



UTAH

Practice your skills in vocabulary, geography, social studies, reading, writing, science, and math while getting to know the state you love.

Features hundreds of interactive, standards-based learning activities, exercises, and games that will guide you through the history of your great state.

KNOW
YOUR
STATE



UTAH KNOW YOUR STATE

MOENCH

\$14.99 U.S.

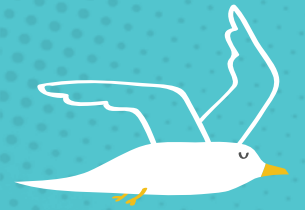


UTAH

KNOW YOUR STATE ACTIVITY BOOK

- ★ VOCABULARY
- ★ GEOGRAPHY & SOCIAL STUDIES
- ★ READING & WRITING
- ★ SCIENCE
- ★ MATH

MEGAN HANSEN MOENCH





Greetings, fellow Utahn! I'd like to welcome you as you begin your journey to learn more about the great state of Utah. We are so lucky to live in such a beautiful place where Mother Nature has been hard at work for years and years creating unbelievable landscapes! As an educator in Utah, I know just how fun it can be for kids to learn about our snow-capped purple mountains, red rock cliffs, dinosaur fossils, mountain men, Mormon pioneers, mysteries of ancient people, and so much more.

In this book, you will learn about the land, people, places, and science of our state while practicing core skills in reading, writing, math, science, social studies, and more. But, more importantly, you will have fun learning about the unique traits of our beautiful, wonderful, magnificent, incredible, great state of Utah!

Turn the page to begin your adventure!

CONTENTS

- 7** **VOCABULARY**
- 75** **GEOGRAPHY & SOCIAL STUDIES**
- 119** **READING & WRITING**
- 187** **SCIENCE**
- 233** **MATH**
- 254** **STATE SYMBOLS**
- 256** **GLOSSARY**
- 264** **ANSWER KEY**



VOCABULARY

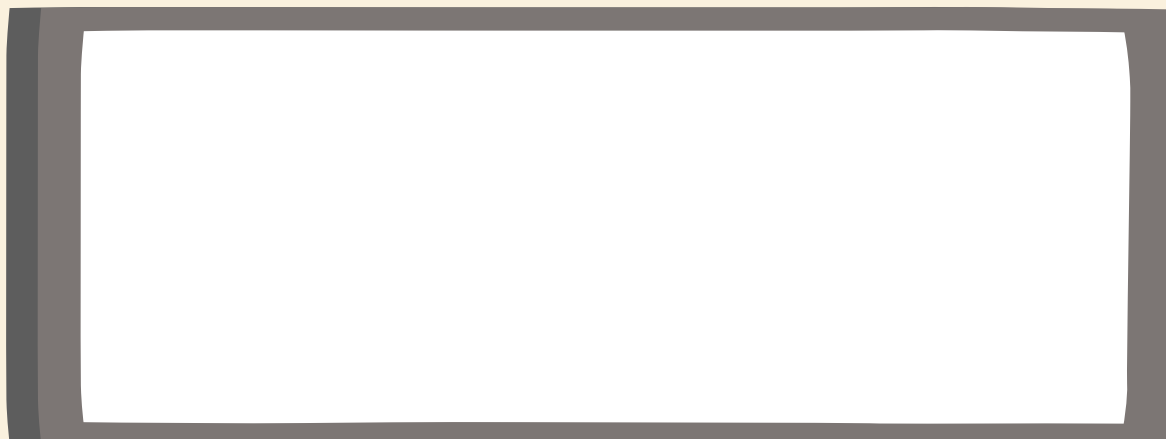
- | | | | |
|----|--|----|---|
| 8 | How to Use a Dictionary or Glossary | 41 | “Their Faces Toward Zion” |
| 10 | Utah’s Place in the World | 42 | Field Trip: Temple Square |
| 12 | Utah—A Rich and Rugged Land | 44 | Settlement and New Cultures |
| 13 | Our Climate | 46 | Life in the Utah Territory |
| 16 | Describing Utah’s Land | 47 | Changes for American Indians |
| 18 | Forces of Nature | 48 | Changes Come to Utah |
| 20 | Geography and Population | 50 | A Changing Economy |
| 22 | Geography and Industry | 52 | Field Trip: Golden Spike National Historic Site |
| 23 | Geography and Our Safety | 53 | New Groups of Immigrants |
| 24 | People Use and Change the Land | 54 | Statehood at Last! |
| 25 | Many Points of View | 56 | Field Trip: Pioneer Day Parade |
| 26 | The Growth of Recreation | 58 | A New Century |
| 27 | Field Trip: Hit the Ski Slope | 59 | The Great Depression |
| 28 | The Story of the Past | 60 | World War II |
| 29 | Learning About the Past
Word Search | 62 | Field Trip: Central Utah Relocation Center Site |
| 30 | Prehistoric Peoples | 63 | Changes in the 20th Century Word Scramble |
| 32 | Historic Indians | 64 | Changes in the 20th Century |
| 34 | Preserving a Way of Life | 66 | Economics |
| 35 | About the Past Crossword Puzzle | 68 | Our Rights |
| 36 | Spanish Explorers | 70 | Who We Are Today |
| 38 | The Fur Trade | 71 | Field Trip: State Capitol Building |
| 39 | The Fur Trade Maze | 72 | Our Responsibilities |
| 40 | Passing Through the Great Basin | | |



FIELD TRIP: GOLDEN SPIKE NATIONAL HISTORIC SITE

The Golden Spike National Historic Site in Promontory celebrates the completion of the first transcontinental railroad in the United States. It is the place where the Central Pacific Railroad and the Union Pacific Railroad came together on May 10, 1869. Two of the last spikes driven to complete the railroad were gold.

The park is open all year long, but if you can plan a trip with your family to visit in the summer months, you can see working replicas of 1860s steam locomotives. Have an adult help you do some online research before you go. Be sure to take a camera and take photographs of the trains. Place of photo of yourself and a train below.



How do you think having a transcontinental railroad helped the economy of Utah? Explain.

Do you think it caused any problems? _____

For whom? _____

Why? _____

NEW GROUPS OF IMMIGRANTS

The growth in the Utah Territory made people from all around the world want to come to work and live here. However, with fast growth and change come problems. Many of the newcomers were not treated well by their employers or other people in the territory. These terms relate to the changes that affected many people in the Utah Territory.

ACROSS

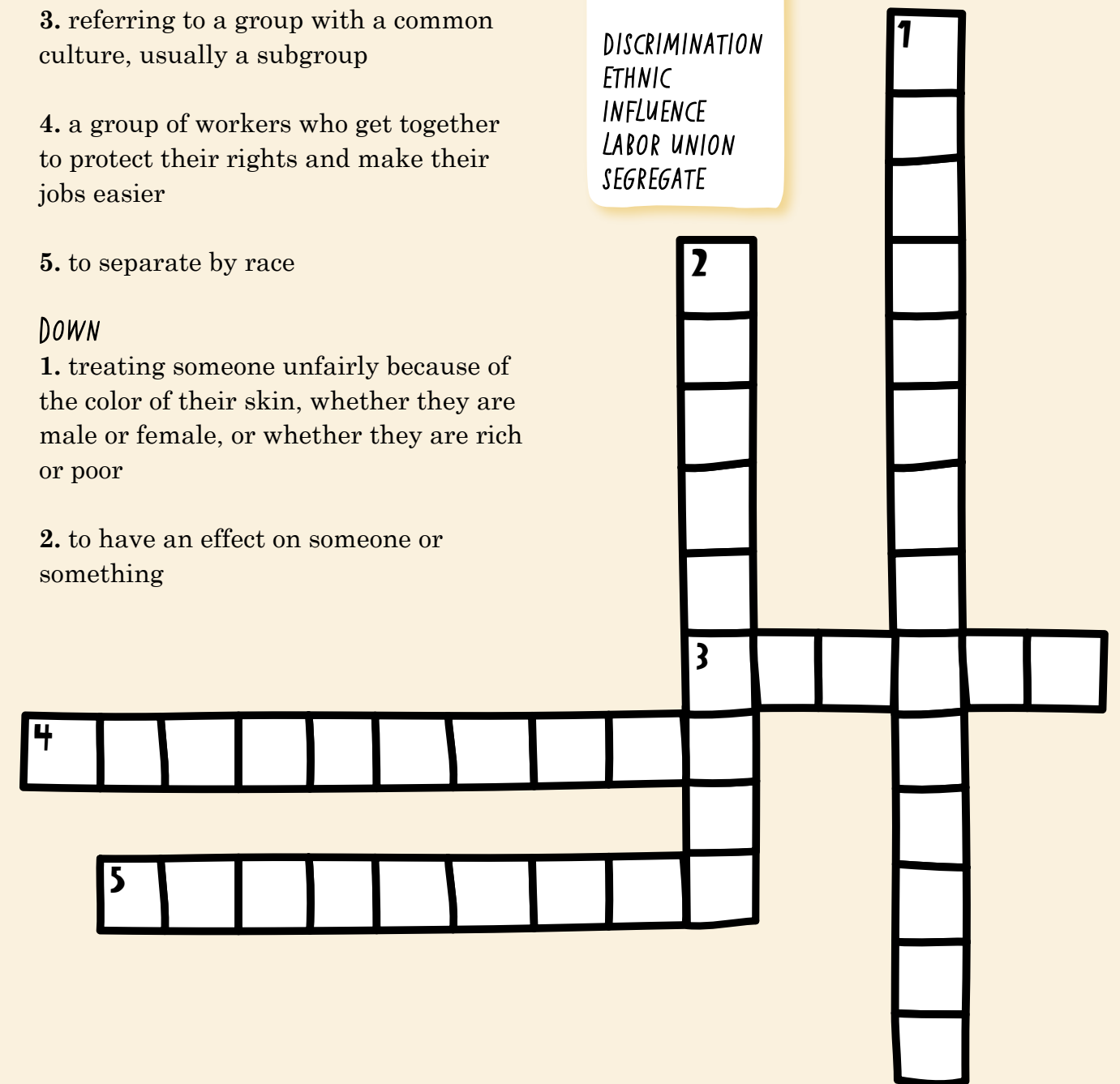
- 3. referring to a group with a common culture, usually a subgroup
- 4. a group of workers who get together to protect their rights and make their jobs easier
- 5. to separate by race

DOWN

- 1. treating someone unfairly because of the color of their skin, whether they are male or female, or whether they are rich or poor
- 2. to have an effect on someone or something

KEY TERMS

DISCRIMINATION
ETHNIC
INFLUENCE
LABOR UNION
SEGREGATE



SHOSHONE

The Shoshone believe the Fremont people were their ancestors. An ancestor is a relative who came before you. The Shoshone called themselves Nimi.

The Shoshone moved with the seasons. They hunted and gathered in the mountains and valleys of northern Utah. They were not full-time farmers, but they planted seeds from some wild plants. They ground seeds and nuts into flour. Their ancestors had done this for hundreds of years, and we still do it today. They made the flour into cakes and baked them.

The Shoshone made baskets out of plant leaves and stems. They also made water jugs.

Buffalo and Tipis

The Shoshone hunted buffalo that roamed in the valleys. They used every part of the buffalo. The meat was a main source of food. They cooked it over an open fire with vegetables such as corn.



To make it last longer, they dried it in the sun and made jerky.

The Shoshone lived in villages, like the Ute, Paiute, and Goshute. The tribe was divided into smaller groups called bands.

The Shoshone built two types of homes. One type was a shade house. They placed green leafy branches over a framework of wooden poles. They used willows, quaking aspen branches, reeds, and tall grasses to make them.

The Shoshone also built tipis (TEE peeZ). They made a frame of wooden poles and then stretched buffalo hides around it. The Shoshone were known for their tipis.

Making Things from Buffalo

The buffalo gave the people almost everything they needed to survive.

Parts and Uses

1. Hides and furs were used for robes, blankets, tipi covers, rugs, and shields.
2. Horns were used for spoons and headdresses.
3. Hair was used for rope.
4. Bones were used for arrowheads and sewing needles.
5. Meat and bones were eaten.
6. Tails were used as flyswatters.
7. Sinews were used for thread and twine.
8. Tongues were made into brushes.



CULTURE/CUSTOMS	
SHELTER	
FOOD	
SKILLS	

THE LAKE EFFECT

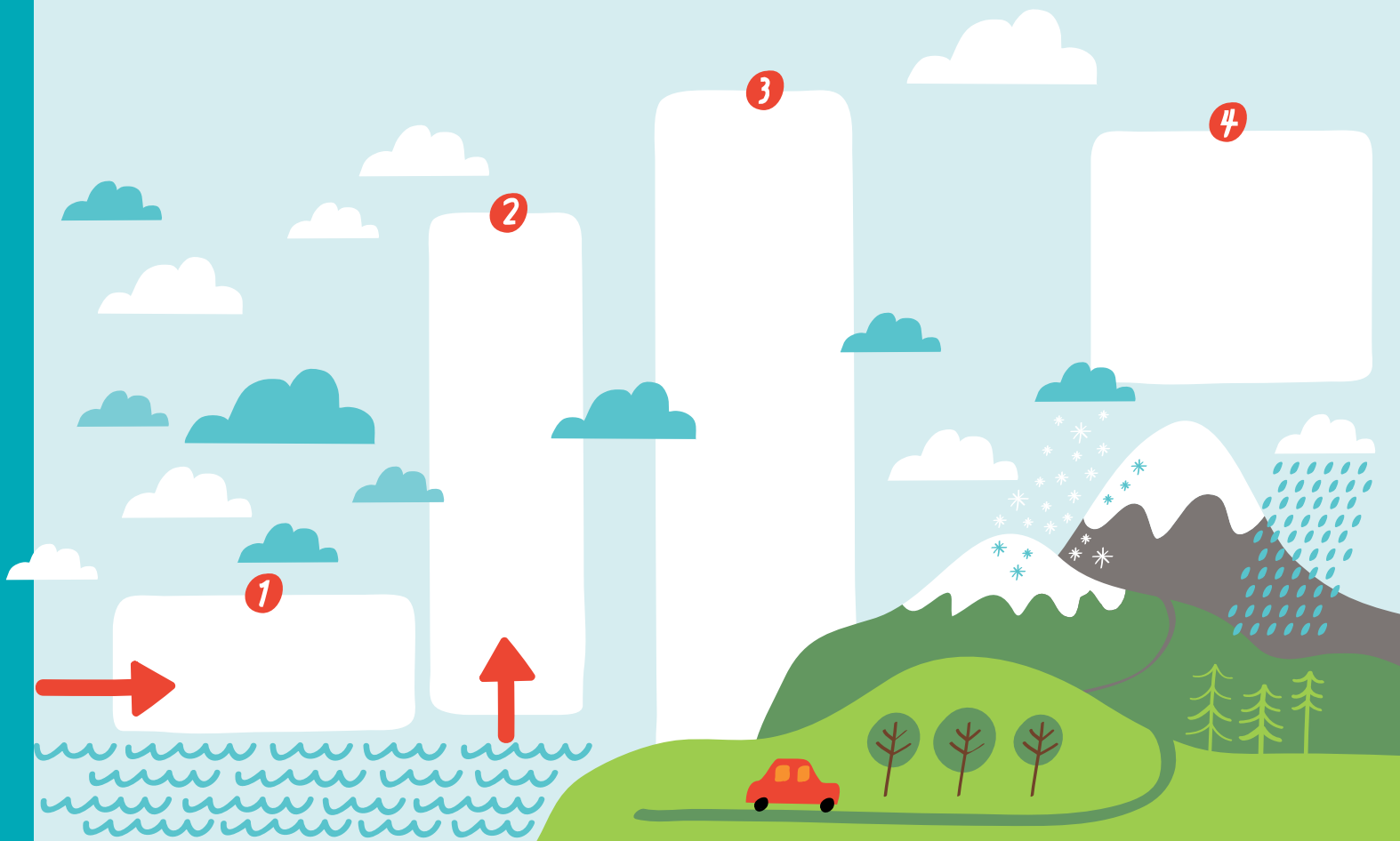
Northern Utah gets lake-effect rain and snow. A lake effect is when a body of water gives the land around it a more moist and moderate climate. It does not get quite as hot or cold as the other places, but it often gets more rain and snow. Label the Lake Effect diagram using the words from the word bank below.

CLOUDS FORM.

THE WARMED AIR RISES, TAKING MOISTURE WITH IT.

RAIN AND SNOW FALL OVER THE LAKE AND ON THE SHORE.

COLD AIR MOVES OVER WARM LAKE WATERS.



FIELD TRIP: THE GREAT SALT LAKE

Plan a day when you can go to see the Great Salt Lake. It doesn't matter which part of the lake you go to or what time of the year; you will still see something interesting.

Before you go, do some Internet research to learn about the lake. Look at a map to see where it is in relationship to where you live. How large is it? Does it always stay the same size? Where do lake-effect winter storms usually occur?

Write down three interesting facts about the lake.

1. _____

2. _____

3. _____

What did you observe at the lake?
