Utah Studies curriculum map, 2017-18

Unit 1 will be taught from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Enduring Understanding, Strand 1: (Prehistory-Ca. 1847)**  The recorded history of Utah spans just a few centuries, yet humans have lived in the land now called Utah for thousands of years. Complex native cultures have developed and flourished in Utah’s distinctive geographic regions. Prehistoric artifacts tell us much about their lives and cultures. For centuries the historic tribes of Utah—the Goshute, Navajo, Paiute, Shoshone, and Ute—adapted to their ever-changing environment, especially after they came into contact with European explorers in 1776. Nearly a century of trade relations transpired while Utah was part of the Spanish Empire, and later Mexico. These tribal nations remain essential and active members of the Utah community. | | | |
| **Essential Questions** | Assessment | Instructional Activities (what the *teacher and students* do) | Materials/pages in text |
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| 1. Students will make evidence-based inferences about the complex ancient cultures in Utah after studying artifacts from the prehistoric era. |  |  |  |
| 1. Students will analyze and explain the interactions and interconnections between the physical characteristics of Utah and American Indian cultures using a range of texts, oral histories, and geographic inquiry. |  |  |  |
| 1. Students will explain the economic activity of a prehistoric and/or historic American Indian tribal community by using basic economic concepts, including supply, demand, trade, and scarcity. |  |  |  |
| 1. Students will analyze primary and secondary sources to explain causes and effects of European-American exploration, including the response and involvement of Utah’s American Indian tribes. |  |  |  |
| 1. Students will describe the cultural change and continuity of at least one of Utah’s current sovereign nations as it has responded to changing political, social, and economic forces. Students will use a variety of resources that may include written primary and secondary sources, oral histories, photographs, artifacts, and art. |  |  |  |
| Some questions you might have students consider:   * How do cultures meet their economic and social needs? * What can the study of archaeology tell us about the economies, communities, and other aspects of the cultures of these early peoples? * Why is it vital to protect archaeological sites in Utah? * What role did geography play in the innovations created by Utah’s Fremont and Ancestral Puebloan peoples? * What is the historical significance of the Dominquez and Escalante expedition? * How do economic systems, such as the trade networks Europeans developed with American Indian communities, shape and spread cultures? * Is conflict inevitable when cultures interact? * How did the arrival of European and American trappers alter the human geography of Utah? * How did Chief Walker’s leadership, and the leadership of other American Indians, influence the reaction of American Indians to newcomers to the territory? * How do the current ways of life of Utah’s Native American tribes reflect changes and continuities? | | | |

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Unit 2 will be taught from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Enduring Understanding, Strand 2: Utah’s diverse peoples (Ca. 1847-1896)**  The arrival of European immigrants in Utah launched a period of immigration, dramatic cultural change, and conflict among Utah’s many diverse peoples. This period begins with the Mormon migration, expansion of settlement in the Great Basin and Colorado Plateau, and accompanying political conflict, wars, and violence. After 1860 the development of mining and other industries created a complex economy and drew new immigrants to the state, increasing Utah’s religious and cultural diversity. Railroads became an important engine of social, cultural, political, and economic change. Utah’s transition from territory to state was long and difficult. By 1896 Utah had become deeply and increasingly interconnected with the nation and the world. | | | |
| **Essential Questions** | Assessment | Instructional Activities (what the *teacher and students* do) | Materials/pages in text |
| 1. Students will explain the causes and lasting effects of the Mormon migration to Utah. |  |  |  |
| 1. Students will compare the causes and lasting effects of various non-Mormon groups’ migrations to Utah. |  |  |  |
| 1. Students will use geographic inquiry to explain patterns in the settlement of Utah and the subsequent trends in urbanization, referring to a range of communities as case studies. |  |  |  |
| 1. Students will research multiple perspectives to explain one or more of the political, social, cultural, religious conflicts of this period, including the U.S. Civil War and more localized conflicts such as the Utah War, the Mountain Meadows Massacre, the Bear River Massacre, the Black Hawk War, or other Federal-Mormon conflicts. |  |  |  |
| 1. Students will construct an evidence based argument to explain how the development of transportation and communication networks across the state changed Utah’s economy and human geography. |  |  |  |
| 1. Students will explain how agriculture, railroads, mining, and industrialization created new communities and new economics throughout the state. |  |  |  |
| 1. Students will identify the political challenges that delayed Utah’s statehood and explain how these challenges were overcome. |  |  |  |
| 1. Students will explain how their own connection to Utah is a reflection of the complex history of the state. |  |  |  |
| Some questions you might have your students consider:   * What factors led various peoples to settle in Utah? * What geographic factors positioned Utah to become “the crossroads of the West”? * What was the role of Brigham Young and other pioneer leaders in the settlement of Utah? * How do culture and the interaction of cultures shape a sense of place? * How did white settlement effect Native American Indian communities? * Why did Utah struggle to attain statehood? * How did Mormons interrelate with other immigrant groups in Utah? * How did improved transportation, industry, and mining transform Utah’s economy, politics, and other aspects of culture? * What were the causes of the various conflicts that occurred during the territorial period? How were these conflicts resolved? What were the lasting consequences of these conflicts? * How is your family part of the Utah story? | | | |

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Unit 3 will be taught from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Enduring Understanding, Strand 3: Utah in the Union (Ca. 1896-1945)**  In 1896, Utah became the forty-fifth state, with a newly ratified constitution and a mandate to create a state government. During the next half century, the interplay of national and global forces on Utah increased, from economic crises and industrialization to progressive reforms and two global wars. Utah’s human and physical geography influenced everything from the mining industry and labor movements to the placement of wartime infrastructure, including military bases and internment camps for Japanese Americans. | | | |
| **Essential Questions:** | Assessment | Instructional activities (what *teacher and students* will do) | Materials/text |
| 1. Students will identify the civic virtues and principles codified by the Utah Constitution. |  |  |  |
| 1. Students will use primary sources and/or oral histories to analyze the impact of a national/global event such as World War I, the Spanish flu epidemic, the Great Depression, World War II, and Japanese American internment on an individual or community in Utah. |  |  |  |
| 1. Students will describe the effects of events, movements, and innovations on Utah’s economic development, such as the organized labor movement, farming and industrial improvements, the World Wars, and the Great Depression. |  |  |  |
| 1. Students will identify the causes and effects of the Progressive movement using examples from community or state history, such as the organized labor movement, tax reform, the Scofield mine disaster, and education and child labor reforms. |  |  |  |
| Some questions you might have students consider:   * What are historic and contemporary examples of Utah’s economic interdependence? * How can global events occurring in distant parts of the world sometimes affect daily life in Utah? * What is the function of a state constitution? * How have physical and human geographic characteristics influenced Utah’s economic development? * What factors can influence social reform movements? * What were the main goals of the Progressive movement? How successful was that movement in Utah? * How was Utah’s economy changed by the Great Depression? * What are historians’ arguments for why Japanese Americans were interned at Topaz? * What role did Utah play in World War II, and what impact did the war have on Utah? | | | |

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Unit 4 will be taught from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Enduring Understanding, Strand 4: Utah in the world (Ca. 1945-2002)**  The post-war era saw massive cultural and economic changes. By the time Utah hosted the 2002 Olympics, the state was globally interconnected as never before. Utah’s economy and world-famous geography became inextricably linked with one another as the snow-sport and tourism industries developed. Industries including mining, agriculture, and technology continued to evolve and expand. Conversations and controversies continued regarding the best ways forward for economic growth, community development, and natural resource management. Additionally, Utah’s cultural landscape continued to evolve and diversify. | | | |
| **Essential Questions** | Assessment | Instructional activities (what the *teacher and students* will do) | Materials/text |
| 1. Students will evaluate the impact of the Cold War on Utah, such as the uranium boom, nuclear testing, nuclear waste storage and disposal, and the MX missile controversy. |  |  |  |
| 1. Students will make an evidence-based argument regarding the appropriate roles of local, state, and federal governments in resolving a current and /or historical issue. |  |  |  |
| 1. Students will describe the economic ties between Utah communities, the nation, and the world. |  |  |  |
| 1. Students will use data and other evidence related to a cultural, ethnic, or religious group in Utah to interpret the group’s historic/current conditions and experiences. |  |  |  |
| 1. Students will describe the historic and present management of natural resources and make recommendations for natural resource management in the future. |  |  |  |
| 1. Students will evaluate the impact of tourism on Utah’s economy and geography, such as the development of tourism industries, state and national parks, and events including the 2002 Olympics. |  |  |  |
| Some questions you might have students consider:   * How did the Cold War affect life in Utah? * What unique attributes of Utah’s physical and human geography have had an impact on the growth and development of the state? * What is the best way to balance federal and state power? * How do various ethnic and religious communities in Utah maintain and celebrate their unique cultures? * Who are some of the most influential leaders in Utah, at a variety of scales? What have been their most significant contributions to the betterment of life in Utah? | | | |

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Unit 5 will be taught from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Enduring Understanding, Strand 5: Looking towards Utah’s future (Ca. 2003-present)**  In the 21st century, central themes endure: the diffusion of cultures, global interconnectedness, the importance of creating and sustaining community, protecting natural resources, and the need for a strong economy. Most current events—whether they involve interactions between sovereign American Indian tribal communities and state and federal governments; concerns about water; tensions, and questions about the proper role and jurisdiction of local, state, and federal governments; or ideas about how best to grow Utah’s economy—have their roots deeply embedded in the rich history of Utah. Students will now have an opportunity to synthesize their study of Utah with **capstone academic work**. | | | |
| 1. Students will select a recent event they think will be worthy of remembering, recording, or interpreting, and make an argument for its potential historical significance. |  |  |  |
| 1. Students will use geographic tools and resources to investigate a current issue, challenge, or problem facing Utah or their community, and propose a viable solution. |  |  |  |
| 1. Students will use data regarding the key components of Utah’s economy to make recommendations for sustainable development. |  |  |  |
| 1. Students will use recent population growth and other demographic trends to make predictions about Utah’s growth, and create and defend a public policy in response to those trends. |  |  |  |
| 1. Students will research issues of civic importance in which city, county, tribal, or state governments have a role. Students will use their research to develop and write a policy proposal to the appropriate governmental entity, such as a board, commission, council, legislator, or agency. |  |  |  |
| Some questions you might have students consider:   * How should issues be resolved that involve state, federal, and American Indian lands? * What would be the costs and benefits of Utah hosting another Winter Olympics? * What are the best ways to ensure our growing water needs will be met? * In what ways should Utah grow its economy? * What are solutions to Utah’s air quality concerns? * How do we create and sustain safe and healthy communities? * How can Utah best meet transportation and other infrastructure needs? | | | |

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