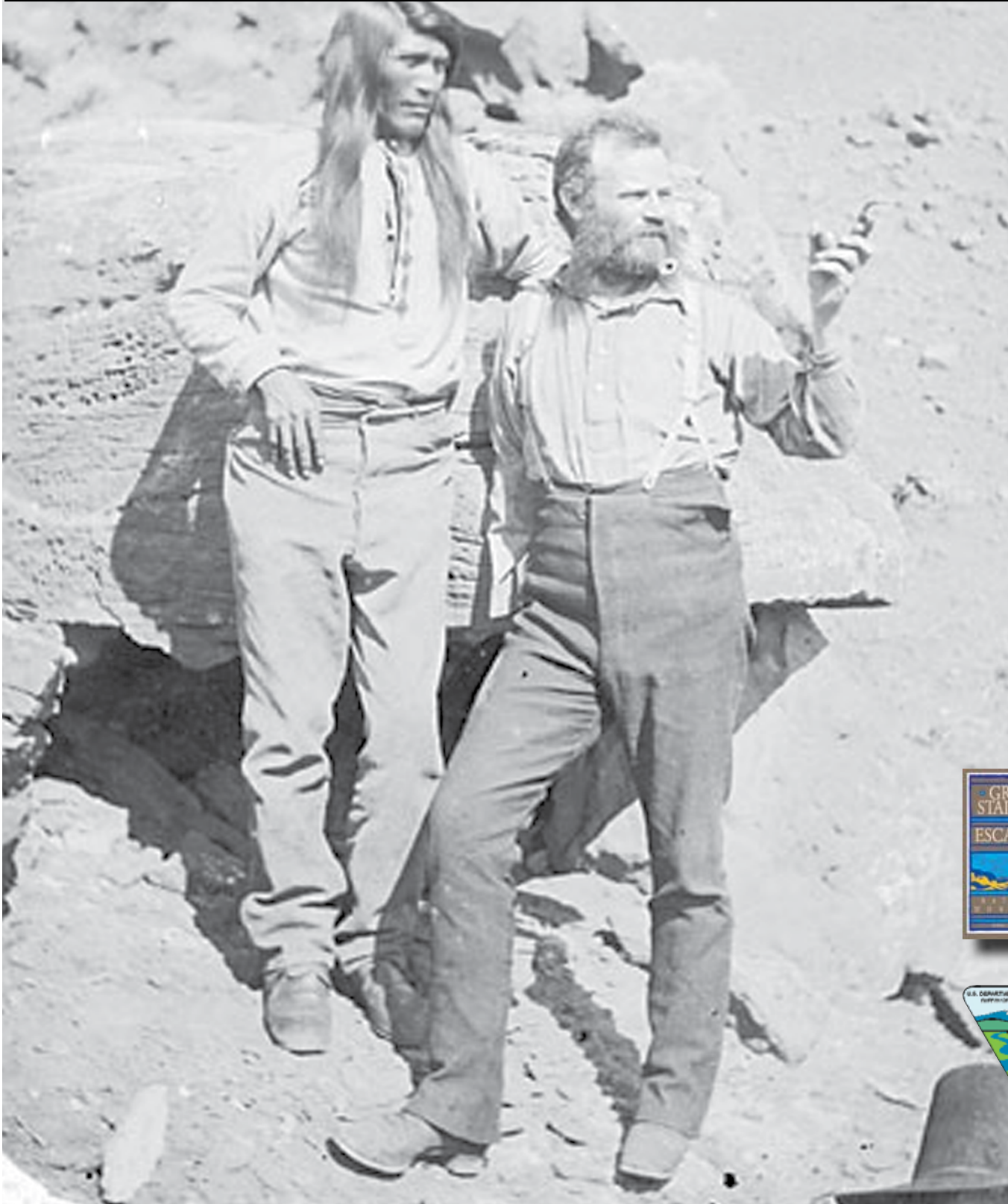
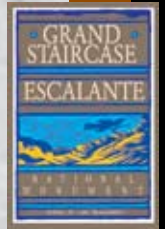


Two Cultures - One Landscape

Teacher Guide



Grand Staircase-Escalante National Monument



Two Cultures – One Landscape

Grade Level

9-12

Duration

90 minutes

Description

Students learn about the cultures and lifeways of the Southern Paiute Indians and Mormon Pioneers, their adaptations to life in the Grand Staircase-Escalante National Monument area and regional changes that resulted when these two cultures shared one landscape.

Goals

- Identify the relationship between cultures and their environments.
- Examine cultural histories and lifeways of the Southern Paiute and Mormon pioneers living in the Grand Staircase-Escalante National Monument region.
- Analyze causes and effects of regional changes that occurred with the establishment of Mormon settlements in the Grand Staircase-Escalante National Monument area, and how they affected the Southern Paiute and Mormon Pioneers.

Academic Content Standards

The following standards are drawn from *Content Knowledge*¹.

World History Standard 36

Understands patterns of global change in the era of Western military and economic dominance from 1800-1914.

Level IV (Grades 9-12)

Benchmark 8

Understands the debate on the westward movement in North America in the 19th century: whether this movement was unique, or simply part of a larger pattern of European overseas settlement, and what consequences the expansion had for indigenous peoples.

Geography Standard 4

Understands physical and human characteristics of place.

Level IV (Grades 9-12)

Benchmark 1

Knows how social, cultural, and economic processes shape the features of places (e.g., resource use, belief systems, modes of transportation and communication; major technological changes such as the agricultural and industrial revolutions; population growth and urbanization.)

¹ *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education: 4th Edition*, Mid-Continent Research for Education and Learning in Aurora, Colorado. <http://www.mcrel.org/standards-benchmarks/>

Geography Standard 5

Understands the concept of regions

Level IV (Grades 9-12)Benchmark 1

Understands how regional boundaries change (e.g., changes resulting from shifts in population, environmental degradation, shifts in production and market patterns, wars...).

Benchmark 2

Knows factors that contribute to the dynamic nature of regions (e.g., human influences such as migration, technology, and capital investment; physical influences such as long-term climate shifts and seismic activity).

Geography Standard 6

Understands that culture and experience influence people's perceptions of places and regions.

Level IV (Grades 9-12)Benchmark 1

Understands why places and regions are important to individual human identity and as symbols for unifying or fragmenting society (e.g., sense of belonging, attachment, or rootedness; symbolic meaning of places such as Jerusalem as a holy city for Muslims, Christians, and Jews).

Materials

- *Two Cultures-One Landscape – Student Activity*
- Computer with internet access.
- Video or DVD *Traces in Time*, produced by GSENM

Objectives

1. Read about the Southern Paiute and examine historic photos to identify how they adapted to the environment that provided them with food, water, and shelter.
2. Read about Mormon Pioneers and study historic photos to identify how they adapted the environment to provide food, water, and shelter.
3. Evaluate regional changes that occurred with the establishment of Mormon settlements in the Grand Staircase-Escalante National Monument region and how they affected the lifeways of the Southern Paiute and Mormon pioneers.

Procedures

1. The 20 minute video, *Traces of Time*, produced by Grand Staircase-Escalante National Monument, is an excellent way to introduce students to the landscape and people of the Grand Staircase-Escalante National Monument region.
2. Steps 1 & 2 – Students should read the narrative, *Two Cultures – One Landscape* (pages 1-6), before going online to learn more about the Southern Paiute and Mormon pioneers. Small groups or teams can work together to complete the online portion.
3. Step 3 – *Assessment* (pages 7-8), is a series of questions that students can answer from the narrative, *Two Cultures – One Landscape*. Website links as well as links specifically for Question

4 will give students a more in-depth understanding of the relationship between the landscape and the Southern Paiute and Mormon pioneers. Having students work in teams or small groups is a good way to promote discussion and analysis. An Answer Key is provided.

Adaptations:

This activity can be shortened to 45 minutes if Steps 1 and 2 are divided between members of the class and discussed as a group to complete the analysis component of Step 3.

Extensions

- Research the Black Hawk War and determine the role and the effect it had on both the Southern Paiute and Mormon pioneers.
- Students can use the Internet or other texts to research the special role that the Lamanites, or Native Americans, had in Mormon doctrine and how this affected the relationship between the two cultures.

References

Books/Periodicals

- Chesher, Greer. *Heart of the Desert Wild: Grand Staircase-Escalante National Monument*. Bryce Canyon Natural History Association, 2000. Bryce Canyon National Park, Bryce Canyon, Utah 84714. ISBN 1-882054-06-7.
- Cuch, Forrest S. *A History of Utah's American Indians*. Utah State Division of Indian Affairs/Utah State of History. Salt Lake City, UT, 2000.
- Fleischner, Thomas L. *Singing Stone: A Natural History of the Escalante Canyons*. The University of Utah Press. Salt Lake City, UT, 1999.
- Hamblin, Jacob. *Jacob Hamblin: His Life in His Own Words*. Paramount Books. New York, NY, 1995.
- Hinton, Wayne K. *Utah: Unusual Beginning to Unique Present*. American Historical Press. Sun Valley, Ca., 2000.
- Kelen, Leslie & Sucec, David. *Sacred Images: A Vision of Native American Rock Art*. Gibbs-Smith Publisher. Salt Lake City, UT, 1996.
- Powell, John Wesley. *The Exploration of the Colorado River and its Canyons*. Penguin Books. New York, NY, 1987.
- Prince, Stephen L. *Gathering in Harmony*. The Arthur H. Clark Co. Spokane, WA, 2004. (This one is about the Mormon Pioneers.)
- Probasco, Christian. *Highway 12*. Utah State University Press. Logan, UT, 2005
- Robinson, Adomis F. *History of Kane County*. The Utah Printing Co. Salt Lake City, UT, 1970.

Websites

Utah History to Go – multiple sites

<http://historytogo.utah.gov/index.html>

http://historytogo.utah.gov/utah_chapters/american_indians/nativeamericanandeuropeanrelations.html

http://historytogo.utah.gov/utah_chapters/american_indians/paiuteindians.html

http://historytogo.utah.gov/utah_chapters/pioneers_and_cowboys/cowboysandthecattleindustry.html

http://historytogo.utah.gov/utah_chapters/pioneers_and_cowboys/hole-in-the-rocktrekremaisanepicexperience.html

http://historytogo.utah.gov/utah_chapters/pioneers_and_cowboys/whatmadethemormonandscapeunique.html

http://historytogo.utah.gov/utah_chapters/pioneers_and_cowboys/settlementandexploration.html

http://historytogo.utah.gov/utah_chapters/pioneers_and_cowboys/colonizationofutah.html

http://historytogo.utah.gov/utah_chapters/trappers,_traders,_and_explorers/dominguez-escalanteexpedition.html

http://historytogo.utah.gov/utah_chapters/american_indians/utahspaiuteindiansduringthedepression.html

http://historytogo.utah.gov/utah_chapters/american_indians/utahsfirstpeople.html

http://historytogo.utah.gov/utah_chapters/american_indians/blackhawkwar.html

http://www.surweb.org/Search/cover_page.asp?cid=95&abr=pih&mm=0

Library of Congress – John K. Hillers photo of wickiup

http://memory.loc.gov/cgi-bin/query/D?hawp:19:./temp/~ammem_1CjZ

Assessment

- At the end of this activity students should be able to summarize the effects that the Southern Paiute and Mormon pioneers each had on the landscape.
- Student assessments of the probability that hunter-gatherer cultures can coexist in the same landscape as agrarian cultures (Objective 3) can be collected or discussed in class to evaluate their understanding.

Answer Key

Question 1

How did the Mormon settlements affect the environment that the Southern Paiute people depended on to meet their basic needs for food, water, and shelter?

- *Paiutes hunted, foraged, and gathered food from native plants. Tilling of land for crops, diversion of water for farmlands and orchards, and grazing livestock on open range decimated native grasses and plants that the Southern Paiute used as food sources. Habitat for game species hunted by the Southern Paiute was lost to agriculture, livestock grazing, and timber harvesting for construction of homes, barns, outbuildings, and fences.*

- *Before the Mormon settlements, Paiutes camped near water sources and carried water in jugs for their use. They were physically able to live on relatively little water, having adapted to the arid desert environment. The Mormon Pioneers diverted water from streams and springs to their fields and orchards, hauled water for culinary use in 50 gallon barrels several times a week, and constructed dams and irrigation ditches that sometimes moved water miles from its original source. The availability of water resources for the Southern Paiute was diminished.*
- *Southern Paiutes built wicki-ups with easily harvested materials like willow branches, juniper boughs, and reed. Their shelters were easily constructed compared to the brick homes of the settlers. The availability of materials for wicki-ups was not as severely impacted as food and water resources.*

Question 2

How was land use and ownership or title to property determined after Mormon pioneers moved into the area?

Different Paiute bands “controlled” specific territories or lands, but there were no fences or permanent habitations that compared to Mormon settlements. Mormon Pioneers didn’t recognize the Paiute’s title to land, and so Mormon settlements were apportioned to the settlers, fences built, and property rights established. Natural resources of water and timber were considered community property.

Question 3

Other than environmental changes, how were the Southern Paiute affected by the presence of Europeans and Euro-americans in the Grand Staircase-Escalante region?

- *The Southern Paiute population declined*
- *The active slave trade by the Spanish and Mexico provoked more frequent raids by Utes and Navajos. Women and children were taken and sold or kept as slaves.*
- *Europeans and Euro-Americans brought diseases, like smallpox, for which the Paiute had no natural resistance, resulting in outbreaks of illness and death.*
- *The natural resources that the Southern Paiute depended on to survive were decimated and the people starved. By 1930 there reportedly only 500 Southern Paiute in southern Utah.*

Question 4

What was the Black Hawk War? How did it affect Southern Paiute people and Mormon pioneers?

The Black Hawk War began on April 8, 1865, with a meeting between “prominent Utes” and a group of Mormon settlers in Manti, Utah. The meeting was called to resolve a dispute over the threat, or actual theft, of horses and cattle by “Indians” (accounts vary; the “Indians” were probably Ute people.)

- *At that time the population increases of Mormon settlers were fast and furious, by some accounts as many as 3,000 a month to some locations. As a result many Utes, Goshutes, and Paiutes were starving. Smallpox and other diseases, contracted from their association with “the whites,” reportedly killed and weakened a great many more.*

At this meeting one of the settlers pulled a Ute Chief from his horse and threatened him with violence. Five days later a young Ute named Black Hawk led a raid that resulted in stealing “hundreds” of cattle and

killing five Mormon settlers. Black Hawk escaped into the mountains and the “starving Indians were fed with Mormon beef.” Black Hawk was hailed as a “war chief” and the raids continued. More Utes joined in raids as did people from other tribes including the Southern Paiutes. Between 1865 and 1867 the conflict raged on. Mormon settlements were abandoned and forts built for protection.

As the war continued many Mormon, Ute, and Southern Paiute lives were lost. One incident that occurred in Circleville in 1866 resulted in killing innocent Paiute men, women, children, and infants by the Circleville militia. In 1867 Black Hawk made peace with the settlers and the war ended.

Some Southern Paiute people participated in raids, others did not. Unfortunately the distinction between who was and wasn’t participating was not always made by the settlers and militias and many innocent Paiute people were killed, as were innocent Mormon Pioneers.

Question 5

How did the Southern Paiute and the Mormon pioneers perceive the Grand Staircase-Escalante area as a special place?

It was sacred to both

Vocabulary

Anasazi	Prehistoric horticultural culture dating from about 100 BC to 1250 AD.
Archaic culture	Prehistoric hunter-gatherer culture dating from 7,000 to 100 BC.
Arid	A region in which annual rainfall is less than 25 cm (10 inches).
Extinct	Have no members of the species or family in existence, as is the case with many organisms known only from fossils.
Lifeways	The way of life that typifies an individual group or culture.
Mormon	Nick-name for a member of The Church of Jesus Christ of Latter-Day Saints
Navajo	Native North American people living mainly in the Four Corners region of the western United States.
Paleo-Indian	Prehistoric “Big-Game Hunters” who traveled throughout North America hunting mammoths, horses, camels, and other now-extinct big game animals from approximately 10,000 to 7,000 BC.
Southern Paiute	Native North American people living in northern Arizona, southeastern California, southern Nevada, and southern Utah.

Ute

Native North American culture living in eastern Utah and southwestern Colorado.