

Blow the Roof Off!

Utah Studies Overview – by LaNay King

When Mrs. _____ says "GO" stand on your chair and say very loudly, "MILLIONS OF YEARS AGO THE EARTH UNDERWENT CHANGES THAT MADE PRESENT DAY UTAH UNIQUE FROM ANYWHERE ELSE IN THE WORLD."

When you hear someone else say "*unique from anywhere else in the world,*" RUN to the front of the classroom and say, "Welcome to Utah Studies! This will be the BEST class of your year!" Then write UTAH STUDIES on big bold letters on the white board.

When you see someone write "UTAH STUDIES" on the white board run to the front of the classroom and hold up THREE fingers, then say "THERE ARE THREE LAND REGIONS IN UTAH THAT HAVE HELPED SHAPE HISTORY AND SETTLEMENT OF UTAH."

When you see someone hold up 3 fingers and speak, wait until they are done and then run up to the door and pretend to plant crops. Then you will say, "ANCIENTLY THERE WERE TWO GROUPS OF NATIVE PEOPLES WHO LIVED IN WHAT WE NOW CALL UTAH. THE FIRST GROUP WERE FARMERS." Remain at the door.

After you see someone "planting crops" and saying "the first group were farmers" run up next to them and pretend to use a spear and say, "ANCIENTLY THE SECOND GROUP OF NATIVE PEOPLES IN WHAT IS NOW CALLED UTAH WERE MAINLY HUNTERS. THEY USED AN INSTRUMENT CALLED AN ATLATL TO KILL PREY."

Then grab the hand of the other person at the door and SKIP back to your seat ☺

After watching two students SKIP back to their seats, run up to the white board and draw a large outline of the state of Utah. Point to the LOWER RIGHT HAND CORNER and ask, "How many of you have seen the cliff dwellings in Mesa Verde in this part of Utah?" Then count the number of raised hands and write that number on the board. Then say, "From 500 AD to 1300 AD Ancestral Puebloans built adobe dwellings in the cliff openings of the canyons here." Sit down.

After you hear another student describe Mesa Verde and the cliff dwellings stand up at your desk and hop on one foot. While hopping say, "EVENTUALLY THERE WERE FIVE NATIVE AMERICAN TRIBES OR NATIONS THAT OCCUPIED PARTS OF OUR STATE. THEIR RICH TRADITIONS INCLUDE STORYTELLING, BASKET WEAVING, BLANKET MAKING, AND BEADWORK." Sit down.

After you hear someone describe Native Americans while hopping on

one foot, wait for them to finish and then run to the front of the room and draw a BOAT to the left of the outline of Utah on the white board. Turn to the class and say, "THE SPANISH CAME ACROSS THE OCEAN TO THIS CONTINENT AND SETTLED JUST BELOW UTAH OVER 400 YEARS AGO. THEY BELIEVED THEY SHOULD CONVERT THE NATIVES TO CHRISTIANITY."

Put your hands together in a praying motion and stay at the front of the classroom.

When you see someone else make a praying motion with their hands slowly walk up next to them and say to the class, "THE SPANISH ALSO CAME TO THIS PART OF THE WORLD TO GET RICH. THEY BELIEVED THERE WAS GOLD IN WHAT WE NOW CALL THE SOUTHWEST UNITED STATES." Grab a handful of the gold coins from Mrs. King's desk and pour them from one hand to the other.

When you see someone playing with gold coins run to the front of the room and write "1776" underneath the outline of Utah on the white board in big numbers. Then draw an arrow from "1776" to the state of Utah. Next say, "SOME OF THE SPANISH LIVED IN THE CITY OF SANTA FE. SOME OF THE SPANISH SETTLED IN CALIFORNIA. IN 1776 THEY DECIDED THEY NEED A ROAD TO GO FROM ONE TO THE OTHER. THIS WAS WHEN WHITE MEN FIRST ENTERED UTAH." Sit down.

When you hear someone say "This is when white men first entered Utah" stand on your chair and clap LOUDLY one time. Then say, "*This is like the sound of an animal trap. The next white men to visit Utah were Mountain Men who trapped beavers, deer, and other animals. The coarse and soft furs were sold mostly back East and to Europeans who liked the soft fur.*" Clap 5 more times LOUDLY. Then sit down.

When you see someone clapping, stand up, SOFTLY grab the ear of your neighbor, and say, "*Mountain Men walked all through Utah making maps of the area and exploring it. But it was a dangerous lifestyle. One Mountain Man, Jedediah Smith, had his ear ripped off by a grizzly bear!*" Sit down.

When you hear someone say, "grizzly bear!" run to the front of the classroom and draw a covered wagon to the RIGHT of the state of Utah. Then say, "IN THE EARLY 1800s OUR COUNTRY WAS GROWING. MANY WANTED TO LIVE IN OREGON OR CALIFORNIA. SO THEY JOINED WAGON TRAINS AND MANY WALKED THROUGH UTAH ON THEIR WAY TO CALIFORNIA." Sit down.

After you hear someone say, "Many walked through Utah on their way to California," run up to the front of the classroom and say, "ONE OF THESE WAGON TRAINS, OR OVERLAND PARTIES, WAS THE DONNER

PARTY. THIS GROUP WAS HEADED TO CALIFORNIA. ON THE WAY THEY MET A MAN WHO TOLD THEM TO TAKE A SHORT CUT THROUGH OUR STATE. HIS NAME WAS HASTINGS." Stay at the front of the room and pretend to be eating."

When you see someone at the front of the room pretending to eat, run up to the front of the room and yell, "THE DONNER PARTY WALKED THROUGH THE DESERTS OF WESTERN UTAH AND GOT WAY BEHIND SCHEDULE. BECAUSE OF THIS THEY GOT CAUGHT IN THE MOUNTAINS DURING THE WINTER AND HAD TO EAT EACH OTHER TO SURVIVE." Then give an evil laugh and sit down.

When you hear someone give an evil laugh, run to the back of the room and point to the state of Illinois, and loudly say, "MEANWHILE BACK IN THE STATE OF ILLINOIS THERE WERE ABOUT 10,000 MORMONS LIVING IN THE CITY OF NAUVOO. BUT MANY OF THEIR NEIGHBORS WERE AFRAID OF THEM. IN 1844 THEIR LEADER WAS MURDERED AND SHORTLY AFTER THAT THE GOVERNMENT OF ILLINOIS ORDERED THEM TO LEAVE." Hop back to your seat ☺

When you see someone hopping back to their seat run up to the front of the classroom and write "1,500 miles!" on the white board. Then turn to the class and say, "THE MORMONS WERE FORCED TO LEAVE THEIR HOMES AND WALK 1,500 MILES. MANY DIED ALONG THE WAY. THESE PIONEERS USED PARTS OF THE OREGON TRAIL AND THE HASTINGS CUTOFF OR SHORTCUT USED BY THE DONNER PARTY TO GET HERE." Stay at the front of the room.

When you hear someone say, "These pioneers used parts of the Oregon trail and the Hastings Cutoff or shortcut used by the Donner Party to get here," go stand next to them, grab their hand and put it in the air along with yours. Then loudly proclaim, "THIS IS THE PLACE! Brigham Young was the new Mormon leader who lead them to the Salt Lake Valley in 1847."

Then write "1847" inside the state of Utah on the white board. Still holding the hand of the person next to you walk back to your seats.

After someone writes "1847" inside the state of Utah on the white board, walk to the front of the room as though you are EXHAUSTED. Then say, "*Many of the Mormon settlers didn't get to stay in Salt Lake very long. Brigham Young asked his followers to settle town all around Utah. These towns were first settled up and down the Mormon corridor about one day's ride away from each other. We now call the Mormon Corridor I-15.*"

Sit down.

When you hear someone say, "I-15" stand up on your chair and say,

"the first white settlers of Utah set up a territorial government. It was a mixture of the LDS Church's leadership and US Government ideas. Most Utahns liked it, but the US Government didn't!" Sit down.

When you see someone stand on their chair and say, "The US Government didn't!" GALLOP to the front of the classroom. Face the class and say, "WHEN THE US GOVERNMENT HEARD THE MORMONS WERE GOVERNING THEMSELVES, THEY GOT NERVOUS AND SENT THE ARMY TO ATTACK THE MORMONS! BUT THE UTAH WAR WAS WON BY THE MORMONS – WITHOUT FIRING A SINGLE SHOT."

Gallop back to your seat and sit down.

When you see someone gallop back to their seat after talking about the Utah War, run to the front of the classroom and write "The Blackhawk War" on the white board. Face the class and say, "*The Blackhawk War was another threat to early Utah settlers.*" Put your hands on your head and stay at the front of the classroom.

When you see someone at the front of the classroom with their hands on their head after just talking about the "Blackhawk War" run up next to the person at the front of the class, put your hands on your head as well and say, "Some Mormons decided to take the law into their own hands and attack those they felt might harm their families. It was a time of distrust and fear." Tell the other person at the front of the room to sit down. Then you sit as well.

When you hear someone say, "It was a time of distrust and fear," run up to the front of the classroom and tell say, "FOR ALMOST 50 YEARS THE UTAHNS AND THE FEDERAL GOVERNMENT OF THE UNITED STATES ARGUED."

Then draw a big balloon on the white board. Inside the balloon write "1896" Turn to the class and say, "THE UNITED STATES FINALLY LET UTAH BECOME A STATE IN 1896."

Sit down.

When you hear someone say "The United States finally let Utah become a state in 1896" run to the door. From the door across the front of the classroom to Mrs. King's desk do your best train impression (be loud!). When you get to Mrs. King's desk say, "*The Transcontinental Railroad was joined in Northern Utah uniting our nation and our fortunes. Newspapers carried the stories and pictures across the country. Utah was now famous!*" Do your train impression all the way back to your seat.

When you see someone do a train impression all the way back to their seat, run to the front of the classroom and MAKE AN EXPLOSION NOISE. Then say, "AT THE TURN OF THE CENTURY UTAHNS FOUGHT

IN WORLD WAR I. THIS WAR KILLED 10 MILLION PEOPLE WORLDWIDE. UTAH LOST MORE PEOPLE THAN MOST STATES IN THE COUNTRY." Sit down.

When you hear someone say, "Utah lost more people than most states in the country" run to the front of the room and write "GREAT DEPRESSION" on the board. Then draw a circle underneath. Color in 1/3 of the circle. Turn to the class and say, "*During the Great Depression more than 1/3 of the workers in Utah had no job. Many were miners and farmers. Lots of families went hungry to bed, lost their homes, and had to drop out of school. It lasted all of the 1930s.*"

Sit down.

When you hear someone say, "It lasted all of the 1930s" run up to the front of the classroom, and do 5 jumping jacks. Then say, "*Utahns joined the World War II fighting Germany and Japan. World War II both began and ended with Utah! How can that happen??!*"

Sit down.

When you hear someone say, "How can that happen?" run up to the front of the classroom and do a ballerina turn. When you are finished write and underline the following on the white board, "Utah Today." Then turn to the class and say, "Utah today is governed by Governor Gary Herbert. It is made up of many religions and ethnic groups. "

Sit down.

When you hear someone say, "...many religions and ethnic groups" stand on your chair and hold up two fingers. Then say, "*there are two houses in our state legislature. This means there are two groups of people who make the laws for our state. We have a member of the legislature living in our city. His name is Kraig Powell.*"

Sit down.

When you hear someone say, "Kraig Powell," run up to the front of the room and say, "Utah is famous for many things around the world like sports teams." Then on the white board, underneath "Utah Today" list the following: "Utah Jazz, Real Salt Lake."

Whistle all the way back to your seat.

When you see someone write "Utah Jazz and Real Salt Lake" on the board, skip to the front of the room and say, "UTAH IS FAMOUS FOR ITS UNIVERSITIES TOO." Then underneath "Utah Today" write the following in a list: BYU, UVU, SUU, Weber, USU, Dixie State, and u of u. Then underline BYU and put a happy face next to it 😊

When you see someone list the universities here in Utah, run to the front of the classroom and under "Utah Today" write the following in a list:

2002 Olympics, Best Snow on Earth, Technology Center, the Arts, Most National Parks."

Then turn to the class and BOW