

Immigration in Utah

Summary

Students will understand why the Chinese and Irish immigrated to the U.S. and Utah and what they did when they got here.

Main Core Tie

Social Studies - 4th Grade

[Standard 2 Objective 2](#)

Time Frame

5 class periods of 30 minutes each

Group Size

Large Groups

Materials

Yin, 2001, Coolies, Puffin Books, ISBN 0-14-250055-0

Durbin, William, 1999, Journal of Sean Sullivan: A Transcontinental Railroad Worker: Nebraska and Points West, 1867. Scholastic, Inc., ISBN -- 13: 9780439049948

Fraser, Mary Ann, 1993, Ten Mile Day and the Building of the Transcontinental Railroad. Henry Holt and Co., Inc., ISBN 0-8050-4703-4

Intended Learning Outcomes

Students will understand what brought the immigrants to the U.S.? Why they came to Utah and how they got here.

Instructional Procedures

Introduction Activity

Read Coolies. Discussion of book:

What is a Coolie?

Why did they come to the U.S.?

What did they do and the hardships they faced when they got here?

What brought them to Utah?

Etc.

Read Passages from the Book- The Journal of Sean Sullivan. Discussion of information asking similar questions.

As a class develop a Venn-diagram showing differences and similarities of the two groups.

Given a map of the west plot what they think the course of the Central and Union Pacific R.R. was as they come together at Promontory. Then go over and plot the actual route of the tracks. Small group activity.

Read the story -- Ten Mile Day

As a class make predictions as to what the R.R. workers did after the completion of the railroad. What did they do? Where did they go?

Authors

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