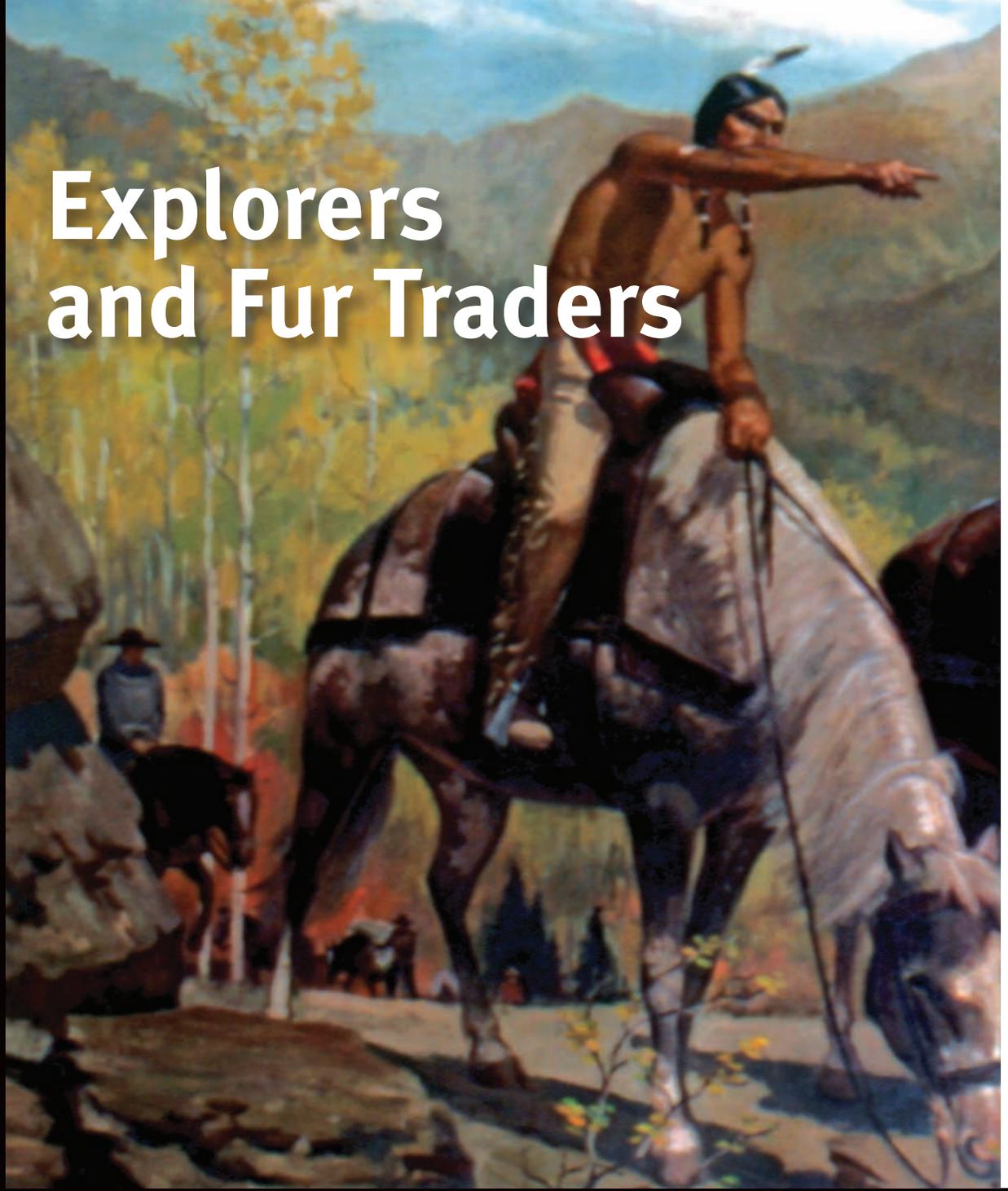


The BIG Question?

How did early explorations, encounters, and trade shape our history?

A Ute guide shows Father Escalante the Utah Valley. Imagine you are a Ute boy or girl in the late 1700s. How would you feel if you saw explorers coming? What questions would you ask yourself?

Explorers and Fur Traders



1700s

- American Indians live throughout Utah and the West.
- Spain claims the land we call Utah.

Timeline of Events

1750

1775

1765

Juan Rivera crosses into Utah near Monticello.

1776

- Fathers Dominguez and Escalante enter Utah.
- The 13 colonies declare independence from Great Britain.

Chapter

5

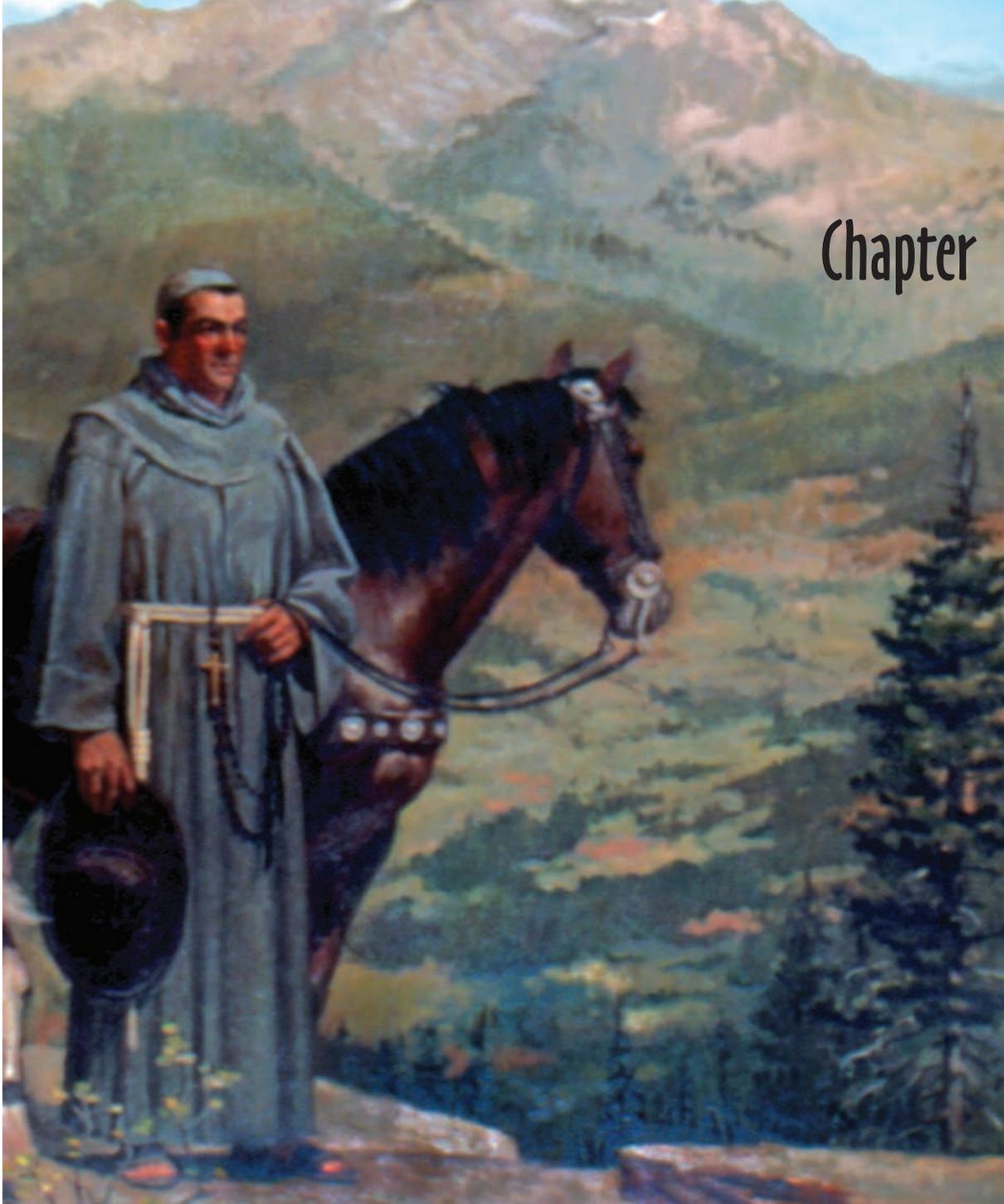


Become a Better Reader

Visualize the Text

Good readers “see” a story in their heads as they read. Turning the words you read into pictures in your mind helps you understand what you are reading. This is how you visualize the text.

This chapter is filled with vivid stories about the first non-Indians to come to Utah. Visualize the text as you read about explorers, trappers, and traders who made their way to Utah.



1800

1821

- Spanish rule in North America ends.
- Mexico claims Utah.

1824

Etienne Provost, Jim Bridger, and Peter Skene Ogden travel in the Utah region.

1825

1820s–1830s

Utah is a center for the fur trade.

1827

Jedediah Smith blazes a trail from Utah to Southern California.

1840s

Wagon trains pass through Utah on their way to California.

1830–1848

The Old Spanish Trail is used for trade.

1842

John C. Fremont begins five trips to the West.

1850

Key Ideas

- The Spanish were the first Europeans to explore Utah.
- Dominguez and Escalante explored the land and met some of Utah's Indians.
- The European culture brought change to Utah.

Key Terms

colony
conquer
empire
expedition
explorer
mission
slave
translator



Become a Better Reader

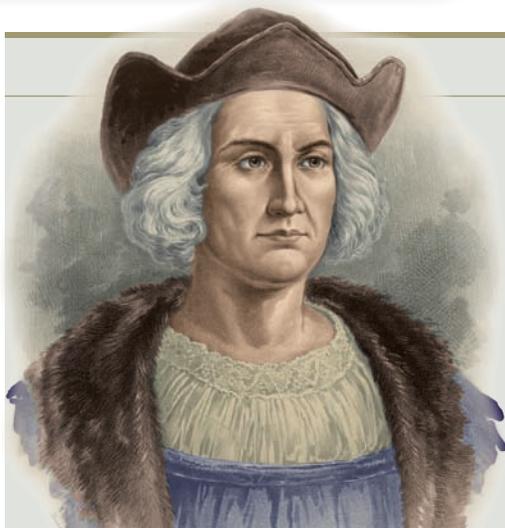
Take Mental Snapshots

New Spain

American Indians lived for thousands of years in the place we call Utah. They also lived throughout the rest of North and South America. In fact, as many people lived in the Americas as lived in other parts of the world. But for a long time, people in other parts of the world knew nothing about these lands. They did not know they even existed.

Then the world of the Indians began to change. New people began to come from far across the ocean. Countries in Europe, such as Spain, England, France, and Portugal, sent men to explore. **Explorers** traveled to new lands to explore and claim the land. They hoped to find new routes for trade. They hoped to find great riches. These treasures would bring wealth to their countries.

After Columbus, Spain sent many other explorers to the Americas. It also sent armies to Mexico and South America. Soon it had a large **empire**, or group of territories under its control. It called the lands New Spain. New Spain included the land we call Utah.



Christopher Columbus

The Spanish were the first to claim large areas of the Americas. In 1492, Christopher Columbus and his crew landed on islands in the Caribbean Sea.

Columbus reported that many native people lived there. These were the Taino people. Even though others lived there, Columbus claimed the islands for Spain.

To people in Europe, the Americas were a “New World.” The rulers wanted to start colonies there. A **colony** is a settlement under the control of another country.



New Spain included much of what is now the United States, Mexico, and Central and South America. Can you see where Utah is today? What other modern states did it include?

Moving North from Mexico

The Spanish began to hear stories about lands to the north. They heard about cities of gold. They sent explorers to look for the cities. They also wanted to find land for farms and ranches.

Juan Rivera entered what is now Utah. He was searching for the Colorado River and for silver and gold. Near what is now Moab, he carved a large cross.

Missions

As a part of their empire, the Spanish built missions. A **mission** was a small religious community where priests and others lived. Young priests from Europe came across the ocean to build the missions. They taught the Indians the Catholic religion. They wanted them to dress, live, and speak like the Spanish. Indians often helped the priests by showing them where and how to get food. They also helped as travel guides.

Dominguez and Escalante

The Spanish wanted to find a route from Santa Fe, New Mexico, to their mission in Monterey, California. If they could establish a trail, they could expand their control. Spanish men and women could start farms and ranches. They could send letters, supplies, and soldiers.

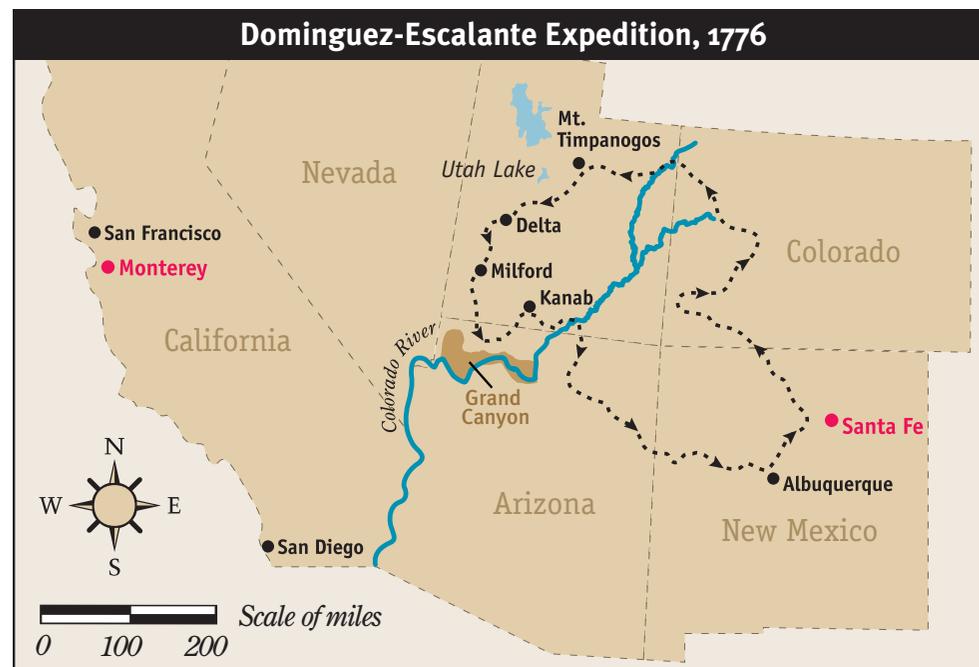
Two men were in charge of finding the route. They were priests named Father Francisco Dominguez and Father Silvestre de Escalante. Eight other men started out with them. One was a mapmaker. Along the way, two Utes joined them as guides and *translators*. They explained Indian languages to the explorers. The explorers called them Silvestre and Joaquin. Joaquin was 11 years old. Do you think you could survive a 1,000-mile hike like Joaquin?

It was a hot July day when the Dominguez-Escalante *expedition* left Santa Fe. Horses and mules carried the supplies. The group traveled north all summer. The dry country was nothing like they had seen in Spain. They had little water, and sometimes they got lost.

The group looked for good places for Spanish people to settle. They watched for water to drink and to irrigate crops. They looked for timber. They saw what nuts and berries grew that people could eat. They noticed what birds and animals were in the area.



The explorers were searching for a route from Santa Fe to Monterey. Find those two places on the map. Did the group ever reach the Great Salt Lake? What major river did they cross on their way back? Compare this map to the map of Indian lands on page 119. Which tribes' lands did the explorers pass through?



Entering Utah

After about five weeks, the men entered what is now Utah. Near Duchesne, they wrote of rich soil, water, and timber.

After several more weeks, they “caught site of the lake [Utah Lake] and the spreading valley.” They saw the mountain we call Timpanogos. It towered above Utah Valley. They saw Ute villages dotting the shores of Utah Lake.

The group spent three days near the lake. They told the Utes about the Catholic religion. The resources of the valley were rich. They would support many Spanish people.

Friends or Enemies?

Many Indians did not like the Spanish coming onto their lands. They feared the Spanish would try to **conquer** them. They wanted them to return to where they had come from.

Other Indians seemed friendly. That was the way Dominguez and Escalante said the Utes of Utah Valley felt. The Utes hoped the Spanish would help keep the Comanches away.

Dominguez and Escalante wanted the Utes to become Christians. They wanted to teach them how to farm and raise cattle. They thought they should live like Spaniards. They said that was the way God commanded them to live.

Turning Back

The explorers continued through other parts of Utah. They realized they could not cross the desert before winter. They might not have enough food. Then they were caught in an early blizzard. They decided to return to Santa Fe.

Dominguez and Escalante did not find their way to California. But they did explore, map, and name parts of Utah.

“Everywhere there were smoke signals . . . carrying in this way news of our arrival.”

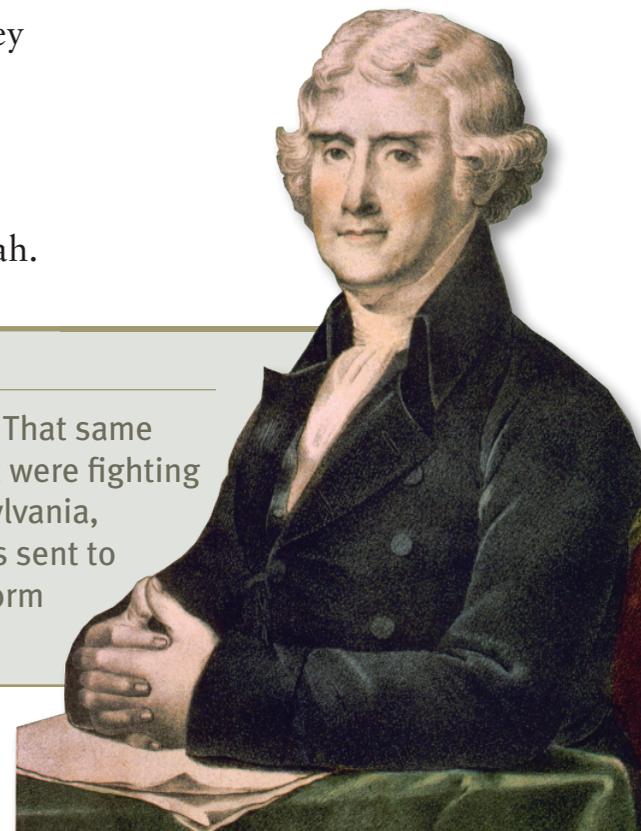
*—Father Escalante’s diary,
September 23, 1776*

“[The Utes] live on the lake’s abundant fish . . . Besides this, they gather the seeds of wild plants in the bottoms and make a gruel from them, which they supplement with the game of jackrabbits, and fowl . . . They also have bison handy not too far way . . . They have interesting crafted baskets and other utensils for ordinary use.”

—Father Escalante’s diary

Meanwhile, in Philadelphia . . .

It was 1776 when Dominguez and Escalante entered Utah. That same year, a new country was born. The 13 colonies on the East Coast were fighting the British for independence (freedom). In Philadelphia, Pennsylvania, Thomas Jefferson wrote the Declaration of Independence. It was sent to the king of England. It said the colonies were breaking free to form their own country. It was called the United States of America.

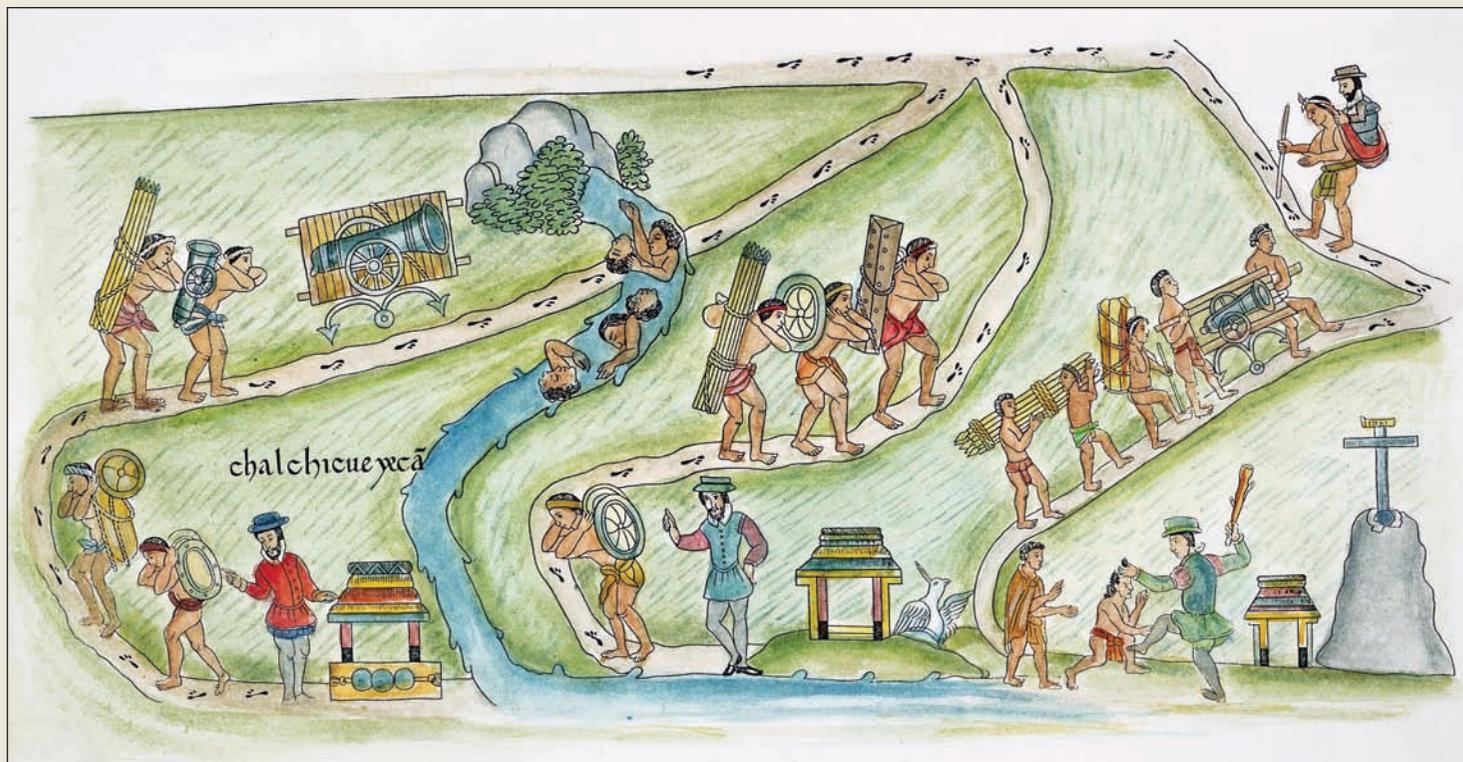


GO TO THE SOURCE!



Study a Drawing

This picture was made in the 1500s. It shows how the Spanish treated the Indians in Mexico. Later, the Queen of Spain made laws to protect Indians in her colonies. Study the picture and answer the questions.



LOOK

What kinds of jobs are the native people doing in this picture?

How are the Spanish men treating them?

THINK

Why do you think the Indians were treated like this?
How do you think they felt?

DECIDE

Imagine you were a Spanish colonist. What would you have done when you saw this treatment of the Indians?

The Old Spanish Trail

The Spanish continued to come to Utah. In the 1800s, Spanish traders wanted to send goods between Santa Fe and Los Angeles. Find these two cities on a map. They wanted to avoid the Indian country of Arizona and its canyons and plateaus. So they chose a longer route. It was called the Old Spanish Trail, and it cut a path through Utah.

Traders took their sheep, wool blankets, rugs, and fabric from New Mexico. They traded them for horses and mules in California. Ships along the coast carried the goods to ports around the world.

People also traded Indian men, women, and children for goods or animals. They sold them as slaves. A *slave* is a person owned by another person. Slaves are forced to work without pay. Indian slaves worked in the gold mines or as servants.

A New Culture Brings Change

The Spanish brought change to Utah and the Americas. By the late 1600s, some Utah Indians had horses. The Spanish brought pigs, goats, sheep, cattle, and chickens to the region to feed their armies. However, they also brought much hardship. They brought diseases like measles and smallpox. The native people had never been around these germs before. Sometimes everyone in a village died.

The Spanish did not understand the Indians' cultures. They saw them as "savages." They believed this gave them the right to conquer and enslave the Indians.

American Indians introduced the Spanish to new things, too. The Spanish learned about potatoes, tomatoes, corn, coffee, vanilla, and chocolate. They sent them back to Spain.

Linking the Past to the Present

Many places in Utah still have Spanish names:

Abajo (low) Mountains

Arido (dry) Creek

Dolores River

Green River (Rio Verde)

Salina (salt pond)

What other examples can you find?

LESSON

1

What Did You Learn?

Places to Locate

Europe
Monterey, California
Santa Fe, New Mexico
Spain
Utah Valley

People to Know

Christopher Columbus
Father Dominguez
Father Escalante
Ute Indians

Events to Remember

Christopher Columbus landed in the Americas.
Dominguez-Escalante Expedition
United States declared independence.

Lesson Review Activity

Many changes were taking place in America during this time period. List at least one change brought about by each place, person, and event.

Key Ideas

- Fur trappers, or mountain men, came in search of furs to trade.
- Trappers and traders affected the culture and resources of Utah.

Key Terms

barter
cache
fur trade
rendezvous
trading post



Become a Better Reader

Visualize to Retell

A trapper stops to give his horses water. What clues in the picture tell you that fur trappers interacted with Indians? Why does the trapper have two horses?

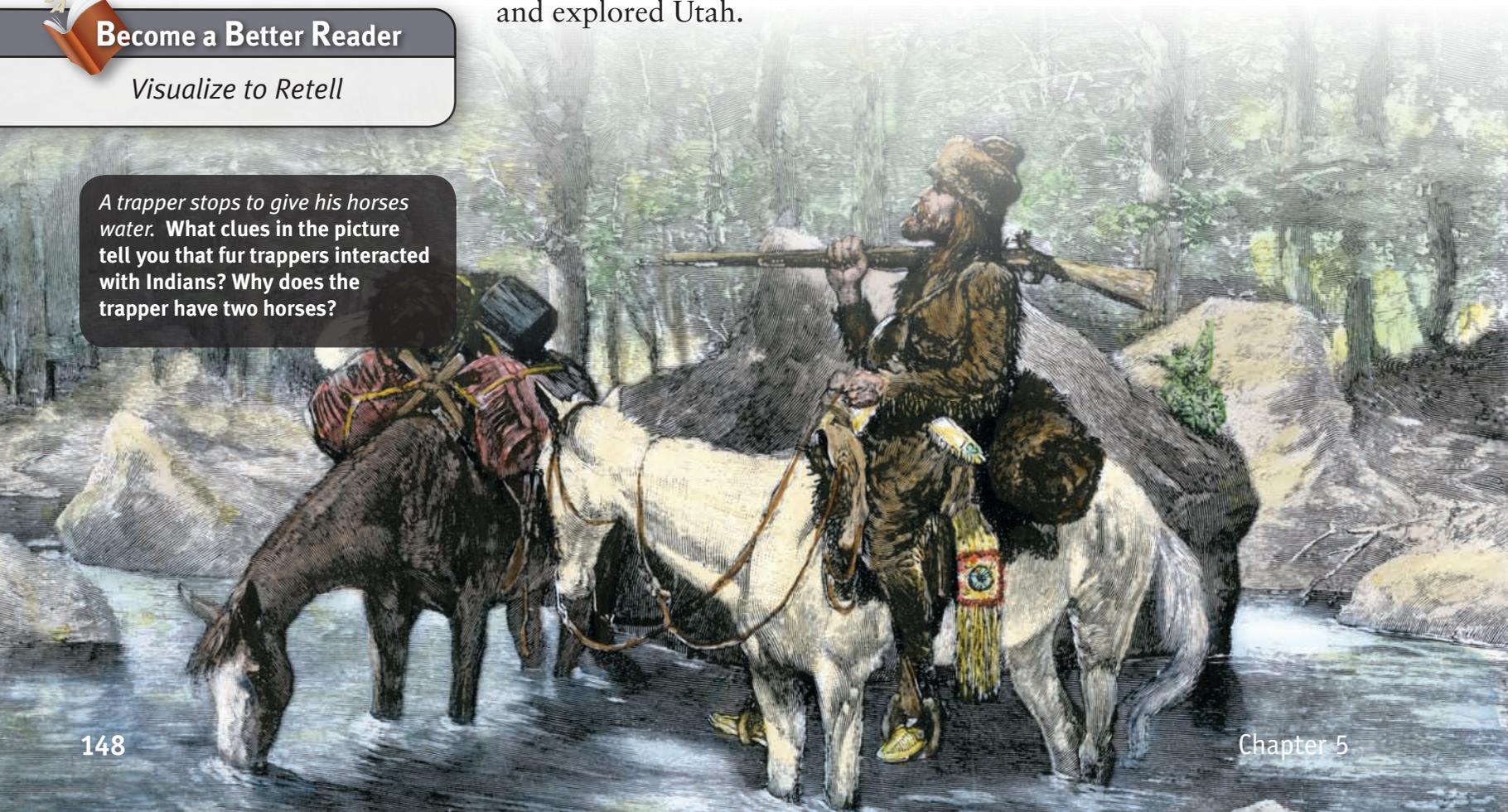
Fur Traders and Mountain Men

By 1820, a new group began to arrive in Utah. They were fur trappers who searched the mountains and rivers for beavers and other animals. They are also called mountain men.

Most of the trappers worked for big companies from England, Mexico, and the United States. The companies hired them to trap animals and sell their pelts. A pelt is an animal skin with the fur attached.

Trappers could make money selling beaver pelts. In those days, a hat made from beaver fur was the best hat a person could buy. Everyone who had enough money wanted one.

About 3,000 men, along with some women and children, came west to trap beavers. They found the streams of northern Utah loaded with beavers. Utah became a center for the *fur trade*. Like the Spanish explorers, the trappers also mapped and explored Utah.





Forts and Trading Posts

Trappers and Indians killed the beavers and skinned them. They traded beaver pelts for metal pots, guns, beads, cloth, and other items.

The traders built forts and *trading posts* along the rivers. The forts were used mostly as trading centers. Fort Robidoux, Fort Buenaventura, Brown's Hole (Fort Davy Crockett), and others were places to meet and trade. The forts also protected traders from Indian attacks. The Indians were often upset that fur trappers had come onto their lands.

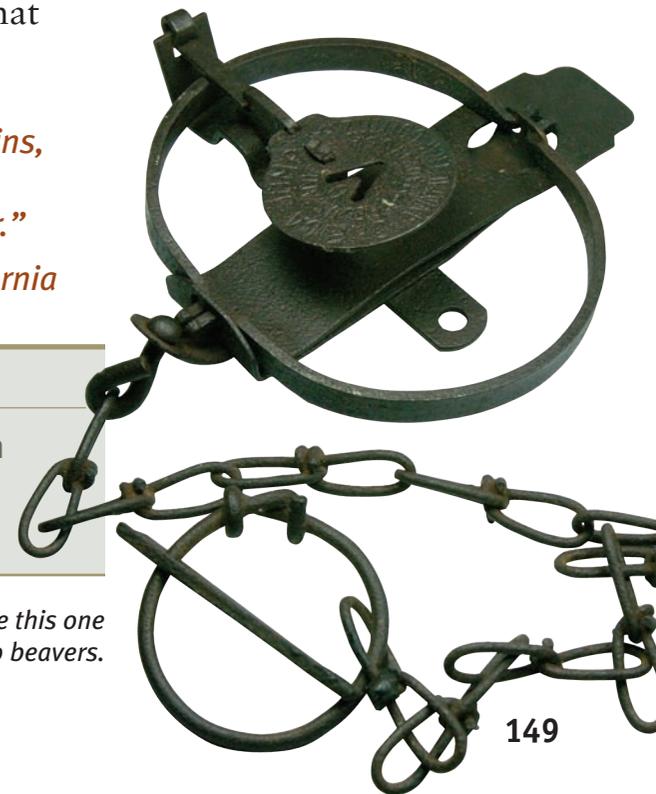
“They have a good supply of robes, deer, elk, and antelope skins, coats, pants, moccasins, flour, pork, powder, lead, blankets, butcher knives, spirits, ready-made clothes, coffee, and sugar.”

—A traveler who stopped at a fort on his way to California

Utah Changes Hands

During this time, Mexico won its freedom from Spain. Spain no longer claimed Utah and the Southwest. Now they were Mexican lands.

This is Fort Laramie in what is now Wyoming. It was built during the fur trade. Why do you think there were tipis outside the fort?



A metal trap like this one meant death to beavers.



This painting shows a rendezvous near the Green River in Wyoming. What does the painting tell you about life as a trapper?

Linking the Past to the Present

Today, many old fur-trading forts are museums. At Fort Buenaventura, you can go to a rendezvous. People dress up like in the old days. They sell things they have made, have shooting contests, and live in the trapper style for a few days.

Rendezvous!

In the fall, winter, and spring, the trappers tended their traps. They had too many furs to carry with them, so they dug a hole to hide the furs. They covered the hole with dirt, large rocks, and brush. This hiding place was called a *cache*.

Each summer, trappers held a big fair. They got the furs from their caches and sold or traded them. They called this event a *rendezvous* [RAHN·day·voo].

The large fur-trading companies usually ran the rendezvous. The company, the mountain men, and the Indians *bartered*, or traded, furs for supplies. Thick beaver pelts often sold for about \$10 each. That would be more than \$100 today. The traders charged high prices for flour, bullets, tobacco, knives, sugar, coffee, and other supplies they had hauled to the rendezvous. For men who often worked alone, the rendezvous was an important time.

Besides trading, the mountain men ate, drank, and gambled. They had contests, horse races, shooting matches, and fights. They told stories about what had happened since they last met. One trapper described it as a time of “dancing, shouting, trading, running, jumping, singing, racing, target-shooting, yarns [stories], and frolic.”

Most of the rendezvous sites were in Wyoming. However, six of the sixteen rendezvous were held on land claimed by Mexico. This region included the land we call Utah. Cache Valley was one of the sites. The Shoshone Indians lived there. The valley got its name because trappers stored their supplies there.

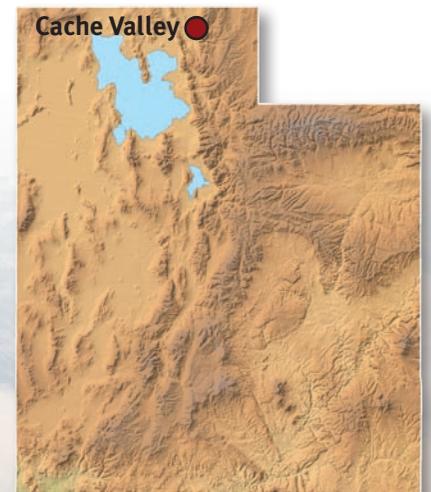
Mountain Men and American Indians

American Indians had been trapping beavers and other animals for a long time. They knew the country well. They sometimes guided mountain men to the best trails and streams.

Often, Indians were glad to sell or trade the beavers they had trapped. They traded for guns, metal pots, and cloth. These things changed the way the Indians lived. The people started to depend on some of these items instead of doing things in their traditional ways.

Some trappers were friends with American Indians. They spent winters in Indian villages. Some married Indian women. The men and their wives worked together to trap beavers and prepare the pelts for market.

Sometimes, however, there were bad feelings between mountain men and Indians. Some mountain men came onto their lands without asking. They used the same land and resources Indians used. Sometimes the Indians attacked the trappers or took their horses and furs. They wanted the trappers to go back to their own lands.



An Indian guide works with two mountain men. What might he be telling them?



Utah's Mountain Men

Etienne Provost

Etienne Provost was born in Canada. He worked as a trapper in Missouri and New Mexico before traveling to Utah. He may have been the first white person to see the Great Salt Lake. (Some say Jim Bridger was first.)

Provost set up trading posts next to the Great Salt Lake and Utah Lake. He was very skilled at living outdoors. His friends called him “the man of the mountains.” Can you guess what city and river are named for Provost?

Provost was involved in a clash with the Shoshone. A group of mountain men had stolen horses and furs from the Shoshones and killed one of their men. To strike back, a group of Shoshones attacked Provost. He and a few of his men escaped. The rest were killed.



Jim Bridger

Jim Bridger had not gone to school much, but he was a great storyteller. Besides English, he spoke French, Spanish, and several Indian languages.

Bridger came to Utah when he was about 20. His group entered Cache Valley and camped on the Bear River. His men tried to guess where the river ended. Bridger wanted to find out. He followed the river in a boat until it flowed into a large body of water. He tasted the water and found it very salty. He thought he might have reached the Pacific Ocean. Some historians think Bridger (not Provost) was the first white man to see the Great Salt Lake.

Bridger and others started the Rocky Mountain Fur Company. He also built a fort in Wyoming where travelers could stop and rest. At Fort Bridger, travelers could trade for blankets, sugar, gunpowder, and other supplies.



Peter Skene Ogden

• Peter Skene Ogden was born in Canada. He became a fur trapper there. Then the Hudson's Bay Company hired him. His job was to lead men throughout the West in search of beaver. On his second trip to Utah, he explored the Great Salt Lake and the area that is now named for him. He called Ogden Valley a "hole" because mountains completely surrounded it.

In his journal, Ogden wrote that the land was swarming with huge black crickets. The air was filled with seagulls. It was one of the earliest written accounts of the region. Both Ogden City and the Ogden River are named after Peter Skene Ogden.

Louis Vasquez

Louis Vasquez was from Missouri. He came to Utah in search of beavers. He and three other trappers paddled their boats all the way around the Great Salt Lake. Like others, they thought it might be part of the ocean. They wanted to find out. They also wanted to find streams that flowed into the lake so they could trap beavers. It took them about a month to go around the entire lake. When they found there were no rivers leaving the lake, they knew it was a "Great Inland Sea."

After trapping, Vasquez became a businessman. He and his friend Jim Bridger built Fort Bridger on the Green River. Before that, he and a friend had built Fort Vasquez in Colorado. Today, it is a museum about the fur trade.

Vasquez married a woman named Narcissa Ashcraft. The two of them opened a store in Salt Lake City. They sold supplies that travelers to California needed.





James Beckwourth

James Beckwourth was born a slave in Virginia. Beckwourth's father was white, and his mother was his father's black slave. When James was a teenager, he moved with his family to Missouri.

Beckwourth first worked as a blacksmith. In 1822, he went west to be a trapper. He spent a lot of time in the Salt Lake and Cache valleys. Then a tribe of Crow Indians captured him. They adopted him. He lived with them for eight or nine years. He married a Crow woman and became a chief. For the rest of his life, he often dressed like the Crows.

After Beckwourth left the Crows, he worked at many different jobs. He was a miner, army scout, rancher, and businessman. He was also an explorer. He discovered a pass in the high Sierra Nevada. Beckwourth Pass is the lowest place to cross the mountains between California and Nevada. He blazed a trail through the mountains called Beckwourth Trail. People traveling to California soon began to use this route across the mountains.

What Do You Think

How might life in Utah be different if the mountain men had never been here? How did the fur trade change the ways people made a living in Utah?

Jedediah Smith

The life of a fur trapper was dangerous. When Jedediah Smith was in South Dakota, a grizzly bear attacked him. It ripped one of his ears and part of his scalp almost all the way off. He had to ask one of his friends, James Clyman, to sew his ear on again.

Smith led a group through southwestern Utah and Nevada. They trudged across the Mojave Desert in the burning sun. They almost died because they could not find enough food or water. At last, they wandered into a Spanish mission in California. Later, they crossed the Sierra Nevada, rode their horses across Nevada, and returned to Utah. The men made their way to Bear Lake. When they arrived at the rendezvous, there was much rejoicing. Smith's friends had thought he was dead!

Smith was probably the first trapper to go all the way from St. Louis to the California coast. He was the first to travel across Utah's length and width. He clearly showed that no rivers flowed from the Great Salt Lake into the Pacific Ocean. He also found South Pass, which made the route through the Wyoming mountains shorter.

“My arrival caused a . . . bustle in camp, for myself and party had been given up as lost. A small cannon brought up from St. Louis was loaded and fired for a salute.”

—Jedediah Smith's diary, 1827

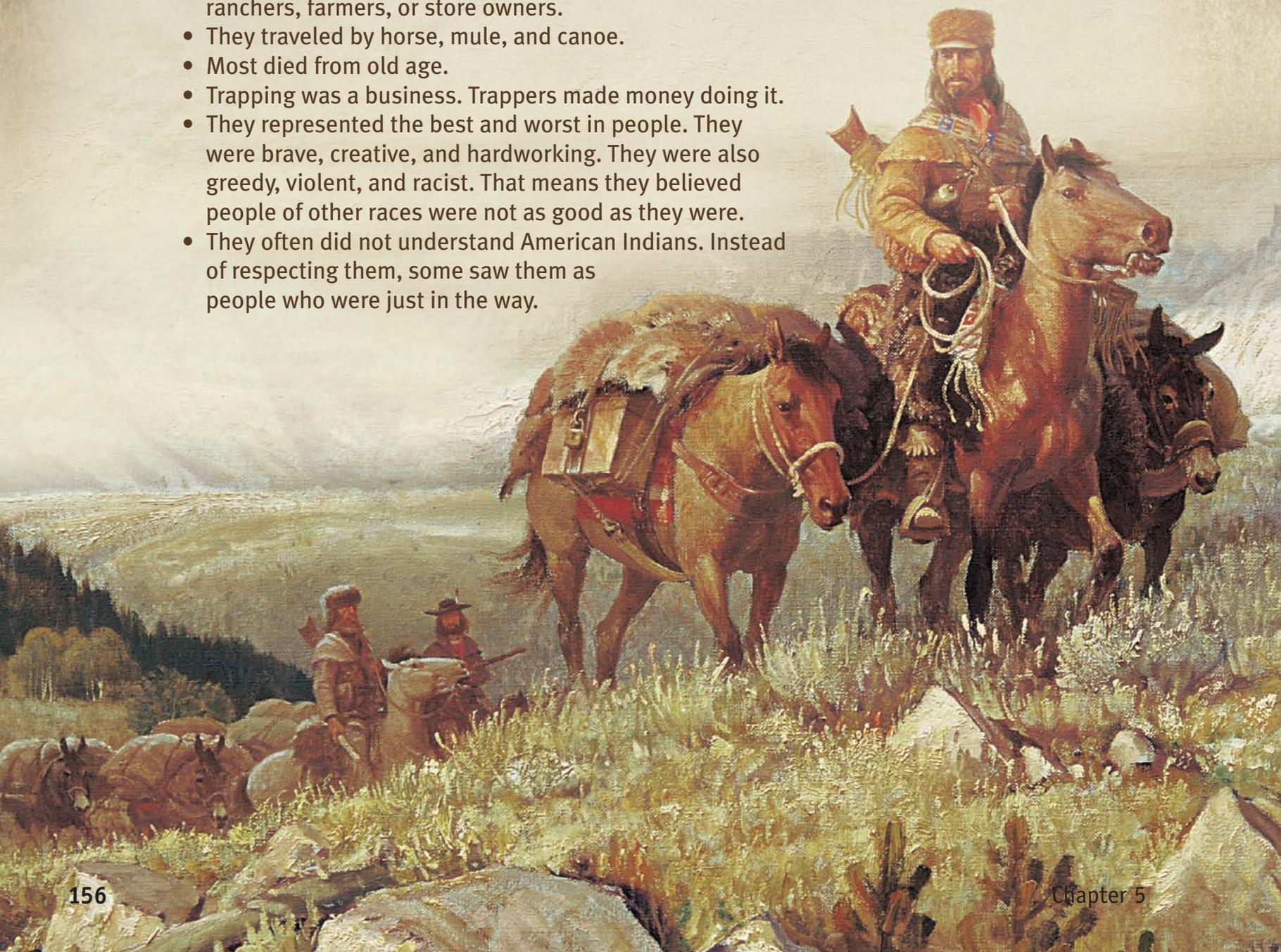


FACT OR FICTION?

Some books say that mountain men were daring, tough adventurers. They say they fought Indians and bears at every turn. They say they traveled alone and on foot. They faced hunger, thirst, storms, and accidents. Mountain men, we are told, loved danger, freedom, and the thrill of wild lands.

That is only partly true. Here are some facts about mountain men:

- Many were married, some to Indian women.
- Their wives and families often traveled with them.
- Most trapped for only a few years. Then they became guides, ranchers, farmers, or store owners.
- They traveled by horse, mule, and canoe.
- Most died from old age.
- Trapping was a business. Trappers made money doing it.
- They represented the best and worst in people. They were brave, creative, and hardworking. They were also greedy, violent, and racist. That means they believed people of other races were not as good as they were.
- They often did not understand American Indians. Instead of respecting them, some saw them as people who were just in the way.

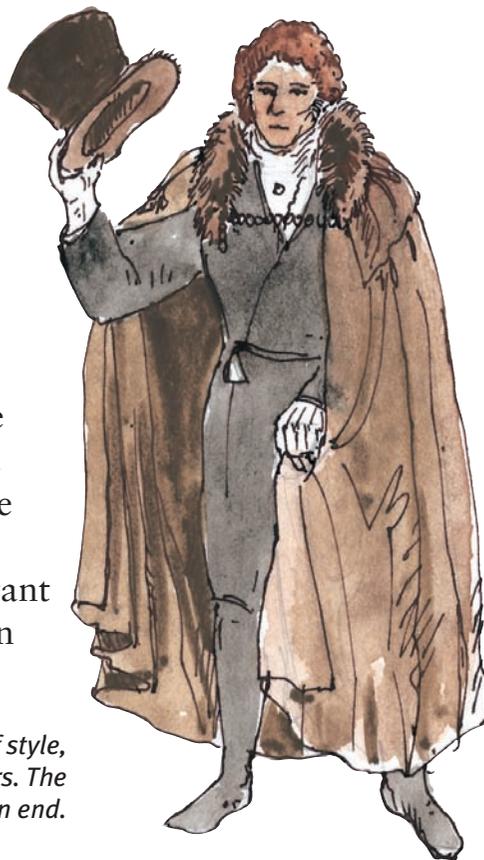


Changes from the Fur Trade

The fur trade was important in Utah for only about 20 years. Then beaver hats were no longer the fashion. Rich people began to want silk hats instead. Also, the beaver were almost extinct. The fur trappers had killed so many that only a few were left. The fur trade had affected the environment.

Trappers and traders learned a lot about the land. They got to know the native people, and the native people got to know them.

Trappers learned about the climate and natural resources. They explored and made some of the first maps of the land. These things would be important to the settlers who would soon come to live in this region.



When beaver hats went out of style, traders could not sell their furs. The fur trade came to an end.

Trapper Place Names

Just as the Spanish explorers named the places they went, so did the mountain men.

Ashley Creek, Ashley Valley—Named for trader William Ashley

Bear River, Bear Lake—Named because of the many bears there

Beaver, Beaver County—Named for the many beavers

Cache Valley, Cache County—Named by James Beckworth as his favorite place to cache furs

Duchesne—Named for French trapper Du Chesne

LESSON 2 What Did You Learn?

Places to Locate

Cache Valley
California
Canada
Great Salt Lake
Missouri
Ogden
Wyoming

People to Know

James Beckwourth
Jim Bridger
Peter Skene Ogden
Etienne Provost
Jedediah Smith
Louis Vasquez

Events to Remember

Mountain men came to Utah to trap and trade furs.
Fashions changed and ended the fur trade.

Lesson Review Activity

Tell how each place, person, and event had an effect on Utah. Be sure to mention details from the lesson. You can include more than one item from the list in one description.

LESSON



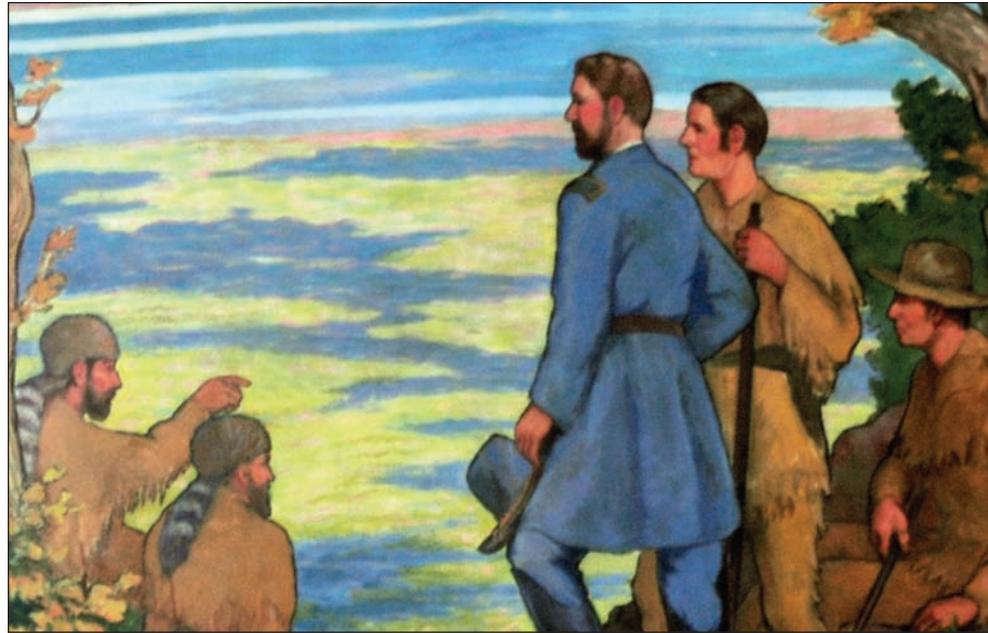
Passing through the Great Basin

Key Ideas

- The U.S. government sent explorers to map the West.
- Pioneers passed through Utah on their way to California and Oregon Country. They paved the way for later groups.

Key Terms

immigrant
pioneer
wagon train



In this painting, John C. Fremont and Kit Carson see the Salt Lake Valley for the first time.



Become a Better Reader

Use Your Senses

Government Explorers

As the fur trade ended, the U.S. government sent explorers out west. Their job was to map the land. The government hoped to make it U.S. territory someday.

John C. Fremont

John C. Fremont led five expeditions to the West. He had help from former mountain men. His team also included an African American named Jacob Dodson. The men searched for a water route from the Great Salt Lake to California. They named Pilot Peak, after it helped guide them through the salt flats.

Fremont's crew explored the Great Salt Lake and the area around it. They traveled the Bear River. They explored the area around St. George and Santa Clara.

Fremont is known as the one who finally found a way west from the Salt Lake Valley to California. His work added



John C. Fremont

to what people knew about the West. Every day, he took the temperature of the air. He measured elevation and collected soil samples. He wrote about the Indian people he met and the plants and animals. He also made important maps. His wife, Jessie, helped him publish his reports. Later, she wrote to him, “All your campfires have become cities.”

In time, Fremont moved to California. He became a U.S. senator (after California became part of the United States). He even ran for president of the United States. He was not elected.

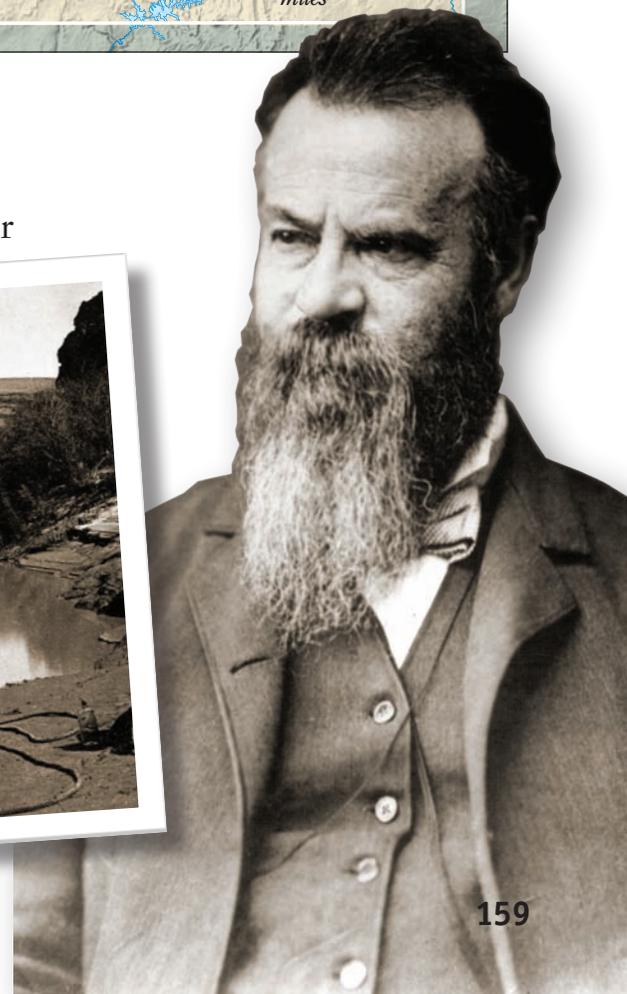
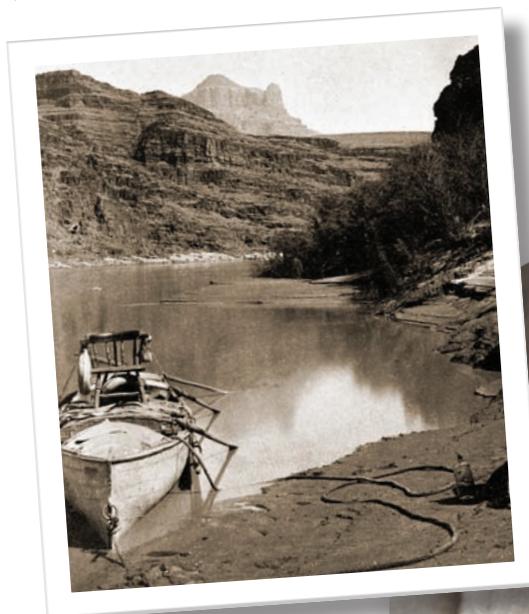
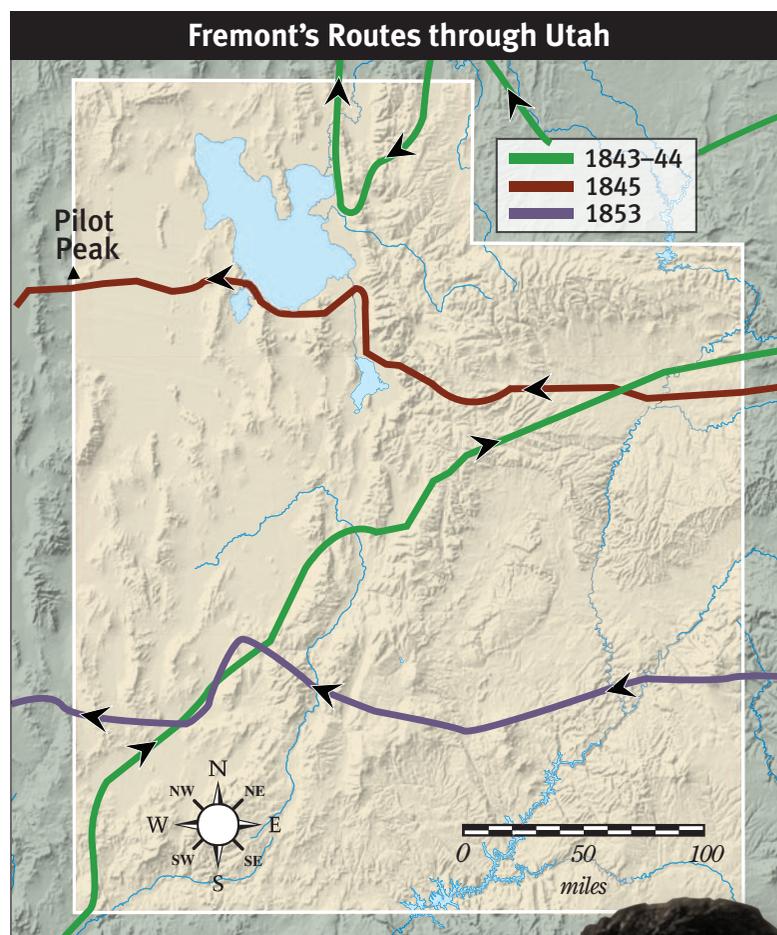
Later Government Explorers

The government sent other men to explore and map Utah. They included Captain Howard Stansbury, John W. Gunnison, and Major John Wesley Powell.

Powell explored the unmapped parts of the Colorado and Green rivers. In wooden boats, he and his men rode the churning rapids and chutes. Powell was the first man to travel all the way down the two rivers through the Grand Canyon. He also worked for laws that would save and protect the land and its amazing waters.

The maps these explorers made were more accurate than earlier maps. Their reports taught the rest of the country more about the West.

Powell attached a chair to his boat. That way he could see over the rapids. He could warn the other boats of danger.



Passing through the Great Basin

People in the East began hearing about the land out west. They talked to people who had been there. They read letters, news articles, and reports from explorers.

In the 1840s, many people began moving west. They wanted to settle in California and Oregon Country. Oregon Country included land that is now Washington, Oregon, and parts of Montana and Idaho. It was a huge region.

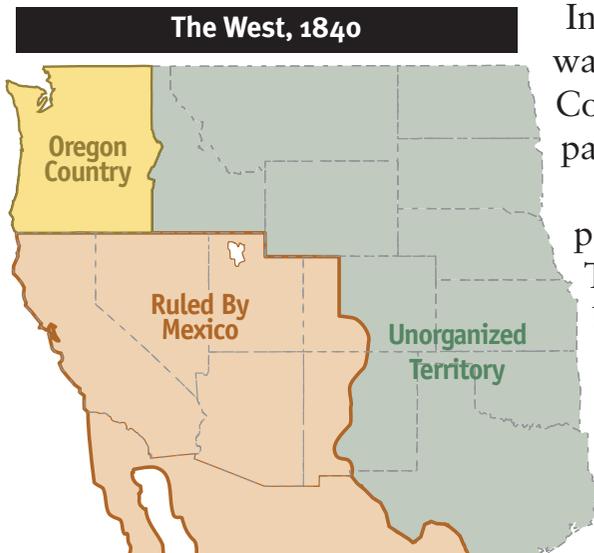
On their way to California and Oregon, some people passed through the land we call Utah. But they did not stay. They wanted a milder climate and fertile land to farm. Utah's land and climate seemed too harsh and dry to them.

Pioneers

Thousands of people left their homes in other parts of the United States to come west. They are called **pioneers** because they were among the first (non-Indian) people to settle a territory.

Most of the pioneers came from cities east of Missouri. Some were immigrants from Europe and other places. An **immigrant** is a person who comes to a new country to live.

Why did so many people make such a long trip? There were many reasons. Some people came for adventure. Some wanted a chance to start a new life. Some wanted to get away from problems in the East. One of those problems was slavery. In



The wagon trains that traveled through Utah were traveling over Mexican land. The name Utah was not used at the time. The common term for the region was the Great Basin. It included much of Utah and Nevada.

The Oregon Trail had a line of wagons and animals. At one point, some of the travelers turned toward California.





Along with plains and deserts, the pioneers faced rugged mountains. What might the pioneers have been thinking at this point in the journey?

much of the United States at the time, African men and women were bought and sold. They were forced to work for their owners for the rest of their lives. But the main reason pioneers came was for land.

At the end of the trails lay a great deal of good land. For free or for very little money, families could claim land and build a farm. At first, every family that went to Oregon Country got a large piece of land to farm. After the best land was taken, pioneers came to start stores, hotels, and doctor's offices.

Making the Journey

The main trail west was the Oregon Trail. At one point, the trail split. Some travelers went to Oregon Country and others to California. The path to California became known as the California Trail.

Travelers carried their belongings in wooden wagons pulled by oxen or mules. One group followed another, making a long line called a *wagon train*. The pioneers' horses and cattle walked behind.

The group moved very slowly, often just 12 miles a day. (Today, you can travel 12 miles in 12 minutes by car!) The trail followed rivers most of the way. Travelers had to cross the flat plains and then go through the steep Rocky Mountains.

“We knew that California lay west, and that was the extent of our knowledge.”

*—John Bidwell,
early pioneer who passed
through Utah*

Early Routes through the Great Basin



Fort Buenaventura

Miles Goodyear was a fur trader. He married a Ute woman, and they had two children. He thought a trading post along Hastings' Cutoff would bring them a good living.

Goodyear and his partner from England traveled to where Ogden is today. They set up a trading post on the Weber River. They called it Fort Buenaventura. *Buenaventura* means "good fortune" in Spanish. They built a cabin and corrals for sheep and cattle. They also planted a garden.

Goodyear did not stay at the fort that first winter. He went to California with a pack of furs. He returned the next spring with horses to sell to travelers.

Finding a Good Route

American Indians had made trails through Utah. Fur trappers had followed these trails and made new ones. Soon pioneers were using the trails. They wanted better routes to take heavy wagons over the mountains and across the deserts.

The first known wagon train to cross northern Utah was the Bidwell-Bartleson party. It included the first known white woman to enter northern Utah. Her name was Nancy Kelsey, and she was 19 years old. She traveled with her husband and baby girl.

The group made its way across the desert. When the people reached the Sierra Nevada, the mountains were covered with snow. They had to leave the wagons behind. They went on foot into California. No one followed this same route again. However, it showed that pioneers could reach California by land.

Hastings' Cutoff

People wanted a faster and safer way to California. Lansford Hastings suggested a route through Weber Canyon. He called it Hastings' Cutoff. Edwin Bryant led a group that used this cutoff. They reached California in good shape.

Hastings also helped George Harlan and Samuel Young lead 40 wagons through the mountains. It was the first wagon train through Utah's mountains. It was rough, but two more parties passed through Weber Canyon on their way to California.

The Donner-Reed Party

The Donner and Reed families were the last group of the year to use Hastings' Cutoff. They faced hardships that no other group had faced.

The group split in two. Some took Hastings' Cutoff. The rest used a better route that Hastings showed them. It had no path yet, so they had to build a road. This cost them time. By the time they reached the high mountains, it was October. They had lost cattle and oxen. Supplies were running low.

They tried to cross the mountains by wagon and on foot, but failed. The people decided to dig in for the winter. They built small cabins in the mountains.

Storms raged, and the people began to starve. Many of them died. They had to eat their animals. As the months went on, some of the starving people ate the meat of the frozen bodies of those who had died.

Finally, a rescue party from California reached their camp. They brought the survivors out of the mountains. Eighty-seven people had started out from Fort Bridger. Only 48 lived to reach California.

Paving the Way

By the time Mormon pioneers came to Utah to make it their home, many people had been here. A lot of people knew about Utah. So far though, most people were just passing through.



This doll belonged to Patty Reed. She was eight years old when her family was rescued from the snowy pass.
What details tell you this doll is from the 1800s?

LESSON 3 What Did You Learn?

Places to Locate

California
Colorado River
Great Basin
Great Salt Lake
Green River
Oregon Country
Sierra Nevada

People to Know

Jessie Benton Fremont
John C. Fremont
Miles Goodyear
John W. Gunnison
Lansford Hastings
John Wesley Powell
Howard Stansbury

Events to Remember

The Fremont Expeditions
The Powell Expedition
Lansford Hastings found a faster route to California.
A rescue party from California came to the aid of the Donner-Reed party.

Lesson Review Activity

As each of the People to Know entered Utah, they left their mark. Tell how each person had an effect on Utah. As you tell about each person, include any Places to Locate or Events to Remember that might relate to them.



UTAH Social Studies Skills

Draw Conclusions

Sometimes we read things that do not give us all the facts about a topic. For example, in this chapter you read about groups of people who came to Utah. You learned about their reasons for coming here. You also learned about what life here was like. But you did not read their points of view about life in Utah. This is one area in which you can draw conclusions, using what you already know.

History is like a good book that does not give us all the facts. It gives us only some of the facts so we can draw our own conclusions. Good historians do not jump to conclusions about why and how things happened. They carefully study their topic first. They support their conclusion with facts.

Use the facts from this chapter to write a clear conclusion about the challenges pioneers faced when moving west.

1. On a sheet of paper, write facts from the chapter that describe the challenges pioneers faced moving west.
2. Study the facts you gathered, and write a conclusion about the challenges pioneers faced.
3. Revise your conclusion so it is well supported by the facts you have gathered. Your conclusion should state an idea that the textbook does not already share.
4. On another sheet of paper, write a paragraph with your conclusion as the topic sentence. Support your topic sentence with facts from the chapter.



Chapter Review 5



Become a Better Reader

Visualize the Text

Good readers “see” the story in their heads as they read. It is like watching a movie in your head every time you open a book. Picturing the text helps you understand what you read. This is how you visualize the text.

Choose one person or one event from this chapter that you were able to visualize well. Describe the event or person in your own words. Be sure to use words that excite the senses. Share your description with a partner and compare your visualizations.



Technology Tie-In

Find Sources Online

Visit the Library of Congress American Memory website (<http://memory.loc.gov/ammem/>). This site contains collections of primary and secondary sources related to American history. Search the collections for sources related to the topics from the chapter. For example, you might use the terms *Dominguez* and *Escalante* for your search. Gather five pictures related to the chapter. Bookmark, save, or, if possible, print your sources. Present your sources to the class. Use them to share what you learned about the events from the chapter.

Review What You Read

Lesson 1

1. Who were the first people to explore Utah? Why did they come?
2. What were the results of Spanish exploration?
3. Describe the effects of explorers and missionaries coming to Utah.

Lesson 2

4. For what purpose did thousands of trappers come to Utah?
5. What were the effects of the fur trade on Utah?

Lesson 3

6. What role did John C. Fremont and Major John Wesley Powell play in learning about the West?
7. How did pioneers passing through Utah pave the way for later groups?