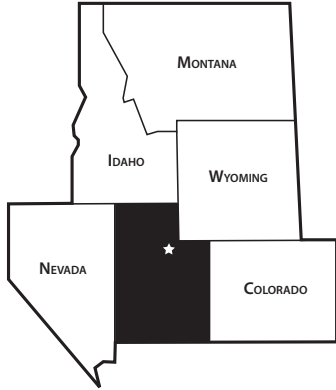
As you complete the History Cube outline, be careful to use proper *capitalization, spelling, and punctuation.*

Part I

Directions: Use the Utah History lesson to answer each of the questions below. Write your answers on the lines of three squares on the History Cube outline.

1. What is Utah's state bird, state flower, and state tree?
2. What is Utah's nickname? Why was this nickname chosen for Utah?
3. Where is Utah's capital and what is the state's motto?

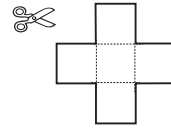
In the remaining two squares, list two interesting facts that you learned while studying about Utah.



HISTORY CUBE

Part II

Follow the directions below to assemble and glue your History Cube onto the next blank page of your Utah history notebook.



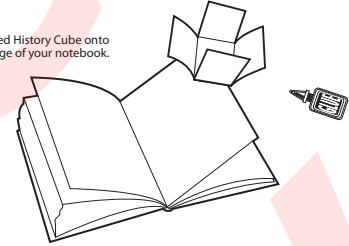
1. Cut out the History Cube pattern along the dark solid lines. Color the state outline and the letters in the name of the state.

2. Fold the pattern along the dotted lines so that the questions are on the outside.



3. Cut out the three squares with your answers to the questions on them and glue each **correct** answer on the underside of each question on the History Cube pattern. Glue one of the remaining two squares to the middle and the other remaining square on the underside of the title square.

4. Glue the completed History Cube onto the next blank page of your notebook.



5. Test out your History Cube by folding the pages in to make a square. (The title page should be on top.) Read the first question and flip the square back to reveal the answer glued underneath.

Name _____

VOCABULARY QUIZ

UTAH

Directions: Match the vocabulary word on the left with its definition on the right. Put the letter for the definition on the blank next to the vocabulary word it matches. Use each word and definition only once.

1. _____ tanneries
2. _____ industries
3. _____ sawmills
4. _____ canals
5. _____ petitioned
6. _____ nationalities
7. _____ restore
8. _____ factories
9. _____ immigrants
10. _____ militia
11. _____ secure



- A. groups of people from different countries.
- B. cruel punishment usually based on religious beliefs, cultural differences, or skin color.
- C. requested or asked.
- D. a type of business that makes more money than it spends.
- E. bring something back to its original condition.
- F. businesses with big machines that saw wood into planks and boards.
- G. safe.
- H. places where animal hides are soaked in solution and made into leather.
- I. stretching across a continent.
- J. man-made waterways for boats or for watering crops.
- K. a group of men having some military training who are called upon only in emergencies.

GLOSSARY

- a•ban•doned** completely left an area.
- ad•dict•ed** not able to stop using alcohol or other harmful drugs.
- a•do•be** a heavy clay used for making bricks.
- al•lies** groups of people who come together to help one another in times of trouble.
- al•pine** up in the mountains.
- am•bushed** attacked without warning.
- am•mu•ni•tion** bullets and explosive items used in war.
- ap•point•ed** chosen or selected.
- ar•chae•ol•o•gists** scientists who study past human life by looking at prehistoric fossils and tools.
- ar•id** an area which does not receive enough rainfall to support farming.
- ar•ti•facts** objects and tools used by early humans for eating, cooking, and hunting.
- bar•ley** a grass that is grown for its grain and generally used to make malt or feed farm animals.
- bi•son** buffalo.
- black•smith** a person who makes things by heating and hammering iron into different shapes.
- bor•der** dividing line.
- ca•nals** man-made waterways for boats or for watering crops.
- cap•i•tal** the city that serves as the center of government for the state.
- cap•i•tol** the building where the government meets to make important decisions for the state.
- cap•tive** a prisoner who has been taken by force without permission.
- cav•al•ry** military troops riding on horseback.
- cen•ten•ni•al** a 100 year celebration.
- Civ•il War** the war fought from 1861 to 1865 between the Union and the Confederacy over the issue of slavery.
- cli•mate** the average weather conditions of a place over a period of years.
- col•o•nies** groups of people who are ruled by another country.
- com•ple•tion** the condition of being finished.