

Name: \_\_\_\_\_ Period \_\_\_\_\_  
Cycle 2 Week 5-7  
Nov. 30- Dec. 18

## Utah Studies/ U.S. History Study Guide Identity



On **November 28, 1857**, *Harper's Weekly* featured a cartoon about a dispute between the federal government and Utah Mormons called the "Mormon War" or "Utah War."

“From the time the Mormon pioneers arrived in the Great Basin, they fervently sought statehood and self-government. In 1850, 1856, 1862, 1867, 1872, and 1882, LDS representatives made appeals for statehood to the U.S. Congress, all to no avail.” Edward Leo Lyman, Utah Historian

### Essential Questions:

- What was life like in the Utah Territory?
- Why did Utah seek statehood?
- What were the stumbling blocks to Utah achieving statehood?

### Overview

Before we leave for winter break we will put ourselves into the identity of a person who lived 200 years ago and try to figure out why we would want to move west. Then you will put on a performance of a true story of a pioneer family who came to this area. Then we'll use our textbook chapters 6-8 to help summarize the reasons why Mormons sought religious freedom in the west. We'll evaluate the treatment of non-white immigrants in the west. Finally, we'll name the causes of Utah's delayed statehood.

**8<sup>th</sup> grade** students will analyze some primary sources to help answer the essential questions above.

**7<sup>th</sup> graders** will develop a strong thesis statement and describe their history day topic's historical significance.

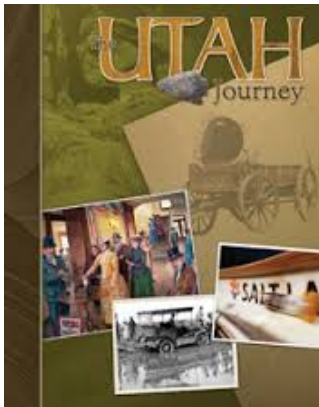
**Weeks 5-7 (Nov. 30 – Dec. 18)**

**Complete the following:**

\_\_\_\_ **1. Against All Odds: Amazing Pioneer Stories of Courage and Survival** –in your Pioneer travel teams, you will select one true story from Shirley Bahlmann’s book to read and perform for the class. In your journal you will describe how your story connects to each element of IDENTITY:

**Elements of Identity**

- The condition of being a certain person or thing
- It greatly influences how one behaves and how others behave towards one another
- A sense of shared identity can be expressed in many forms
  - It can motivate people's actions



\_\_\_\_ **2. Utah Journey Packet: Their Faces Towards Hope: The Mormon Movement & vocab. –chapter 6, Settling the Great Basin: Read All About It!–chapter 7, Indians & Settlers: Who Dunnit?/ Turmoil in the Territory –chapter 8.** Use the readings from your textbook to enhance your understanding of what happened to pioneers who came to this area in the 1850's.

\_\_\_\_ **3. 8<sup>th</sup> graders only: Interpreting Written Documents (context, thesis, perspective, audience, significance)“Mob Violence Against Mormons” William Clayton’s journal from Voices of the American Past p.203**

Use the handout that shows how to interpret written documents to help you answer the questions about what William Clayton wrote about in his journal. You can write your responses *directly on your handout*.



**7 graders only: HISTORY DAY— Develop a strong thesis statement and describe the historical significance of your topic.** If you are working in a group or with a partner you can turn in one thesis and historical significance paper. See the handout and our History Day page on our blog for more details about this.

**Please turn in all work by Dec. 18**

