

Who are the People of Utah?

Fourth Grade

By

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Overview and Rational

Students will study what different groups have immigrated to Utah and what brought them here. Students will learn through their own research how their ancestors came to Utah. These topics are outlined in standard 2.1.c of the Utah Social Studies standards for fourth grade. This also covers the following strands of the national standards for Social Studies: Culture; People, Places, and Environment; and Individuals, Groups, and Institutions.

The unit theme we have chosen is “Who are the People of Utah?” We think this topic is important for students to know and understand the people that make up their communities and state. We believe that the students should hear the voices that have been left out in the past. We want the students to understand the wide variety of people in Utah besides those from the dominant religion.

1- Philosophy of Social Studies Education

We believe that students need a wide variety of learning activities in order to maximize their learning in the classroom. We also believe we can meet individual student needs by providing a classroom that is conducive to helping students find needed information about their particular group. Students need to experience a range of opinions in order to form their own. We want the students to respect one another and to be able to work together cooperatively. We feel that this unit can help build strength in the classroom for the entire year, as well as meet goals of the national and state standards.

2- National Standards

The National Standards that we will use throughout our unit include: 1.a Explore and describe similarities and differences in the ways groups, societies, and cultures

address similar needs and concerns. 1.c Describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture. 1.d Compare ways in which people from different cultures think about and deal with their physical environment and social conditions. 2.c Compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past. 3.d Estimate distance and calculate scale.

The National Council for Social Studies defined this subject as “the integrated study of the social sciences and humanities to promote civic competence”. We feel that this unit will help students become more knowledgeable about their communities and the people in them. This will help them become more civically competent.

3- *State Standards*

The State Standards that our unit covers are: 1.2 Identify the first settlers. 2.1 Determine reasons for immigration to Utah. 2.2 Describe how various groups interact to create community roles and traditions. 4.1 Show appreciation for the uniqueness of cultures, identify the contributions of various cultures to Utah, and demonstrate respect for cultural differences. 4.2 Demonstrate basic citizenship skills.

We based our unit plan and lesson plans around Utah’s State Core Curriculum. This will prepare students for future grades and Standardized Testing. The state standards will help guide our classroom instruction throughout the unit.

4- *Appropriateness to particular grade level*

This particular unit is appropriate for the fourth grade because as we studied

the Utah State Core Curriculum we found that standard two objective one states “determine reasons for immigration to Utah”. We believe that this unit will help fourth grade students better understand the state in which they live to prepare them for future learning.

5- *Meaningfulness to the lives of the children*

By doing this unit we feel that students will be more accepting of others and their differences. We believe this knowledge will help them throughout their lives not only in the school environment, but also socially and in the workplace. Also if there are students from different ethnic backgrounds in the classroom we feel this unit will help with the classroom unity. We believe that through this unit student will realize the different culture that make up our state. They will also realize that white skin is not what makes up an American. Through this unit our students will hear the voices that have been left out.

Teacher Background Information

This unit discusses different immigrant groups who came to Utah. In studying the history of Utah, the Mormon Pioneers are usually the main topic of discussion. We realize that there are many people who have passed through that often get left out. This unit will give the students an opportunity to learn about other groups that maybe we aren't so familiar with such as: the Greeks, Jews, Mexicans, British, Danish, Scandinavian, Japanese, Italian, Spanish, African-Americans, Gypsies, Germans, and Native Americans who also played a role in the development of Utah.

These people came to Utah for many different reasons. Some came for freedom from religious persecution, some were forced here in ball and chain, some came for work, and others happened upon it by chance on their way west. Whatever the reason, these people stayed and played a role in the development of what Utah is today. Each group brought their own traditions and culture from their homeland. They brought different foods, clothing, celebrations and many other things.

The Teacher will need to understand a little bit about each immigrant group that each group of students has chosen and basic Utah history so that you can help guide them through out the unit. You will need to find information about why these people came. What caused them to leave their homes and move to Utah? How did this group of people get here and what were some of the trials they had along the way? Where did they settle? What did these people do while they were here? How did they contribute to the development of Utah today? What has happened to these people? Are these people still in Utah today?

For one of our lessons in this unit we will talk about the role of music for these immigrants. Music helped boost the morale during this time of change and trial. These songs help us took a look into their history. Lyrics for songs give us a sense of the times, the hardships that these immigrants went through. Many times the rhythm and dancing is all that kept them going when they were crossing the plains, working on the railroads or in the mines and helped them bring a little piece of home with them.

It would be helpful for the teacher to know and share some of these early Utah songs, or songs from the different countries being discussed, with their students to help them understand this concept. They will be making up lyrics to a song of their own with their group to help us get a better look at their group of immigrants.

Teachers will also need a basic understanding of quilt patterns and blocks. They will need to understand how they are put together and the role that these quilts played on their travel from their homeland to Utah. The students will also make a quilt block unique to their group of immigrants for part of their group presentation to help tie up the unit as a class.

In order to teach this unit you will need to have a basic understanding of the many different groups that have immigrated here. Great resources to find information about these groups are:

<http://historytogo.utah.gov/>

http://www.media.utah.edu/UHE/index_frame.html

<http://historyforkids.utah.gov/kbriefhistory.html>

Being Different by Stanford J. Layton ISBN: 1-56085-150-3

The Gathering Place by John S. McCormick ISBN: 1-56085-132-5

<p>Teachers: Vanessa Gardner, Shiloh Reese, Jann Miller, and Amber Fisher Grade Level: 4 Unit of Study: Utah's Immigrants Time Frame: 5 weeks</p>		
<p>Unit Issue: WHAT CAUSED DIFFERENT IMMIGRANT GROUPS TO COME TO UTAH?</p>		
<p><u>Social Skills</u> ~ group work interaction ~ public speaking ~ interviewing</p>	<p><u>Social Studies</u> ~ personal histories ~ research on an immigration group ~ presentation on immigration group ~ gathering pictures and information for portfolios</p>	<p><u>Outcomes/Unit Goals</u> ~ determine reasons for immigration to Utah ~ understand different cultures ~ learn about their own family history</p>
<p><u>Art</u> ~ make a quilt block that reflects your group ~ make a map showing your group's path to Utah ~ illustrate one of your writing projects</p>	<p>~ What part did your immigrant play in shaping Utah today</p>	<p><u>Written Language</u> ~ keep a learning journal ~ write something from the perspective of an immigrant ~ writing down and formatting ideas and information found</p>
<p><u>Teacher Resources</u> ~ <u>Being Different</u> by, Stanford J. Layton ~ <u>The Gathering Place</u> by, John S. McCormick ~ <u>Utah: A People's History</u> by, Dean L. May ~ <u>Peoples of Utah</u> by, Helen Z. Papanikolas ~ <u>Hands on History</u> by, Michael Gravas ~http://historytogo.utah.gov/ ~http://www.media.utah.edu</p>	<p><u>Music</u> ~ make up a song about your immigrant group ~ find songs your group used to sing ~ What instruments did immigrants have?</p>	<p><u>Oral Language</u> ~ class presentations ~ interviews ~ interaction with group ~ teacher read-alouds</p>
	<p><u>Read Alouds</u> ~ <u>The Great Railroad Race: The Diary of Libby West</u> by, Kristiana Gregory ~ <u>I Walked to Zion</u> by Susan Arrington Madsen ~ immigrant journal entries</p>	<p><u>Student Reading/ Literature</u> ~ <u>Utah (This Land is Your Land)</u> by, Ann Hendricks ~ <u>Going West</u> by, Scott Russell Sanders ~ <u>I Walked to Zion</u> by Susan Arrington Madsen ~ <u>Utah History Encyclopedia</u> by, Alan Kent Powell ~ <u>Charlotte's Rose</u> by, A.E. Canon ~http://historyforkids.utah.gov ~http://www.kued.org</p>

<p style="text-align: center;"><u>Science</u></p> <p>~ learn about preservation of food ~ cook food immigrants may have had ~ plant a garden using only tools early immigrants may have used</p>	<p style="text-align: center;"><u>Math</u></p> <p>~ construct a model handcart using specific measurements ~ determine what supplies would be bought given a certain amount of money ~ calculate the distance your group traveled ~ graph number of immigrants for your group for several years</p>	<p style="text-align: center;"><u>Technology</u></p> <p>~ Oregon Trail Game ~ use internet for research ~ require some type of technology used in presentation to class</p>
<p style="text-align: center;"><u>Culminating Activity/ Unit Projects</u></p> <p>~ presentations ~ portfolios ~ gallery walk</p>		<p style="text-align: center;"><u>Field Trips/Guests</u></p> <p>~ guests from various groups come to speak ~ field trip to Golden Spike Museum ~ Chase Home Museum field trip or speaker</p>
<p style="text-align: center;"><u>Accommodations for Learners</u></p> <p>~ books in native language ~ have students from various cultures be sources of information for students studying that culture ~ assign a peer partner to students with learning disabilities to help guide their learning</p>	<p style="text-align: center;"><u>Physical Education/ Movement/Health</u></p> <p>~learn immigrant games ~ learn a traditional dance from your group ~ study the diet of your group as they immigrated and why it may have caused illness or death</p>	<p style="text-align: center;"><u>Assessments</u></p> <p>~ reflect on effectiveness of each lesson plan ~ observe knowledge acquired during each group presentation on their culture ~ conference with students about what they're learning ~ students will make a portfolio for their group ~ look at journal writing</p>

Organization and Subject Matter Overview

Goals and Objectives

This unit is a thematic unit designed to help students more clearly understand the different groups of people that make up the population of our state. While it is not possible to study every group that has contributed to Utah, the goal is to broaden students' understanding of the make-up of the state.

The introduction to the unit will need to be an activity that will spark the interest of the students—it needs to make them curious to learn about who populated this state. It is important during this introduction not to show bias towards any particular group(s). Students need to feel that any group is worth studying. The students will then be given the assignment to choose 3-5 groups of people that they would be interested in studying more about. They will list their choices in order of interest. They should be given a few days to do this. They should be given time in class to use resources you have to explore which groups might be options. Have students turn in their choices on a Friday so that you have the weekend to review, make groups, and research if needed. The students should be placed in groups according to their interest. Every child may not get their first choice, but every effort should be made that the students get the opportunity to study a group that was on their list of choices. Students are grouped in this way to avoid the biases of the teacher and to allow students to study something that is of interest to them. The teacher may choose the groups that have immigrated to Utah in advance and have students sign up for the group they were interested in, but by doing this the teacher must eliminate many groups of possible study. This may suggest to students that certain groups are more important than others.

Once placed in groups, the students will begin researching the immigrant groups they have been assigned to. Their research will be scaffolded by the teacher. The teacher will explain that students will be looking for specific information about their immigrant groups and collecting the information they find in a group portfolio. These include where they came from, why they came, how far they traveled, how they traveled (by wagon, boat, train, foot, etc.), what they left behind, what difficulties they came across, what they ate as they traveled. In their research they must have at least two factual resources and one primary resource. Also in their portfolio will be any other information or artifacts they found interesting and artifacts from assignments the teacher will give.

Each member of the group will have a duty. There will be chosen amongst themselves a historian or collector who will be responsible for keeping the information they have found organized, a recorder who will be responsible for any writing the group will do, a representative who will be responsible to ask the teacher questions the group may have as well as the one who will speak for their group during class activities, and a materials manager who will be responsible for returning any materials the group uses to their proper places as well as being sure all materials are handled with care. These roles will change each week so that each student will have the opportunity to perform each duty. Explain to students that they will be assessed on the information they have gathered in their portfolios, a presentation at the end of the unit, and their efforts in their group.

Goals:

National Standards:

*1.a Explore and describe similarities and differences in the ways groups, societies, and cultures address similar needs and concerns. *As students study the reasons groups immigrated, they will find that immigration was a way those groups addressed needs. They will also study the ways the immigrant groups traveled and why they traveled the way they did, which will help them see how various groups conquered the challenge of immigration.

*1.c Describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture. *Students will explore the impact their immigrating group had on Utah culturally. This may include music, folktales, stories, food, art, etc.

*1.d Compare ways in which people from different cultures think about and deal with their physical environment and social conditions. *Students will see that many immigrants came as a way to deal with physical environment and social conditions. They will also see how immigrants dealt with their physical environment as they traveled to Utah.

*2.c Compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past. *Students will compare and contrast in the last week as they share their presentations and they will learn what their classmates have found about other groups as compared with their own groups.

*3.d Estimate distance and calculate scale. *Students will identify where their immigration group came from and how far they had to travel to get to Utah in Lesson Plan #2

State Standards

*1.2 Identify the first settlers, 2.1 Determine reasons for immigration to Utah. *Students will do this as they learn about their own family history as well as while they study their immigrant groups and learn from classmates about other groups.

*2.2 Describe how various groups interact to create community roles and traditions.

*After students have given their presentations, there will be a class discussion to talk about how these groups interact in our own community today.

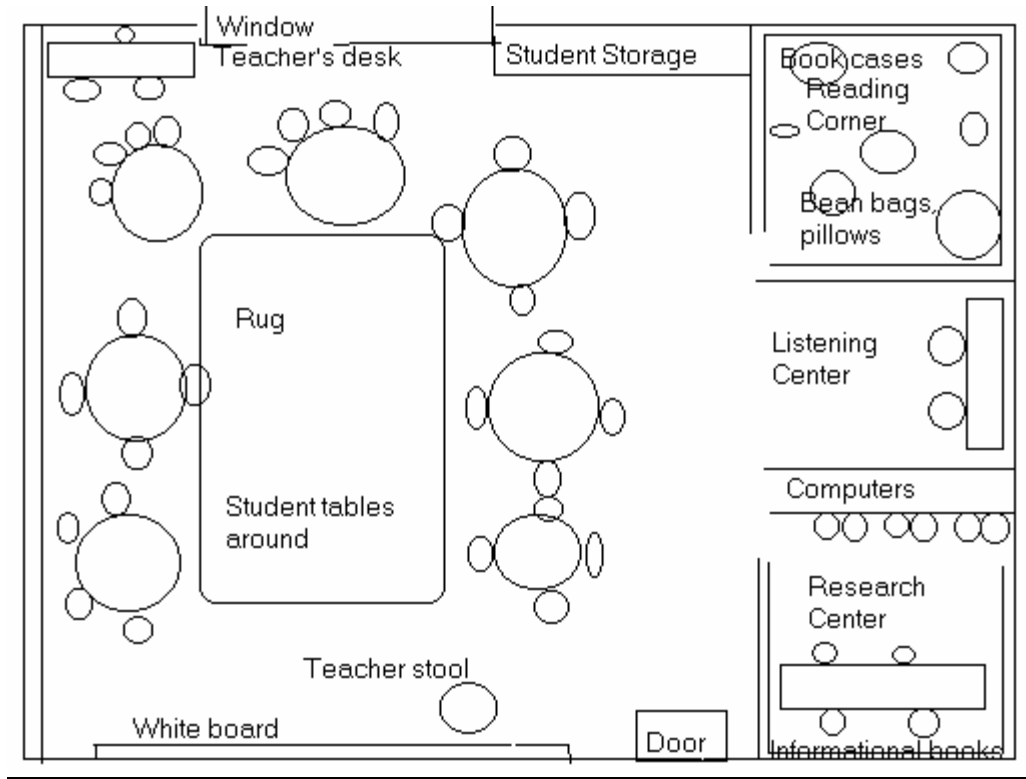
4.1 Show appreciation for the uniqueness of cultures, identify the contributions of various cultures to Utah, and demonstrate respect for cultural differences. *Students will do this as they learn about the culture of their own immigration group and identify the ways in which that culture contributes to the state. They will also do this as they learn about the groups their classmates have studied about during presentations.

*4.2 Demonstrate basic citizenship skills. *Students will do this as they work in groups and as they give respect to others during presentations.

	Week 1	Week 2	Week 3	Week 4	Week 5
Topic	*How you came to Utah and why? *What various groups have immigrated to Utah?	*How and why did immigrants come to Utah? *How do I find information?	*How far did your immigration group travel? *How did your group travel (wagon, boat, etc.) *What difficulties did they have as they traveled? *What did they eat, wear and take with them?	*How has your immigrant group contributed culturally to Utah?	*Presentation of portfolios
NCSS Standard	*1a: Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns. *1c: Describe ways in which language, stories, folk tales, music and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture. *1d: Compare ways in which people from different cultures think about and deal with their physical environment and social conditions *2c: Compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past. *3d: Estimate distance and calculate scale				
Utah Objective	S. 2 O. 1 *Determine reasons for immigration to Utah	S. 1 O.2 *Identify the first settlers S. 2 O. 1 *Determine reasons for immigration to Utah	S. 2 O. 1 *Determine reasons for immigration to Utah	S. 2 O. 2 *Describe how various groups interact to create community roles and traditions S. 4 O. 1 *Show appreciation	S. 2 O. 2 *Describe how various groups interact to create community roles and traditions S. 4 O. 1 *Show appreciation

				for the uniqueness of other cultures *Identify the contributions of various cultures to Utah *Demonstrate respect for cultural differences	for the uniqueness of other cultures *Identify the contributions of various cultures to Utah *Demonstrate respect for cultural differences S. 4 O. 2 *Demonstrate basic citizenship skills
Learning Activities	*Class discussion about immigration	*Put students in groups of study	*Lesson Plan #2	*Lesson Plan #3	*Monday thru Thursday have groups present ½ hour each
	*Students interview family members about how, when and why their own families came to Utah	*Explanation of their research project and what will be required to be in portfolios at the end of the unit.	*Continue modeling research skills	*Lesson Plan #4	*Have a class discussion about how the various groups contribute to the state and to the community.
	*On Friday students will turn in a list of five immigrant groups that came to Utah in order of interest they have in studying that group	*Mini-lesson on research		*Continue modeling research skills	*Friday have a gallery walk

		*Lesson Plan #1		
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Learning Activities Bank

Lesson #1

Title of Lesson: Data Disks (Adapted from Lindquist, Tarry. *Seeing the Whole Through Social Studies*. (2002) p. 108.

Teacher: Vanessa Gardner

Date:

Time allotted: 1 hour

Grade Level: 4

Number of Learners: 28

Unit Theme: People of Utah

Standards Met: National: *1d: Compare ways in which people from different cultures think about and deal with their physical environment and social conditions

*2c: Compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past.

State: S. 1 O.2 *Identify the first settlers, S. 2 O. 1 *Determine reasons for immigration to Utah.

Goal: Students will be able to identify various groups that have immigrated to Utah and how and why those groups came as well as understand the contributions those groups have made to the state.

Objectives: By using the data disks, the students will get a start on researching the immigration group they have been assigned. This assignment is used to scaffold instruction of research skills.

Materials Needed: Data disks, research resources (classroom books—encyclopedias, information books, library time, computers with internet access, etc.).

Motivation: The teacher will build off what they learned through during their family histories to motivate them to learn more about other groups in Utah.

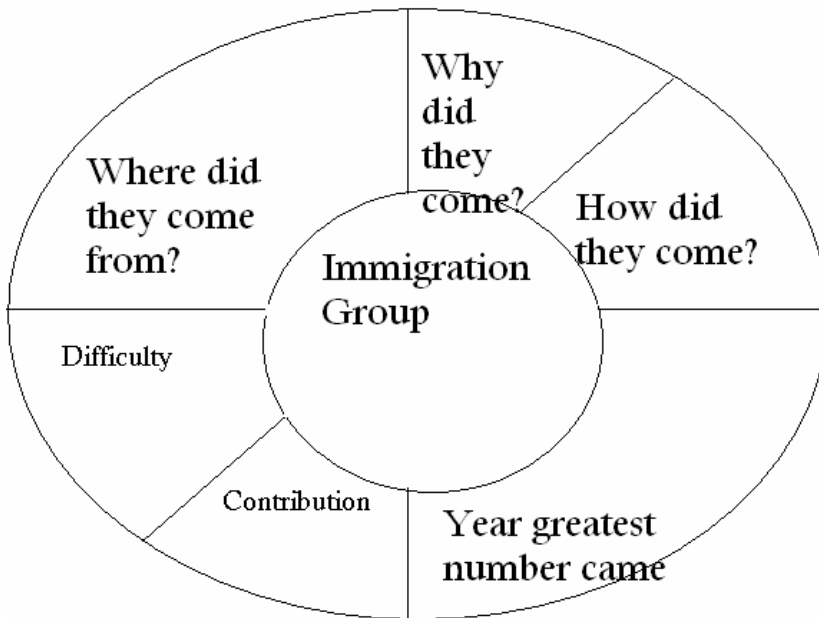
Procedures:

1. Give each group a data disk. Have them write the name of the group they are studying on the middle circle of the disk.
2. Draw a sample disk on the board writing the categories they must research in each space on the disk. The categories are: *Where did your group travel from? *List one reason why they came to Utah. *How did they travel to Utah? *What year did the greatest number from your group come to Utah? *What was one difficulty they had in traveling? *What is one thing they contributed to Utah?
3. Model how to find information on these areas.
4. Allow students adequate time and resources to research these areas. Remind them to write only one thing for now. Tell them not to write in complete sentences. This will prevent plagiarism and scaffolds for note-taking.
5. Have students write the resources they used on the back of their disks so they may adequately site sources and so they know where to go to do further research later on.

Accommodations: For students who have difficulty writing, they may draw the information rather than write.

Closure: Each group will share the information they learned with the class. They will also use this information throughout the unit to progress in their research.

Assessment: The assessment is contained within the closure activity. The teacher will also look over the disks to make sure they are complete. The teacher will also observe throughout the activity to be sure that each student is contributing.



Cut out large and small circles of card stock. Attach small circle to center of large circle with a brad. Divide large circle in to six spaces.

Lesson #2**Title:** Calculating How Far Immigrants had to Travel**Teacher:** Shiloh Reese**Date:** October 19**Time Allotted:** 45 min**Grade Level:** 4th Grade**Number of learners:** 25**Unit Theme:** Who are the People of Utah?**Standards Met:** Utah Standard: Standard Two students trace the emergence and development of culture in Utah.**Goal:** 3.d People places and environment: Estimate distance and calculate scale**Objectives:**

Given the group they are to study and websites, the learners will find out how far the group they are studying had to travel to get to Utah and some of the difficulties they faced as they traveled, in order to gain a greater appreciation for the people that make up Utah.

Materials Needed:

Computers with access to the Internet

Names of groups that have immigrated to Utah

Motivation:

Ask the students how far they had to travel to come to school. Ask the students the farthest they have ever had to travel. Talk about the distances and how to measure them on a map.

Procedures:

- 1- Explain to the students that this lesson is to show students that people went to great lengths to come to Utah.
- 2- Assign a group of immigrants to every group of students.
- 3- Tell the students that in this activity they need to find out how far their immigrants had to travel to get to Utah, and some of the things they went through to get their.
- 4- Go thorough a couple of the maps in your classroom and show the students how they could measure the distance that their immigrants traveled by using the map and the key on the map.
- 5- Have the students brainstorm some places that they can information that could help them with this assignment.
- 6- Tell the students that this will be part of their presentation at the end of the unit so they need to keep this information and use it somehow in their presentation.

- 7- Give the students some websites that will help them find the information that they will need in order to complete the assignment.

Accommodations:

Students will be working together in groups to accommodate the students that may have a hard time with the activities. Their group can help them calculate the distances or they can have that student look up some of the hardships their group went through to get to Utah.

Closure:

Have the students sit back in their seats and have them tell a little bit about what they learned during the activity. Remind the students not to share everything that they learned because at the end of the unit they are going to have to give a report and will need some information for that.

Assessment / Evaluation:

Have the students hand in the things that they found and to make sure that they data they found are accurate and appropriate to use in the classroom.

Extensions:

Ask the students' questions like which group had to travel the farthest to get to Utah? Which way did you measure? Did they have to cross an ocean? Did crossing the ocean speed up the journey or did it slow the journey down? How many people from your group immigrated to Utah in the past 100 years?

Teacher Reflection:**Web sites that the students could use:**

<http://www.media.utah.edu/UHE/i/IMMIGRATION.html>

<http://www.rootsweb.com/~cenfiles/ut/cache/1920/ed17/ed17p01.txt>

<http://www.kindredtrails.com/utah.html>

<http://www.cis.org/>

<http://www.historychannel.com/ellisland/index2.html>

Learning Experience Plan

Lesson #3

Title: Immigrant Music and Creativity

Teacher: Jann Miller

Date: October 18, 2004

Time Allotted: 30 – 40 minutes

Grade Level: fourth

Number of Learners: 28

Unit Theme: Who are the people in Utah?

Standards Met:

Goal: NCSS 1.c: describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture.

Objectives:

Social Studies Standard 2 Objective 1.c: Determine reasons for immigration to Utah; e.g., religious freedom, economics, refuge, entrepreneurship.

Music Standard 3 Objective 1.d: Create together a new song and/or a new chant.

“Given the musical handout of Yankee Doodle Dandy, and CD of the music Yankee Doodle Dandy, the learners will compose a song about their specific group who immigrated to Utah. The words to the song will be based on specific knowledge, words, or characteristics of their particular group. The song will be set to the music of Yankee Doodle Dandy, in order to determine reasons for immigration to Utah.”

Materials:

Teacher will need a CD player, CD of the song “Put Your Shoulder to the Wheel” and CD of the music “Yankee Doodle Dandy.” Each group or student will also need a musical handout of Yankee Doodle Dandy, without the actual words.

Motivation:

Start class by turning on the CD with the song, “Put Your Shoulder to the Wheel.” Talk to the students about the reasons the pioneers may have sung this song. “How does it connect or motivate them to keep trying?”

Procedure:

1. Start by listening to the song “Put Your Shoulder to the Wheel.”
2. Ask class how this song relates to what we know about the pioneers
3. Allow for class discussion
4. Let class listen to the song again, asking them to listen for specific words or phrases that may characterize this particular group
5. Write these words/phrases on the board.

6. As a class discuss why the author of this song would include these words and phrases into this music and discuss why the author would think these would be important.
7. Review with the class important information they may have found on their particular group.
8. Ask the class if they, as an author, would consider this information to be important enough to put into a song, they may create.
9. Pass out the musical handout of Yankee Doodle Dandy.
10. Explain to the class that in their specific groups they will work together to create a song that would be unique to their group of immigrants. A song that would help describe their struggling, hardships, success, etc.
11. Remind the class about using important information
12. As a class listen to the music of Yankee Doodle Dandy. (Several times if necessary) Their song they create as a group will be set to the tune of Yankee Doodle Dandy.

Accommodations:

For students who may have a hearing impairment I will print off any songs I may be using along with their words. For the visually impaired we will be listening to the songs. ESL students will have a group member who is particularly considerate of their needs and will be able to help keep them up and involved in group activities.

Closure:

We will share our songs as a class. Each group will get up and either tell the class the words to their song, or they will be allowed to sing the song as a group.

Assessment/Evaluation:

The teacher will rotate around the classroom listening to individual groups and the contributions of each group member as they compile their song. The teacher will give groups suggestions as to what may or may not be important. The teacher will listen to group songs to see if students are learning about their specific groups and their important characteristics.

Extension:

Ask the class what information did you feel was not important to include in the song. Why? Allow the class to think about important information that may be left out of other things that we learn. Would this information influence our learning?

Teacher Reflection:

Lesson #4**Title of Lesson:** People of Utah Patchwork Quilt**Teacher:** Amber Fisher**Date:** October 20, 2004**Time Allotted:** 45 minutes**Grade Level:** 4th grade**Number of Learners:** 28**Unit Theme:** Who are the people in Utah?**Standards Met:** see below**Goal:** Students will give examples and describe the importance of cultural unity and diversity with in and across groups. (NCSS 1.e.)**Objectives:** Students will trace the emergence and development of culture in Utah. (Utah State Core – Standard 2)**Materials:** the book The Keeping Quilt by Patricia Polacco, eight-inch blocks of colored construction paper, and markers, crayons, colored pencils, glue sticks and scissors for each group**Motivation:** Read the book The Keeping Quilt by Patricia Polacco and lead a discussion about why the quilt was made and what it was used for. “How do you think your group of immigrants would have used a quilt?”**Procedures:**

1. Show students some patchwork quilts to give them ideas.
2. Explain to students that we are going to make a class quilt. We want to show that even though each group of immigrants is different in many different ways they have come together to form this wonderful state. Each group needs to make four quilt squares of different things their group has contributed to Utah.
3. Assign someone from each group to go pick up supplies.

Accommodations

- You could have each group assign an artist and the rest of the group could just suggest ideas and format.
- You could limit or add to the number of supplies
- You could tell the students they can only make their quilt block out of simple geometric shapes

Closure

The students would do a small presentation to the class and tell what they have drawn and why it is important in Utah history. Then the students would decide on a way to arrange their quilt blocks when they were done and help piece the quilt together. The quilt could be displayed in the hall for all to see.

Assessment/Evaluation

The teacher can observe from the class presentations of their quilt blocks whether the students understand how a quilt is made and what some unique characteristics of their group of immigrants and how they play a role in the big picture of what Utah is today.

Extension

- Have students describe on a piece of paper how they think their group of immigrants could have used quilts.
- Have the students write a story about an imaginary immigrant from their group and including some kind of quilt in their story.
- Make a real quilt 'The Honor of Diversity' and donate it to an organization, family, charity, etc.
- Present a 'best of us' show to the community. A 'best of us' show could be done in a series of montages, by panel discussion, readers' theatre, or the like.

Assessment

Assessment should be an on going process. By assessing throughout the unit it better enables the teacher to give the students much needed feedback. It also enables the teacher to provide other resources for students to use in order to maximize learning. Assessment is a valuable tool for the teacher to use. It provides valuable information for the teacher to better her instruction for the needs of her students. We will do this by using the following assessment tools and activities:

1. Oral presentation

The students will gather information about their particular group throughout the unit. At the end of the unit the students will collaborate with each other. They will put together interesting information to present as an oral presentation to the class. Each group member will be expected to participate orally in the presentation. Group members will be expected to contribute in the research associated with the presentation.

This will help us with our assessment because we will be able to see what kinds of information they have gathered and consider important to their groups immigration. We will also be able to assess which group members participated in the research by how prepared they are for their portion of the presentation.

2. Gallery walk

As we start the unit we will create a rubric as a class for the gallery walk. We will allow students to decide what information or objects should be included

in their visual presentation. We will then use this rubric to grade their visual presentations.

The students will make or collect artifacts that represent their group in some way. They then will have a designated area in the classroom to present the artifacts that they found while researching. Students will have time to walk around the classroom and view other group's galleries.

3. Conference with groups about what they are learning throughout the unit.

Throughout the unit we will hold conferences with groups to assess what they are learning, and to see if they need any help with their resources. We will then help individual groups as needed.

4. Portfolios

Throughout the unit the students will be creating group portfolios. In these portfolios they will be keeping all of the information they gathered. At the end the students will organize their portfolios. They will be putting their final drafts of all their work at the front of their portfolios.

We will then keep these portfolios in a designated area in the class for students to view throughout the year.

5. Journals

Throughout the unit the students will keep a daily journal of the facts or information they find about their group. Teachers will be able to assess what the groups accomplished from day to day by reading their daily journals.

Appendices

Teacher Resources:

Utah: A People's History by Dean L. May

Being Different by Stanford J. Layton

The Gathering Place by John S. McCormick

Peoples of Utah by Helen Z. Papanikolas

Hands on History by Michael Gravois

Student Resources:

The Great Railroad Race: The Diary of Libby West by Kristiana Gregory

I Walked to Zion by Susan Arrington Madsen

Charlotte's Rose by A.E. Cannon

Utah (This Land is Your Land) by Ann Heinrichs

Going West by Scott Russell Sanders

Utah History Encyclopedia by Alan Kent Powell

Internet Resources

<http://historytogo.utah.gov/>

www.media.utah.edu/uhe

<http://historyforkids.utah.gov>

www.kued.org/productions/greeks

www.utah.com

<http://www.media.utah.edu/UHE/i/IMMIGRATION.html>

<http://www.rootsweb.com/~cenfiles/ut/cache/1920/ed17/ed17p01.txt>

<http://www.kindredtrails.com/utah.html>

<http://www.cis.org/>

<http://www.historychannel.com/ellisland/index2.html>