


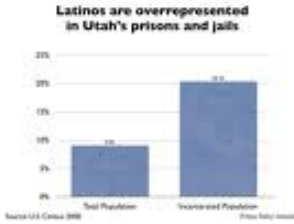

















## Annotated Resource Set (ARS)

Content Theme:	Utah Immigrants	<p><b>Utah Teaching with Primary Sources</b></p> 
Developed by:	Catherine Field	
<p>The history of Utah has been shaped by many diverse people, events, challenges, and ideas. People came to the land now known as Utah for many reasons, and from many different places around the world. The story of Utah includes American Indians, the Dominguez-Escalante exploration, explorers, trappers, Latinos, Mormon pioneers, Polynesians, Chinese, Japanese, Greeks, African-Americans, Middle Easterners, and many other groups seeking new homes, work and refuge. As each culture has come to Utah, Utah has changed. These changes have had and will continue to have significant impacts on all the people of Utah.</p> <p>This resource set will help the students compare the experiences faced by today's immigrants with those faced by immigrants in Utah's history.</p>		

# Resource Set

<p>Utah Counties and Tribal Lands</p>	<p>Spanish Immigration</p>	<p>Latinos in Utah Prisons 2000</p>	<p>The Hawaiian Troubadours – SLC 1908</p>	<p>Utah Chinese Dual Immersion</p>	<p>Chinese and the Golden Spike - Promontory</p>
					
<p><a href="http://www.ianthropology.org/sitebuilder/images/native_americans_utah-294x377.jpg">http://www.ianthropology.org/sitebuilder/images/native_americans_utah-294x377.jpg</a></p>	<p><a href="http://www.daviddaniel photography.com/blog/wp-content/uploads/2009/05/2009-may-immigration-rally-utah-00.jpg">http://www.daviddaniel photography.com/blog/wp-content/uploads/2009/05/2009-may-immigration-rally-utah-00.jpg</a></p>	<p><a href="http://www.prisonpolicy.org/images/2000percent/UT_Latino.jpg">http://www.prisonpolicy.org/images/2000percent/UT_Latino.jpg</a></p>	<p><a href="http://www.media.utah.edu/UHE/Pictures/p0000183.jpg">http://www.media.utah.edu/UHE/Pictures/p0000183.jpg</a></p>	<p><a href="http://www.utahchineseimmersion.org/images/main_bg.jpg">http://www.utahchineseimmersion.org/images/main_bg.jpg</a></p>	<p><a href="http://www.kued.org/productions/chineseamerican/images/promontory/promontory_big.jpg">http://www.kued.org/productions/chineseamerican/images/promontory/promontory_big.jpg</a></p>
<p>Transcontinental Railroad - 1869</p>	<p>Japanese Internment</p>	<p>Greek Orthodox Church Price</p>	<p>African American Porters 1890 - 1940</p>	<p>African Americans Castle Dale - 1924</p>	<p>Shanie Davis</p>
					
<p><a href="http://lewebpedagogique.com/englishdepartment73/files/2010/05/Transcontinental-Railroad-Completed-Photograph-C12876148.jpg">http://lewebpedagogique.com/englishdepartment73/files/2010/05/Transcontinental-Railroad-Completed-Photograph-C12876148.jpg</a></p>	<p><a href="http://www.lib.utah.edu/static-content/marriottlibrary/files/images/p144n078.jpg">http://www.lib.utah.edu/static-content/marriottlibrary/files/images/p144n078.jpg</a></p>	<p><a href="http://upload.wikimedia.org/wikipedia/commons/6/65/Orthodox_Church_Price_Utah.jpeg">http://upload.wikimedia.org/wikipedia/commons/6/65/Orthodox_Church_Price_Utah.jpeg</a></p>	<p><a href="http://historyforkids.utah.gov/homework_help/counties/images/Weber_porters.jpg">http://historyforkids.utah.gov/homework_help/counties/images/Weber_porters.jpg</a></p>	<p><a href="http://www.media.utah.edu/UHE/Pictures/p0000002.jpg">http://www.media.utah.edu/UHE/Pictures/p0000002.jpg</a></p>	<p><a href="http://www.thegrio.com/assets_c/2010/02/ShanieDavis-thumb-400xauto-6376.jpg">http://www.thegrio.com/assets_c/2010/02/ShanieDavis-thumb-400xauto-6376.jpg</a></p>

## Resource Set

Utah Jazz	Arabs and Muslims Map	Muslim Students in Utah	Muslims as a Percentage of all Residents - 2000	Photograph Analysis worksheet	Map Analysis worksheet
					
<p><a href="http://corymckee.com/images/UtahJazzArt.JPG">http://corymckee.com/images/UtahJazzArt.JPG</a></p>	<p><a href="http://www.bookncurls.com/wp-content/uploads/2010/04/Counter-Intel-Simulation-2010-Middle-East-Map27.jpg">http://www.bookncurls.com/wp-content/uploads/2010/04/Counter-Intel-Simulation-2010-Middle-East-Map27.jpg</a></p>	<p><a href="http://ecuweb.org/umc/P1010022.JPG">http://ecuweb.org/umc/P1010022.JPG</a></p>	<p><a href="http://weberjournal.weber.edu/archive/archive%20D%20Vol.%2021.2-25.2/Vol.%2025.1/Reading%20the%20West%20Fall/muslim.gif">http://weberjournal.weber.edu/archive/archive%20D%20Vol.%2021.2-25.2/Vol.%2025.1/Reading%20the%20West%20Fall/muslim.gif</a></p>	<p><a href="http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf">http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf</a></p>	<p><a href="http://www.archives.gov/education/lessons/worksheets/map_analysis_worksheet.pdf">http://www.archives.gov/education/lessons/worksheets/map_analysis_worksheet.pdf</a></p>

# Annotations

Grade Level	Curriculum Connections	Curriculum Standards	Learning Objectives		Suggested Learning Strategies	Suggested Assessment Strategies	Links to Other Resources
			Content Objectives	Thinking Objectives			
4th	Utah 4 <sup>th</sup> Grade Social Studies	<p>. Fourth Grade Standard II</p> <p>Students will understand how Utah's history has been shaped by many diverse people, events, and ideas.</p>	<p>Objective 2:</p> <p>Describe ways that Utah has changed over time.</p> <p>Indicator b:</p> <p>Compare the experiences faced by today's immigrants with those faced by immigrants in Utah's history.</p>	<p>Students will compare the experiences faced by today's immigrants with those faced by immigrants in Utah's history.</p>	<p>Following the completion of the class study of the people who have lived in what is now Utah the students will be given one of the documents and analyze it based on their knowledge of the immigrants studied in class. Each group will be given two of the documents and will complete either a photograph analysis or a map analysis of the documents and be prepared to present information learned with the class.</p>	<p>Teacher observation during group time and completion of the document analysis worksheet.</p>	