

UTAH COUNTIES

Written by Jana Shumway

Core Objectives

Social Studies Standard 1: Students will understand the relationship between the physical geography in Utah and human life. Objective 1: Classify major physical geographic attributes of Utah. a. Identify Utah's latitude, longitude, hemisphere, climate, natural resources, landforms, **and regions** using a variety of geographic tools.

Dance Strand Connect: Standard 4.D.CO.2: Select a topic of study in school and develop research questions to explore, then choreograph movements that relate key aspects about the topic that communicate the information.

Grade: 4th Grade

Length of Lesson: Two 30-40 minute lessons

Music and Materials needed

Music: Utah: This is the Place (with vocals) by Sam Francis, Gary Francis

Utah: This is the Place (instrumental) by Sam Francis, Gary Francis

Utah County Cards (provided in a separate file)

Preparation before class begins

Tape lines on the floor to create the Utah border either in the gym or in your classroom. Just tape the main outside border.

Lesson Plan for Day One

Introduction

Play the instrumental version of "Utah: This is the Place". Have the kids follow behind you as you walk the Utah border. Make sure the kids imagine a big map of Utah. Maybe point out SLC and St. George, or a couple of other landmarks in Utah so they can picture the map spread out on the floor.

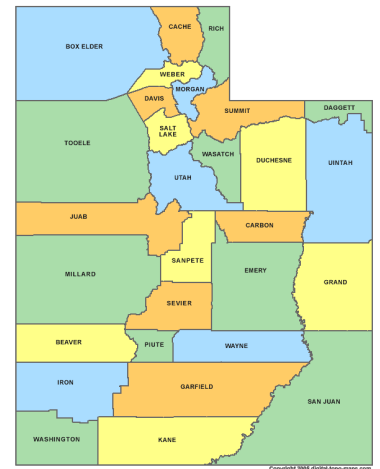
Then have all the kids come with you to the southwest corner of Utah. Have them follow you as you travel up the west side; then down the middle of Utah; then up the east side while you tell the following story with movement. Be in the appropriate space (where the county is) at the right time during the story.

Crazy, Nonsense Story

Once upon a time there was a man named **WASHINGTON**. (Gallop in a circle then salute).

When Washington wasn't running the country or fighting in a warhe loved to **IRON**. (Do smooth sustained movement).

But he didn't iron clothes. He only ironed **BEAVERS**. (Make a shape of a beaver with two hands representing two big teeth. Then take the shape and flatten it to the ground because it got "ironed").



Then he took the beaver and put it in a **MILL - (ARD)**. (Choose between one of two shapes: an arching shape, or get inside the negative space of someone else making an arching shape - like in a "mill"). It was so hot in the mill that the beaver was getting very thirsty.

He went to "thirsty valley" or **JUAB** to get water. "Juab" means "thirsty valley". (Make a curved shape like a valley. Point out that the curve represents a "J" or a "U" and then make the shape using their abs (abdominal muscles) . . . thus "J" . . . "U" . . . "AB" or JUAB.

When the beaver drank all the water, down at the bottom of "thirsty valley" he found some TOOLS **TOOELE**. (Do staccato movement like a hammer that strikes sharply).

With the tools he made a really nice **BOX (ELDER)**. (Make the shape of a box either alone or with a partner).

The box was so fine that people wanted to buy it. But he would only accept CASH **CACHE** (circle around with armed circled in front of you one time for a coin; another time for another coin; and make a big rectangular shape for a dollar bill) from the **RICH** people (start low and get higher and higher as if you're making more and more money).

There were three rich people who bought the box. Their names were **WEBER** (make a "w" shape with your arms); **MORGAN** (turn the "w" shape upside down to create an "m"); and **DAVIS** (bring the arms up and circle them around so the upper body is curving as the hands curve into the legs to create a "D" shape).

Those three "rich people" loved their new box and they decided to use it as a boat. They put it in the **SALT (y) LAKE**. (Start low and rock back and forth in the boat). Then they noticed that the boat started floating higher and higher because the lake was so salty. (Float higher and higher).

The boat floated so high it landed on the **SUMMIT**. (Reach arms up to a point). Then because the summit was too pointed to stand on, they had to step down on the **WASATCH** front and "watch" to see what they could see. (Look to the right and look to the left). To the right they could see **UTAH!** (Jump up and down twice. On the first jump put the arms in a "U" shape and the second jump put the arms straight out to the sides like the letter "T" while saying "UTAH"). And to the left they saw a cool dude named Shane....."dude Shane" **DUCHESNE**. (Make a cool dude shape).

Shane was soooo cool they wanted to make a **CARBON** copy of him. (Make the same cool dude shape as before knowing that it's a statue made of coal ("carbo" means coal). **SANPETE** loved the statue so much he wanted another statue just like it (explode 6 times with excitement each time you say "pete" (or "peat") while saying "Sanpete, Sanpete, Sanpete wants to repeat, repeat, repeat!"). But Sanpete wanted the new statue to be a girl named **EMERY** (make the same cool dude shape but after you make it flip your hair like a girl).

Oh no - watch out! Emery is not stable!! Emery fell over onto the farms. It was a terrible **SEVIER** problem. (Let the statue of Emery fall over to the ground).

John **WAYNE** heard about the sevier (severe) problem and he wanted to go and tell SanJuan. (Gallop while circling a lasso above your head like a cowboy). But first he was so hungry he sat down and ate a pie **PI (UTE)**. (Sit down and make a big circle with your legs and arms to make the shape of a pie).

As John Wayne was about to take off to visit San Juan, he remembered he couldn't forget his cat **GARFIELD**. (Make an arching back shape like a cat). But the cat couldn't jump onto the horse because his leg was broken. (Walk while stumbling with one leg limp while holding a cane). So he grabbed his **KANE** and pushed off with his cane to get onto the back of John Wayne's horse.

Off they road to visit **SAN JUAN** over by Lake Powell. (First gallop to San Juan County then make a long, skinny shape with little canyons and poking parts sticking out like Lake Powell, then wave to San Juan).

San Juan had a **GRAND** idea! (Make a huge shape with the whole body). He said to do a magic trick. He said "U" need to get "in"side something and then say "TAH" dah! **UINTAH** (point to yourself "u", get low and inside something "in", then jump out and create a shape "tah").

Well the magic trick didn't work so everyone said dangett! Or **DAGGETT** (collapse to the ground).

Review

After you complete the story repeat the whole thing without saying a word. Have them pay attention to the location and the movement.

Then dance the whole thing one more time but have them fill in the blanks when you tell the story. "Once upon a time there was a man named _____? _____. When he wasn't running the country or fighting in a war he loved to _____? _____. . . . Continue through the whole story having the kids fill in the blanks.

Lesson Plan for Day Two

Application / Review

First see if your class remembers the story from part one of the lesson. You'll probably need to quickly review the story with the movement. When you review it again have them fill in the blanks as much as possible.

Then give one "Utah Counties Card" to each student. Have them go inside the Utah boarder (the tape lines on the floor) to the location of the county listed in black on their card and place the card on the floor and stay at that county. Tell them they get to take a trip around Utah today. Show them the card that says "WELCOME TO....." (which is written in black) NOW TRAVEL TO....." (which is written in blue). Notice that the county in black is the county they're in. And the county in blue is the county they'll travel to.

Juab

(Wasatch)



For example if they have the JUAB card they are in JUAB. They need to make a curved shape like a valley. After they do the movement for the county, then they need to travel to the county in blue - so on the JUAB card they would travel to WASATCH. Once they get to Wasatch they need to look to the right and look to the left. Then they'll see the blue county on that Wasatch card and travel to BOX ELDER. When they get to Box Elder they need to make the shape of a box.

Wasatch

(Box Elder)



When they travel they can either slide, skip, gallop or leap to get to the next county. Have them travel the entire state of Utah on their own doing the movement at each county. Continue until they're back to the first county where they started.

Alternate idea: You could also do this in pairs or small groups in case they need two or more brains working together.

Conclusion

Give them a blank map of Utah with the borders of the counties, and have them fill in the counties. See how they do!