



Museum Guided Field Trip

Classroom Activity

Groups participating in our guided field trip experience will engage in a 25-minute classroom activity. This lesson is tailored to your group's grade level and aligns with relevant Utah State Standards. The specific topics and activities vary by grade. Please see the descriptions below for details on each museum lesson.

K-3 Activity

"Utah Communities: Then and Now"

- **Objective:** Students will be able to observe and compare aspects of daily life in earlier times with their own lives today and community changes over time using primary sources to make inferences about reasons for change.
- **State Standards:**
 - **K.1.1:** Compare how people lived in earlier times and how their lives would be different today (for example, growing food, making clothing, living by different rules and laws).
 - **1.4.2:** Identify ways people make a living in the community.
 - **2.1.2:** Use primary sources to identify how their community has changed or remained the same over time, and make inferences about the reasons why.
 - **3.2.4:** Evaluate how their community has changed over time (for example, economic interdependence, changes to the environment).
- **Skills Learned:** Comparison and observation

4 & 7 Activity

"Utah in WWII: Case File Exploration"

- **Objective:** Students will utilize primary source materials to practice historical research, and analyze how national or global occurrences have impacted individuals or communities in Utah.
- **Grades 4 & 7**
 - **4.4.6:** Use case studies to explain how national or global events between 1896–1999 (for example, World War I, the Spanish Flu Epidemic, the Great Depression, World War II, Japanese American Incarceration, the Cold War, civil rights movements, Americans with Disabilities Act) had an impact in their local communities and state.
 - **UT Standard 3.2:** 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. (history)
- **Skills Learned:** Historical research/investigation

5-6 Activity

“Utah's Crossroad Perspectives”

- **Objective:** Students will analyze historical maps and diverse perspectives to contextualize the social, economic, and environmental transformations driven by the railroad and changing labor landscapes in Utah.
- **Grades 5-6**
 - **5.4.1:** Use evidence from multiple perspectives (for example, pioneers, 49ers, Black Americans, Chinese Americans, Native Americans, new immigrants, people experiencing religious persecution) to make a case for the most significant social, economic, and environmental changes brought about by Westward Expansion and the Industrial Revolution.
 - **6.3.2:** Use maps and other data sets to make inferences about the lasting impacts of exploration, colonization, and/or imperialism.
- **Skills Learned:** Contextualization

8-10 Activity

“Utah's Industrial Revolution & Migration”

- **Objective:** Students will analyze primary sources to infer the economic and geographic impact of the Industrial Revolution's inventions and transportation methods on Utah, and identify push and pull factors causing migration to and from Utah during this period.
- **Grades 8-10**
 - **8th - US I Standard 6.3:** Students will identify the economic and geographic impact of the early Industrial Revolution's new inventions and transportation methods, such as the Erie Canal, the transcontinental railroad, steam engines, the telegraph, the cotton gin, and interchangeable parts.
 - **9th - WG Standard 2.2:** Students will explain push and pull factors causing voluntary and involuntary migration and the consequences created by the movement of people.
 - **10th - WH Standard 5.3:** Students will use a variety of data to identify push and pull factors affecting migration during the Industrial Revolution.
- **Skills Learned:** Historical analysis/interpretation

11-12 Activity

“Utah Reform Movement: Temperance”

- **Objective:** Students will use primary sources to analyze a Utah reform movement and evaluate its political impact through a lens of historical objectivity.
- **Grades 11-12**
 - **11th- US II Standard 2.1:** Students will use primary and secondary sources to identify and explain the conditions that led to the rise of reform movements, such as organized labor, suffrage, and temperance.
 - **12th- US Gov Standard 3.3:** Students will explain the processes and motivations for how and why people organize to participate in civic society, such as developing political affiliations, joining political parties, and supporting special interest groups and other non-governmental or non-partisan civic organizations, and evaluate the political impact of those affiliations.
- **Skills Learned:** Historical objectivity