



UTAH'S ARMY:

Agriculture, Railroad, Mining, and Industrialization

GRADE 7

Utah's ARMI: Agriculture, Railroad, Mining, Industrialization

By Jacqueline Ricks

Summary

Students will locate cities that developed because of ARMI and plot them on a map. They will use visual keys to identify the cities. Then, they will research the current population, origination, and interesting facts about many of Utah's ARMI towns. They will then use a framed paragraph to explain how ARMI helped Utah create communities.

Main Curriculum Tie

UT Studies Standard 2.6

Students will explain how agriculture, railroads, mining, and industrialization created new communities and new economies throughout the state.

Time Frame

2 time periods that run 45 minutes each

Group Size

For maximum efficiency, students will be put in pairs for completing the map and research for the chart to help reduce the time commitment for the lesson.

Life Skills

Aesthetics Character Communication Employability
 Social & Civic Responsibility Systems Thinking Thinking & Reasoning

Materials

Technology for student research (Chromebooks, iPads, etc.), atlas of Utah (or use website of Utah cities), student handouts.

Student Worksheets and Answer Key

Background for Teachers

Teachers should acquaint themselves with the background of the included cities of Utah and know where to find them on the map of Utah.

Student Prior Knowledge

Knowledge of the vocabulary words agriculture, mining, and industry.

Intended Learning Outcomes

Students will be able to accurately place cities on the map and see the impact of ARMI on Utah as a visual representation. They will also be able to explain how the railroad increased the economies of these cities by expanding their reach.

Instructional Procedures

The teacher should distribute the blank map of Utah with the chart of Utah's cities. Have students work in pairs to plot the cities on the map. Then, using the website provided on the handout, students should research the listed cities and fill in the chart completely. Students will then know why each city was founded and should go back to their maps and draw the correct symbol next to each city. Finally, students will fill in the blanks of the framed paragraph using the chart and word bank, explaining the impact of ARMI on communities and economies.

Strategies for Diverse Learners

A framed paragraph with word bank will help students develop writing and organizational skills. Partner work will help students research. Drawing symbols will help ELL students visualize the message of the lesson. Not all of the cities are necessary; some can be eliminated at the teacher's discretion. Teachers could substitute the blank outline map of Utah with a blank county map for additional help in identifying locations of cities.

Extensions

An extension is provided on the lesson--a question connecting the subject to today. Students need to research whether or not those same ARMI characteristics are as important to Utah's economy today.

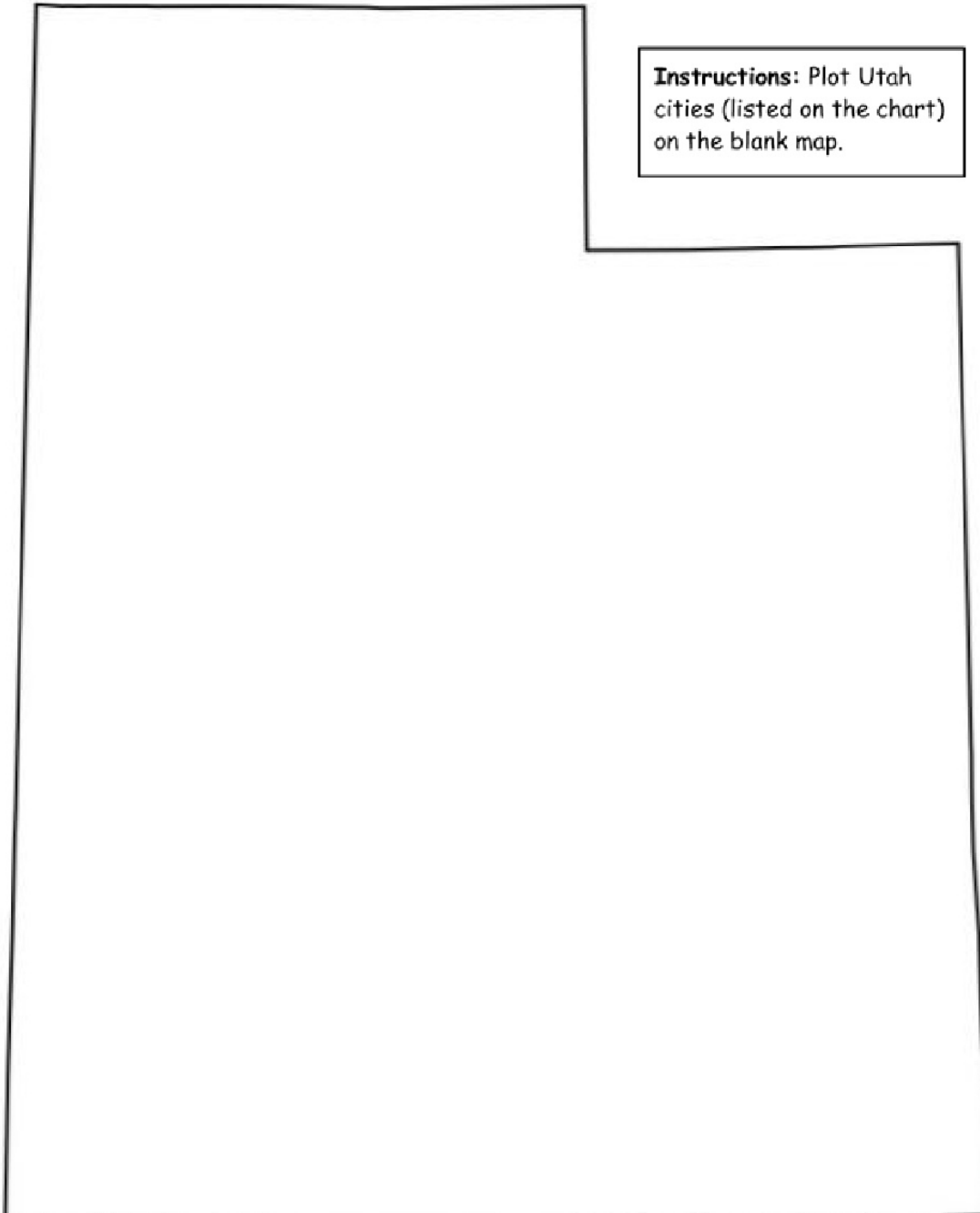
Assessment Plan

Assess student understanding by evaluating completion of the framed paragraph.

Standard 2.6 Students will explain how agriculture, railroads, mining, and industrialization created new communities and new economies throughout the state.

Name _____

Period _____



Instructions: Plot Utah cities (listed on the chart) on the blank map.



Draw a plant next to the city if it was founded for **agriculture**.

Draw a shovel next to the city if it was founded for **mining**.



Draw a railroad track next to the city if it was founded for the **train**.

Draw a little factory next to the city if it was founded for **industry**.



Use the following website to find information about the cities below:

https://en.wikipedia.org/wiki/List_of_cities_and_towns_in_Utah

City Name	Famous for... (Agriculture, Train, Mining, or Industry)	Year Settled	Population	Interesting Fact
Amalga				
Antimony				
Coalville				
Corinne				
Dixie	Agriculture	1861	80,212	Brigham Young asked 300 families to go there to plant cotton and grapes when the US was nearing the time of the Civil War.
East Carbon				
Eureka				
Farmington				First farmers raised alfalfa, grain, and livestock
Fruit Heights				
Helper				

Millcreek				
Millville				
Ogden	Railroad			Brigham Young wanted the railroad to go North and South from Salt Lake to unite the cities. A major stop was in Ogden.
Ophir		1860s		Ghost town now
Park City				Began as a mining town, but is now a major ski resort.
Richfield				
Sunnyside				
Vineyard		1899		

Finish these paragraphs:

Utah profited from agriculture, mining, the railroad, and industry. Agriculture helped create the communities of _____, _____, and _____. Some specific products grown within Utah are _____, _____, and _____. Mining is a significant part of Utah's history. The towns of _____, _____, and _____ were created as mining centers. _____, _____, _____, and other minerals are mined in Utah. The railroad brought many settlers to Utah, specifically the towns of _____ and _____. Utah experienced its own industrial revolution. Mills and factories were made in _____, _____, and _____.

Perhaps the most significant development in helping Utah to grow and profit in agriculture, mining, and industry was the addition of the railroad. The railroad allowed farmers to _____. The railroad impacted mining by _____.

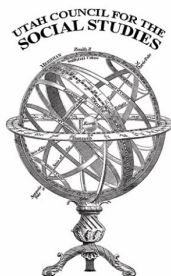
Finally, the railroad supported industry because _____.

Extension: Do your own research and answer the following question: How does Utah rely on agriculture, railroads, mining, and industry today? Explain, using examples. What are some of the ways that Utah's economy has changed since the development of the railroads?

Answer Key: *If asterisk, the answers are already filled in on the chart because they require other website resources.

City Name	Famous for... (Agriculture, Train, Mining, or Industry)	Year Settled	Population	Interesting Fact
Amalga	Agriculture	1860	488	Amalgamated sugar company is how the town got its name
Antimony	Mining	1873	122	Antimony is a metal that was mistaken for lead.
Coalville	Mining	1858	1,363	Named after the miners who came from Coalville, England
Corinne	Railroad	1869	685	*In a territory mostly made up of Mormons, not one Mormon lived in Corinne in its beginning.
*Dixie	*Agriculture	*1861	*80,212	*Brigham Young asked 300 families to go there to plant cotton and grapes when the US was nearing the time of the Civil War.
East Carbon	Mining	1922	1,301	Coal mining town named for carbon that makes up coal.
Eureka	Mining	1969	669	Eureka means "I have found it" in Greek. They named the town Eureka after finding gold.
Farmington	Agriculture	1847	18,275	*First farmers raised alfalfa, grain, and livestock
Fruit Heights	Agriculture	1850	4,987	Named for its many fruit orchards
Helper	Railroad	1883	2,201	Named for the "Helper Engines" or the extra engines used to get trains over Soldier Summit from Helper to Spanish Fork.
Millcreek	Industry	1848	62,139	Site of the first flour mill in Utah.

Millville	Industry	1860	1,829	Site of the first sawmill in Cache Valley
Ogden	*Railroad	1847	82,825	*Brigham Young wanted the railroad to go North and South from Salt Lake to unite the cities. A major stop was in Ogden.
Ophir	Mining	*1860s	38	*Ghost town now
Park City	*Mining	1869	7,558	*Began as a mining town, but is now a major ski resort.
Richfield	Agriculture	1863	7,551	Named after a rich crop of wheat that was harvested.
Sunnyside	Mining	1912	377	The coal mine was located on the sunny side of the valley.
Vineyard	Agriculture	*1899	139	Named for the grapes planted in the area.



Lesson plans on the Transcontinental Railroad created with the support of Spike150, the Utah Division of State History, and Utah Council for the Social Studies.

