Title of Lesson: This is the Place
Teacher: Jackie Nelson
Date: October 24, 2004
Time Allotted: 20 minutes the first day, 40 minutes on last day of unit
Grade Level: 4th
Number of Learners: whole class, split into three groups

Unit Theme: What has brought people to Utah throughout history?
Standards Met: see below
Goal: The learners will be able to make and talk about personal connections to time, place, and social/cultural systems (NCSS 4a); identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life (NCSS 4b); work independently and cooperatively within groups and institutions to accomplish goals (NCSS 4h).

Objectives: Given the lyrics to the old and new state songs, the learners will listen to the words and analyze whose voices are missing, in order to promote cultural understanding and good citizenship. (Utah Standard 4 Objective 1) They will then make up their own words that include the voices that were missing from the past, voices from the present, and predict how they think it will be in the future. (Utah Standard 2 Objective 3)

Materials Needed:
CD player
“Utah, We Love Thee” cd
“Utah, We Love Thee” lyrics for each student
“Utah, This is the Place” cd
“Utah, This is the Place” lyrics for each student
Voices worksheet
Lyrics from “Take Pride in Utah” and “Utah is Still the Right Place”

Motivation: Pass out the lyrics to and play the old state song, “Utah, We Love Thee” to the children. Tell them this was the old state song, adopted in 1917. Ask them if they know why it is not the state song anymore. Write their answers on the board. It was changed because of a push from students at Cook Elementary school in Syracuse, Utah. They wanted a state song that was more fun to sing. Tell the students they are going to be learning the new state song, which was written in 1996.

Procedures:
1. Play “Utah, This is the Place” for the students. Make a Venn diagram on the board. Ask children the things that were different and the things that were the same and write them in the diagram. (example- reference to God, pioneers, one talks about technology) Ask them why they think it is different. (Different points of view, means different things to different people.)
2. Hand out copies of “Utah, This is the Place” to each student. Play the song again and have the children sing along. Hand out Voices worksheet (attached). Ask students to fill in the first column, whose voices where heard in the state song
(Pioneers). Then, ask them whose voices were missing (Native Americans, Mountain Men, etc.) Have them write these in the second column. Have them keep the copy of the song and Voices worksheet in their folder. Sing the state song at the beginning of each day.

3. After the children are familiar with the song, have them take out their Voices worksheet. Write down all of the voices of the past that we should include in a song about Utah on the board. Ask them what they think is important about Utah today that they would put into a song and write those down as well. Ask them how they think it will be in the future, and write it on the board. Tell the students that we are going to be making our own words to the state song. Have students get into three groups. One group will write a verse about the past, one about Utah today, and one about Utah in the future. Have them write down their verse(s). Walk around and help the groups as needed.

4. Have the students hand in their verses.

5. Brainstorm ideas for a name and write them on the board. Have the students do a silent vote on which they like the best.

6. Type the song up and distribute a copy to each student the next day. (Title- to the tune of “Utah, This is the Place”, by Sam and Gary Francis)

7. Have the students sing their own song about the state of Utah.

**Accommodations:** Create hand signals for the state song. Do these every time you sing it. After we make up our own state song, create hand signals for it as well.

**Closure:** Ask the students for the similarities and differences in their song and the state song. Ask them what they think the reasons are for those similarities and differences. It was written almost ten years ago, and some things have changed since then. Also, Utah might mean different things to different people. Have students hand in Voices worksheet. Have them put their own version of the song in their folder and continue singing it throughout the year.

**Assessment/Evaluation:**
1. Look at the verses each group has written. Look for different voices present in their verses. (See New Song Rubric)
2. As you observe the groups, make sure that everyone is participating. Take notes on what each group is saying. Pay special attention to their growing cultural understanding.
3. Look at Voices worksheet to make sure students saw and wrote down whose voices were present and whose were missing.

**Extension:**
1. If students are done early, give them copies of songs written about Utah. (“Take Pride in Utah” and “Utah is still the Right Place”) Have them read the song and identify whose perspectives are present and whose are missing. What did the author of this song think is important about Utah?

**Teacher Reflection:**
UTAH...THIS IS THE PLACE

Words- Sam Francis, Gary Francis
Music- Gary Francis

Utah! People working together
Utah! What a great place to be.
Blessed from Heaven above.
It's the land that we love.
This is the place!

Utah! With its mountains and valleys.
Utah! With its canyons and streams.
You can go anywhere.
But there's none that compare.
This is the place!

It was Brigham Young who led the pioneers across the plains.
They suffered with the trials they had to face.
With faith they kept on going till they reached the Great Salt Lake
Here they heard the words..."THIS IS THE PLACE!"

Utah! With its focus on family,
Utah! Helps each child to succeed.
People care how they live.
Each has so much to give.
This is the place!

Utah! Getting bigger and better.
Utah! Always leading the way.
New technology's here...
Growing faster each year.
This is the place!

There is beauty in the snow-capped mountains, in the lakes and streams.
There are valleys filled with farms and orchards too.
The spirit of its people shows in everything they do.
Utah is the place where dreams come true.

Utah! With its pioneer spirit.
Utah! What a great legacy!
Blessed from Heaven above.
It's the land that we love.
This is the place!

Utah! Utah! Utah!
THIS IS THE PLACE!
Utah, We Love Thee

By Evan Stephens

Land of the mountains high, Utah, we love thee,
Land of the sunny sky, Utah, we love thee!
Far in the glorious west, throned on the mountain's crest,
In robes of statehood dressed, Utah, we love thee!

Columbia's brightest star, Utah, we love thee,
Thy luster shines afar, Utah, we love thee!
Bright in our banner's blue, among her sisters true
She proudly comes to view, Utah, we love thee!

Land of the pioneers, Utah, we love thee,
Grow with the coming years, Utah, we love thee!
With wealth and peace in store, to fame and glory soar,
God guarded, evermore, Utah, we love thee!

Take Pride in Utah
by Ellen Trickler
(To the tune of Yankee Doodle Boy)

Take Pride in Utah, Utah, Utah
It's the best state in the land.
The mountains there stretch to the sky.
The motto of the people is "industry"
They work together to achieve,
Lives enriched with hope and love,
And harmony with neighbors,
Utahans, their state will never leave.

Utah is Still the Right Place
by Lorraine S. Wilkinson

Utah, Utah is still the right place, is still the right place to be,
It’s full of the best kind of people I know, people who love to make friendships grow
It’s nestled beneath mountains so high, gracing the blue, blue sky.
I’m glad I’m a part of a state that has heart, oh!
Utah is still the right place!
The arts are exciting and the parks and lakes are some of the wonders of the world,
There’s tabernacle choiring and skiing dates with the greatest snow on earth.
Utah is still the right place! Utah is still the right place.
Name__________________

VOICES- “Utah, This is the Place”

<table>
<thead>
<tr>
<th>Whose voices were present?</th>
<th>Whose voices were missing?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
New Song Rubric

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Voices</strong></td>
<td>Verses showed multiple voices of diverse Utah people.</td>
<td>A couple of different viewpoints were included.</td>
<td>Only one point of view was included.</td>
</tr>
<tr>
<td><strong>Timeframe</strong></td>
<td>Group made their verses using assigned timeframe. (past, present future)</td>
<td></td>
<td>Group did not use correct timeframe. (past, present or future)</td>
</tr>
<tr>
<td><strong>Completeness</strong></td>
<td>Complete, thought out verses about assigned timeframe</td>
<td>Almost complete, not entirely put together.</td>
<td>Only a few lines, not complete.</td>
</tr>
</tbody>
</table>