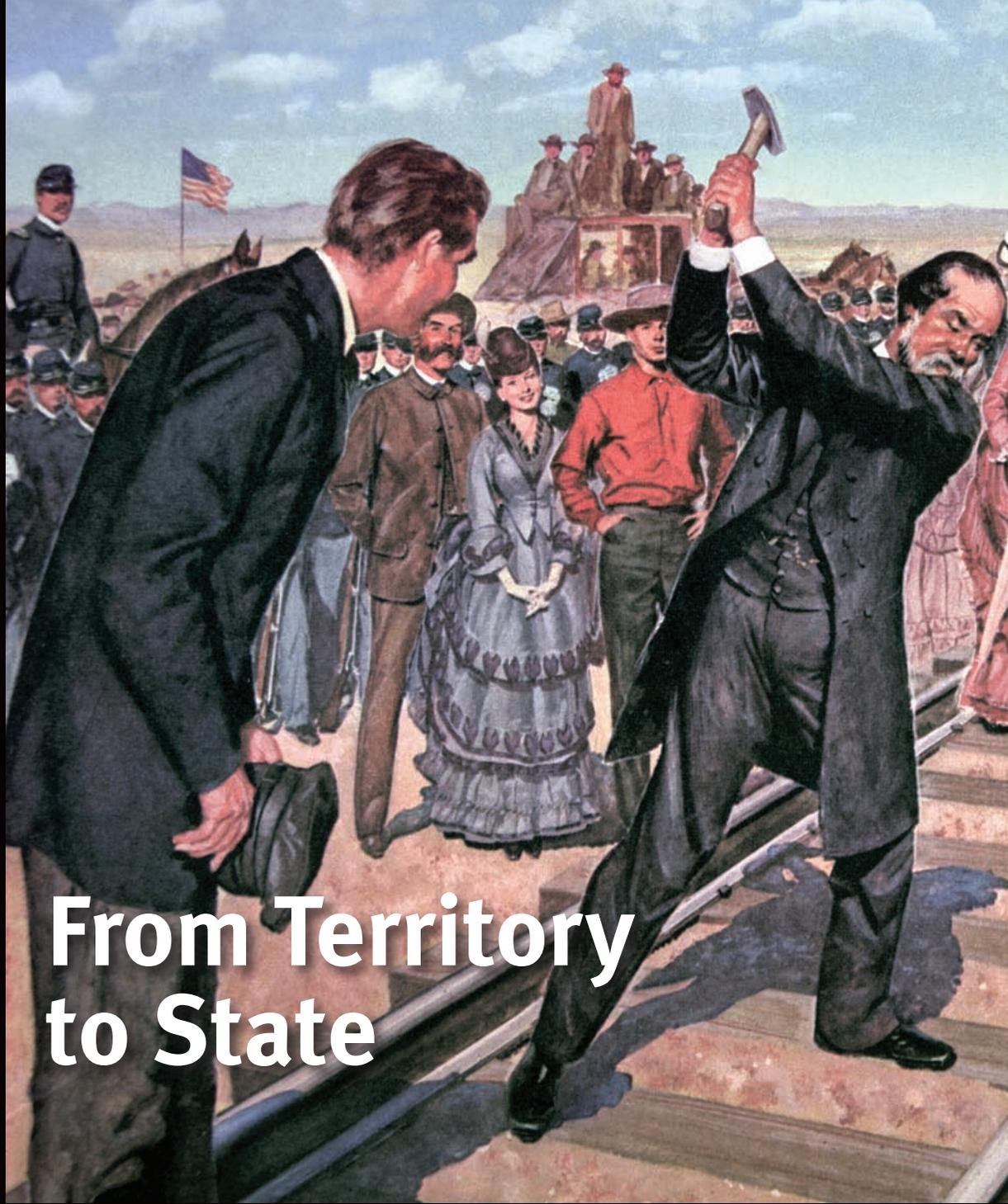


The BIG Question?

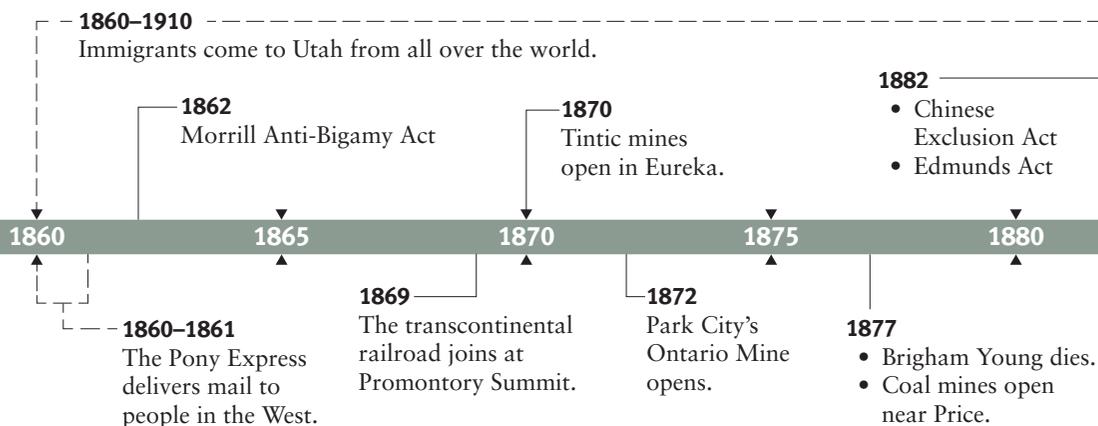
In what ways did settlement affect Utah?

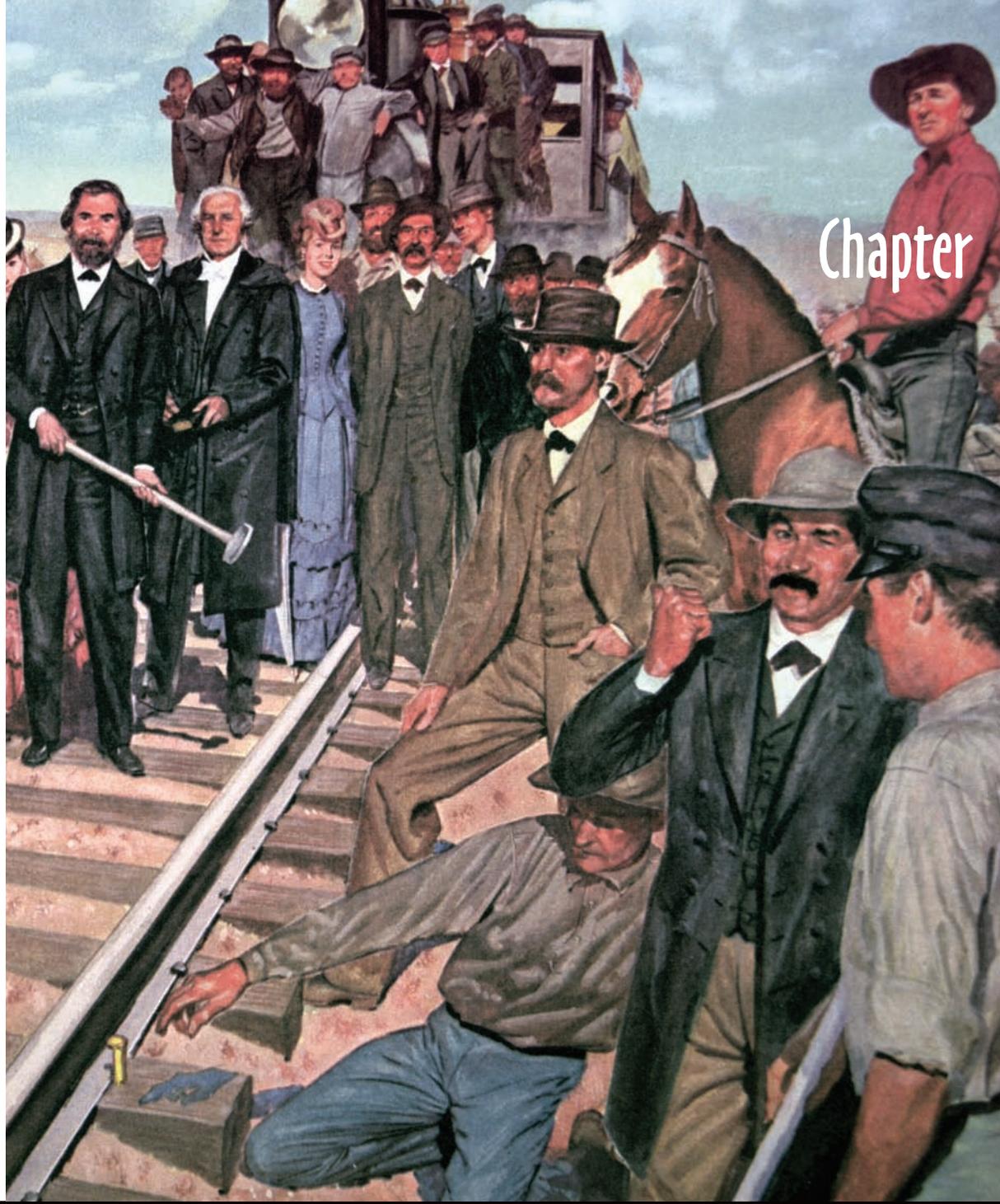
A golden spike connected the Union Pacific and Central Pacific railroad lines. The two lines met in Utah at Promontory Summit. How does the artist show the mood or spirit of the event?

From Territory to State



Timeline of Events





Chapter

7

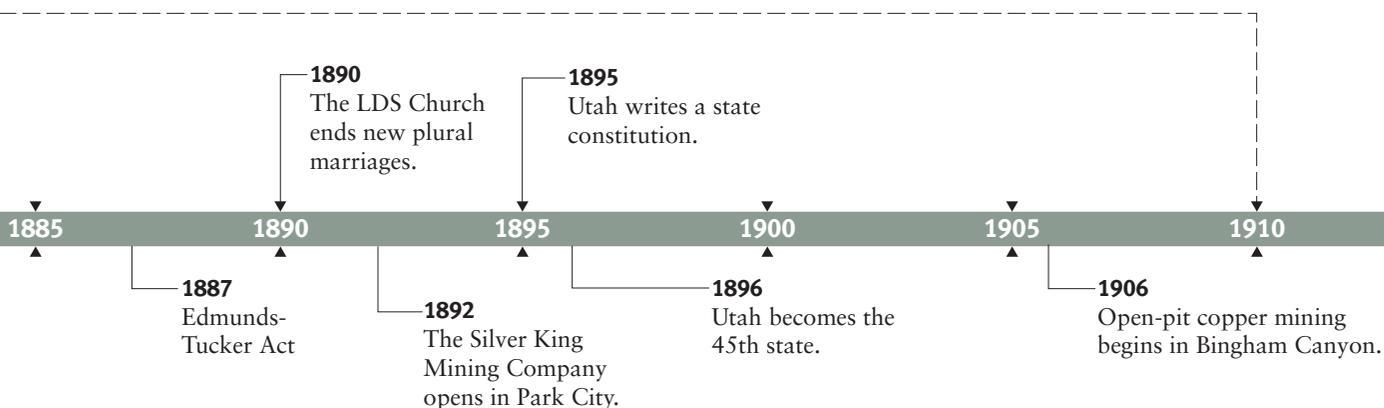


Become a Better Reader

Find the Main Ideas

When reading nonfiction, good readers hunt for the most important pieces of information. These pieces are the main ideas. Finding the main ideas helps readers organize new information. Main ideas can be found in chapter titles, lesson titles, and headings.

Use the features in the chapter to help you find the main ideas. Think about the most important information as you read about the growth and change in Utah.



LESSON

1

Change Comes to Utah

Key Ideas

- New forms of transportation and communication made Utah less isolated.
- The transcontinental railroad brought many new people to Utah.

Key Terms

freight
passenger
telegraph
transcontinental



Become a Better Reader

Complete a Web of Main Ideas

No Longer Isolated

When the pioneers first came, the Salt Lake Valley was isolated. It was a thousand miles from other white settlements. It took people three months to get here. Remember, that was one reason the Mormons came in the first place.

But soon things changed. Transportation and communication got better. Utahns were soon connected with the rest of the country by stagecoach lines, the pony express, the telegraph, and the railroad.

Wagon Trains and Stagecoaches

Early pioneers wanted to be self-sufficient. They found this was difficult. With more people coming, they could not make enough of the things they needed. They also wanted to buy goods from outside of Utah.

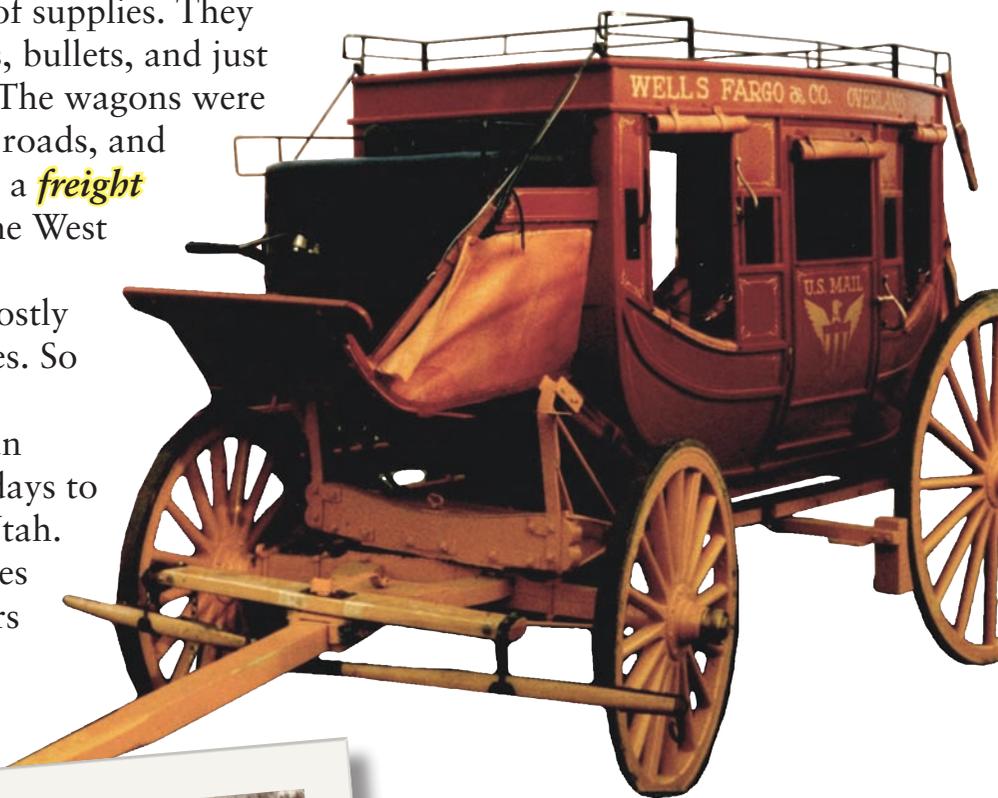
Stagecoaches carried mail and people. It took a lot of skill to drive a coach. Strong horses, bad weather, and dirt roads made the job hard. When it rained, the roads turned to mud. In the summer, the roads were choked with dust. For passengers, it was a long, bumpy ride.



Soon wagon trains brought loads of supplies. They brought sugar, soap, hats, shoes, nails, bullets, and just about everything else people needed. The wagons were slowed down by storms, floods, poor roads, and Indian attacks. It took all summer for a *freight* wagon to journey from St. Louis to the West and back.

Wagon trains also carried mail. Mostly though, the mail came on stagecoaches. So did *passengers*, or travelers on board.

Stagecoaches were much faster than wagons. The coaches took about 14 days to travel from the Mississippi River to Utah. Utahns looked forward to stagecoaches from the East. They might bring letters from family and friends.



Wells Fargo offered fast delivery of mail, gold, and other valuables. What do you see printed on the side door of this coach? What do you think might have ridden on top?

This photograph shows the famous Deadwood stagecoach. It traveled across the United States and Europe in Buffalo Bill's Wild West Show.



A new company called the Pony Express had a bold plan. It would carry mail from Missouri to California in only 10 days. (That was in the summer. In the winter, it might take 16 days.) That was faster than ever before.

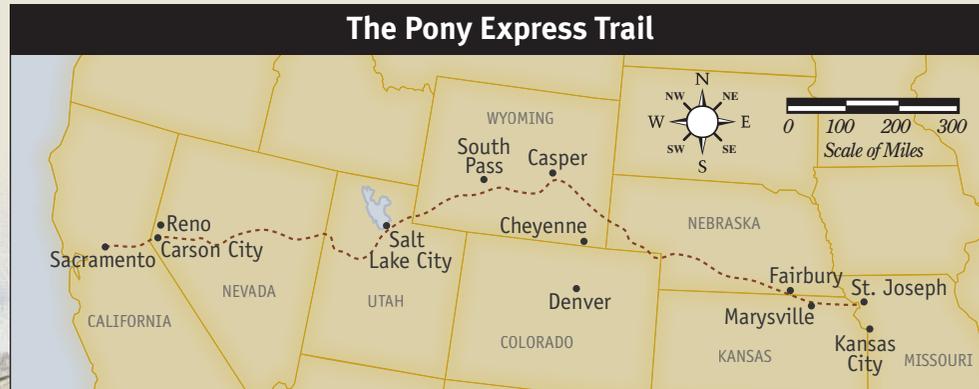
The Pony Express worked like a big relay race. The company built stations about every 10 miles along the route. At each station, a rider jumped off his weary horse and mounted a fresh one. He had two minutes for a drink of water and some food. After changing horses eight times, the rider tossed the mailbag to a new rider. The mail hardly ever stopped moving.

The riders were young men about 18 years old. They went 1,966 miles from Missouri to California.

At least 20 mail stations were built on Goshute land. The stations fenced off the springs where Goshutes got fresh water. The animals they depended on were also cut off from the water. The Goshutes attacked some stations and station keepers. They took food and supplies from the stations.

The Pony Express continued to run every week. Then people found a faster way of sending messages across the country. It was called the telegraph. The Pony Express ended as quickly as it had started.

Utahn Billy Frederick Fisher and his brother John rode for the Pony Express. Billy once covered 300 miles in 34 hours. He wore out six horses and two mules.



Frederick Remington painted this picture. How does it show how quickly riders changed horses?

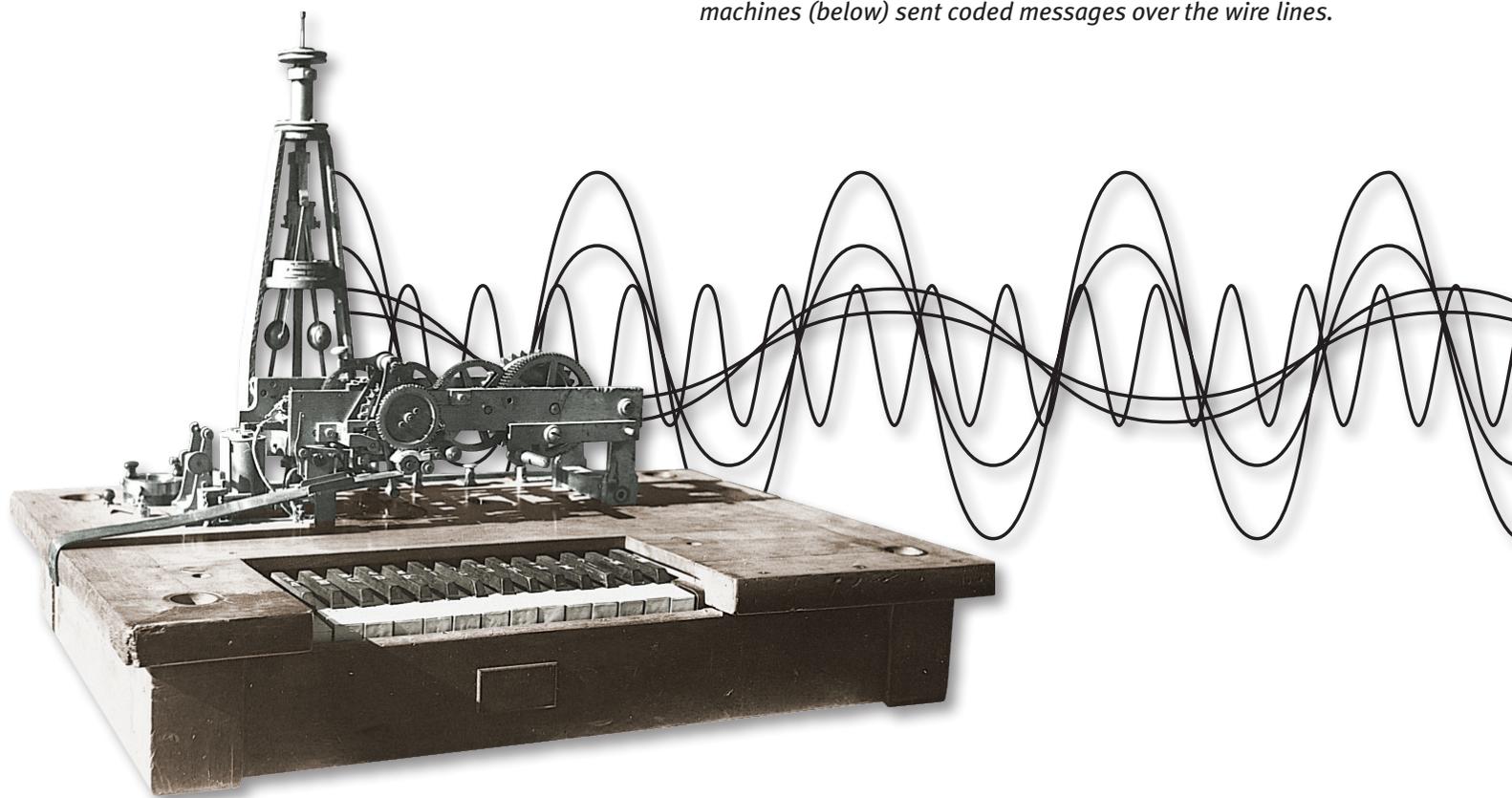
The Telegraph

The *telegraph* was a much easier way to send messages from coast to coast. Telegraph machines sent messages of dots and dashes over a wire. This was called Morse code. The dots and dashes stood for letters. For example, in Morse code the letter *a* is dot-dash. The letter *b* is dash-dot-dot-dot. The person on the other end of the wire received the message.

Telegraph companies hired men to put tall wooden poles in the ground from Nebraska to California. The men strung wires along the poles. Two companies raced to complete the task. One went east and one went west. Utahns got jobs placing poles and stringing wires. When the lines were joined in Salt Lake City, messages were flashed in seconds across the plains and mountains.



Workers strung telegraph lines from town to town. Telegraph machines (below) sent coded messages over the wire lines.



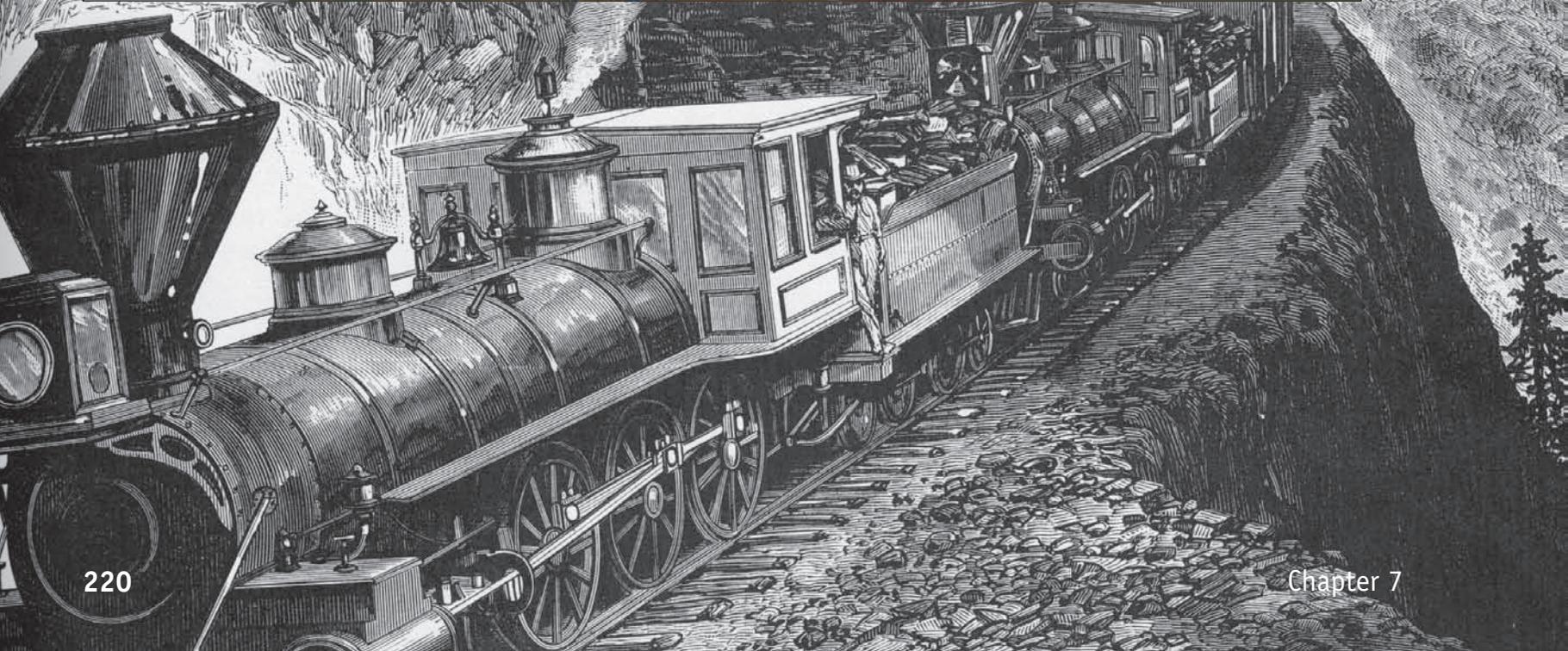
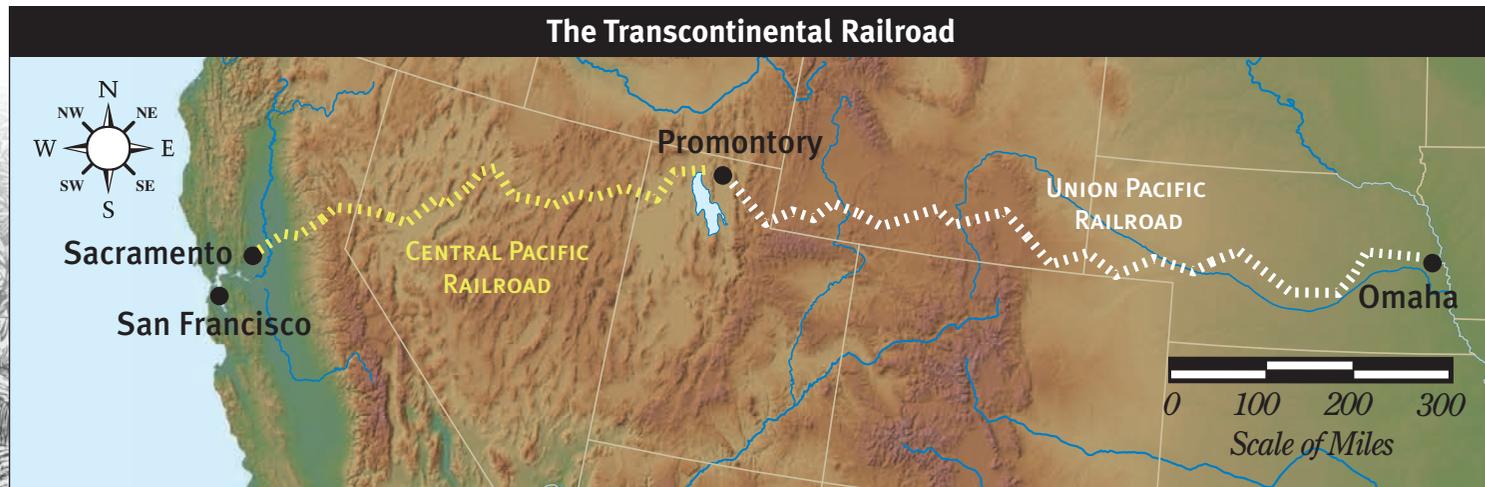
A Transcontinental Railroad

After the pioneers came, the technology that changed Utah the most was the railroad. The U.S. Congress decided to build a railroad that would go all the way across the country. It was called the **transcontinental** railroad. (*Trans* means across. *Continental* has to do with a continent.)

Utahns looked forward to the coming of the railroad. Many of them had ridden trains in the East. They knew that trains were a faster and easier way to travel.

Two companies were organized to build the railroad. The Union Pacific started in Omaha, Nebraska, and worked west. The Central Pacific started in Sacramento, California, and went east.

This map shows the routes the two lines took. Which railroad started in Omaha? Which one started in Sacramento? Why do you think the Central Pacific covered less distance?



Where would the tracks meet? As the two lines got closer to each other, a place in Utah looked like the best choice. It was called Promontory Summit. Look at the map to see where the two lines joined.

Laying the Track

It took an army of workers to lay all those miles of track. Most of the workers were immigrants. The Union Pacific hired thousands of men from Ireland and other European countries. The Central Pacific hired thousands from China.

The work was hard and full of danger. Much of the track was laid on flat prairie land. But some of it had to go through the Sierra Nevada and the Rocky Mountains. The hot deserts were a problem, and the cold winters were terrible for the workers. Many died in blizzards and avalanches. Others died from accidents while blasting through mountains or building bridges over rivers.



Compare the Two Lines

UNION PACIFIC

Dangers: Indian attacks, cold winters, blizzards, spring floods

Location: Nebraska to Utah

Workers: Irish, Dutch, Polish, German, a few African Americans

Landforms: woods, plains, prairies

CENTRAL PACIFIC

Dangers: Cold winters; snow drifts; blizzards; avalanches; hot, dry deserts; dynamite

Location: California to Utah

Workers: Chinese, Irish, a few African Americans, a few Mormons

Landforms: Mountains, deserts

Workers used dynamite to blast tunnels through the mountains. They risked their lives each day.

Chinese Railroad Workers

One of the largest groups of railroad workers came from China. Many people in China were poor. News of the California gold rush caused great excitement there. Thousands of Chinese men came to the United States. They hoped to earn money to take home to their families in China.

The first men to arrive looked for gold. However, Chinese workers were not treated fairly. The best gold mining areas were closed to them. So were the good jobs. They were paid less than other workers even if they did the same job. Some Americans called them bad names.

Chinese men had to find other ways to earn money. Some started small businesses. Some cooked food or washed and ironed clothes for people. Many more went to work for the railroads. The Central Pacific hired almost 11,000 Chinese men.



Chinese immigrants helped build the railroad. Some worked as cooks or carried water to the thirsty men. Some who spoke English became leaders for their crews.



The dragon is an important symbol in Chinese culture. According to the Salt Lake Tribune, “A . . . feature of nearly all New Year’s parades was a huge Chinese dragon two hundred feet long which progressed along the street like a gigantic centipede.”

Some American workers did not think the Chinese were strong enough for the job. But the Chinese were very hard workers. One of the railroad owners said, “If we found we were in a hurry for a job, we found it was better to put the Chinese on at once.”

After the tracks were completed, some Chinese men stayed in Utah. They worked on the railroad or opened laundries or restaurants. Some worked as cooks in mining camps. Others became farmers. Old maps of Salt Lake City show city blocks that were used for Chinese vegetable gardens.

Before long, many western cities had “Chinatowns.” These were communities where people could share their Chinese culture.



Special education students at Syracuse Junior High helped design the Utah quarter. What scene does the quarter show?

The Wedding of the Rails

On a cold windy day in May, a group of officials and workers gathered. They stood where the tracks from the two railroad lines met. It was a lonely stretch of desert. Puffing steam, two shiny railroad engines faced each other on the tracks. One story is that the president of the Central Pacific Railroad stepped up to the tracks. He swung a sledgehammer to drive in the last spike. It was made of gold. He missed! He swung again and missed again. Another official tried, and he also missed. Finally, a railroad worker took over. He had driven in many spikes, and he did not miss. With one swing, he drove in the golden spike.

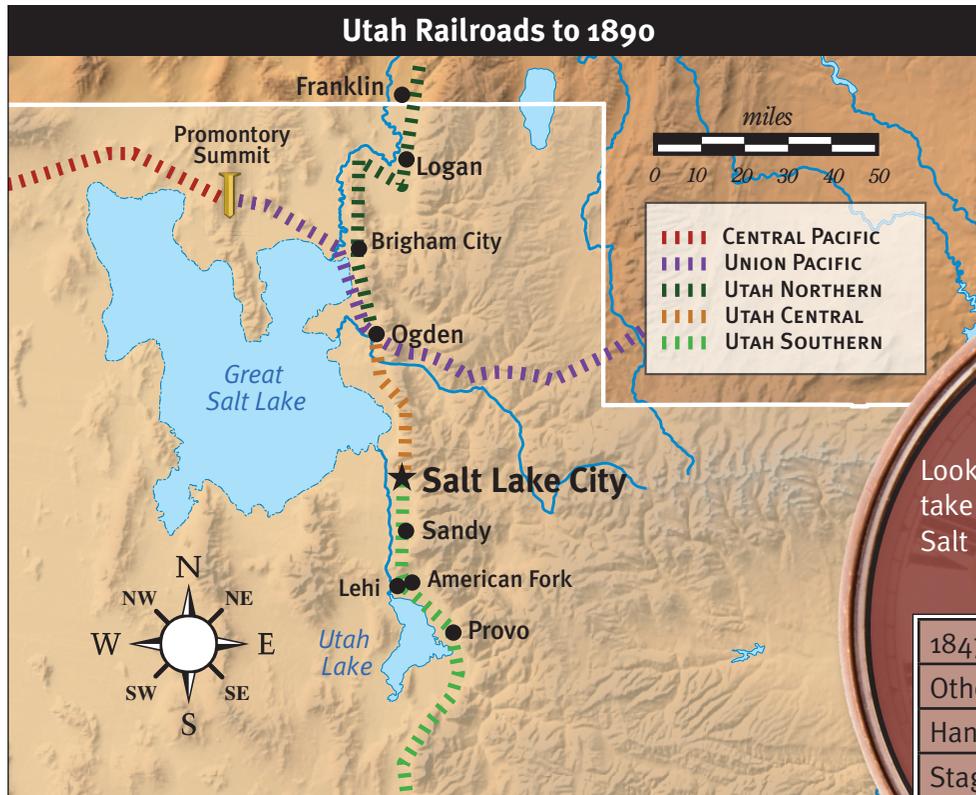
The news was sent by telegraph across the nation. In Utah, there were cheers, bands, and banners. Thousands of people were there to watch. Across the nation, people celebrated.



The crowd at Promontory Summit celebrates the “wedding of the rails.” Why do you think Chinese workers were not in the picture?

More Railroad Lines

Before long, railroad lines were built throughout Utah. First, a line was built from Promontory to Salt Lake City. Workers built a train station in Salt Lake City. Then other railroads connected smaller Utah towns. Soon, people could go almost anywhere in Utah on the railroad.



Study the map. Which new railroad went from Provo to Salt Lake City? Which line went from Ogden to Logan? Why do you think there were not as many east-west lines yet?

Picking Up Speed

Look at the chart below. How many days did it take pioneers to travel from Nebraska to the Salt Lake Valley? How long did it take by train?

1847 advance pioneer company	100 days
Other wagon trains	80 days
Handcart company	90 days
Stagecoach	14 days
Train	2 days

LESSON 1 What Did You Learn?

Places to Locate

China
Ireland
Omaha, Nebraska
Promontory Summit
Rocky Mountains
Sacramento, California

Salt Lake City
Sierra Nevada
St. Louis, Missouri

Events to Remember

The telegraph, Pony Express, and the transcontinental railroad changed Utah. Chinese workers came to help build the railroad.

Lesson Review Activity

Think about why each of the Places to Locate is important. Group the places based on how each one relates to changes in Utah. Write a sentence for each group explaining the relationship to changes in Utah.

Key Ideas

- The railroad changed Utah's economy.
- The mining industry boomed in Utah.

Key Terms

boom
economy
manufacture
ore
smelter
textile



Become a Better Reader

Make an Outline of Main Ideas

The Railroad Brings Change

The railroad brought change to Utah's industries (types of businesses). It changed our **economy**, or way of making a living. The railroad made it easier for people to buy from other cities in the country. It also made it easier for Utahns to sell their goods to people in other places.

With the new form of transportation came new jobs. Building the tracks was only one of the jobs. There were tracks and trains to repair. There was coal to be shoveled into the hot furnaces that powered the trains. Many African American men went to work for the railroad. They got jobs as porters, cooks, and waiters in the dining cars. Porters carried people's luggage.

The railroad also helped other industries grow and develop. In this lesson, we will look at some examples.

Agriculture

New markets for farm produce opened up. Utah began sending wheat and fruits to people in other parts of the country. Utah ranchers sent their beef to San Francisco. Farmers sent dried peaches to the East.

Farmers began to ship their product by rail to new places.



Business and Manufacturing

Banking and manufacturing grew to be more important. To **manufacture** means to make things in factories or with machines.

Shops opened all over the territory. Merchants shipped goods made in eastern factories to their stores in Utah. Families no longer had to produce everything themselves. They bought cloth, clothes, hats, shoes, boots, furniture, and building supplies. Companies sold farm tools, wagons, buggies, harnesses, and saddles.

Some goods came in by rail much cheaper than they could be made in Utah. As a result, some Utah manufacturers went out of business. Others had to change with the times.

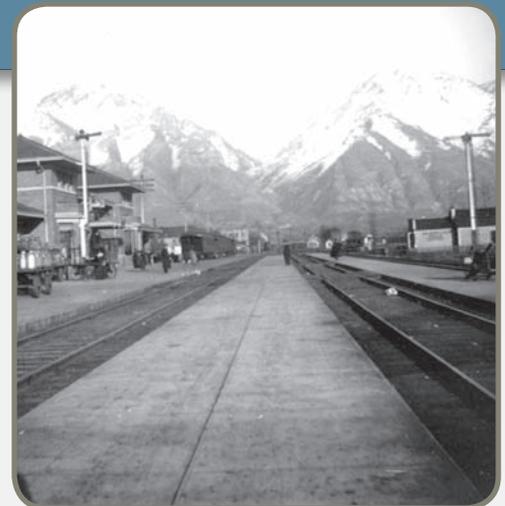
The first ZCMI department store opened in Salt Lake City. ZCMI used the railroad to ship goods from the East to Utah. It also bought or traded goods from Utah businesses and farms.



Case Study: Changes for Ogden

On its way to Promontory Summit, the Union Pacific Railroad went through Ogden. Workers built the Ogden Union Depot and many train yards there. A depot was a place where trains were stored and repaired. People got on and off trains there. Railroad workers lived near the train yards. Stores opened to sell food, clothing, and other items to the workers.

More and more people began to raise livestock. Ogden became a center for shipping livestock. The smell and sound of animals let visitors know they were near the stockyards. Cows were moved to other cities where they became steaks and roasts.



“Main Street is rapidly becoming crowded . . . The buildings . . . supply the . . . wants of a far-Western settlement, . . . groceries, liquors, and furniture shops, . . . a kind of restaurant for ice-cream, a luxury which cost 25 cents a glass; . . . dealers in hats, shoes, clothing, sash laths, shingles, timber, copper, tin, crockery-ware, carpenters’ tools, and mouse-traps; a watchmaker and repairer, a gunsmith, locksmith, and armorer, soap and candle maker, nail-maker.”

—Sir Richard Burton, 1861

The Provo Woolen Mills was one of Utah’s first factories. Can you see the loom at the front of the picture? How would you describe the workers?

Textiles

Factories began to produce **textiles**, or cloth that was woven or knit by machines. Woolen mills produced goods made from the wool of local sheep. Workers in the cotton mills made cotton fabric.

At first, mill workers were usually immigrant men. They had learned to make cloth in England and Scotland. Later, the mills hired young women. The workers washed the dust, burrs, and mud from the fleece. Then they laid it out to dry in the yard. Skilled workers used large wooden looms to weave the yarn into cloth. Then they pressed the cloth to shrink and thicken it.

The wool cloth was made into suits, pants, overcoats, shawls, and blankets. The people used the railroad to ship yarn and blankets to eastern cities and to California.

Settlers and Tourists

People traveled on passenger trains. The first settlers to come by train arrived a month after the tracks were joined. Families could save almost three months of travel time taking the train.

Now that it did not seem so far away, some people came just to see Utah. Tourists and writers came. Actors and actresses came to appear on stage. People built hotels and restaurants for all the new guests.



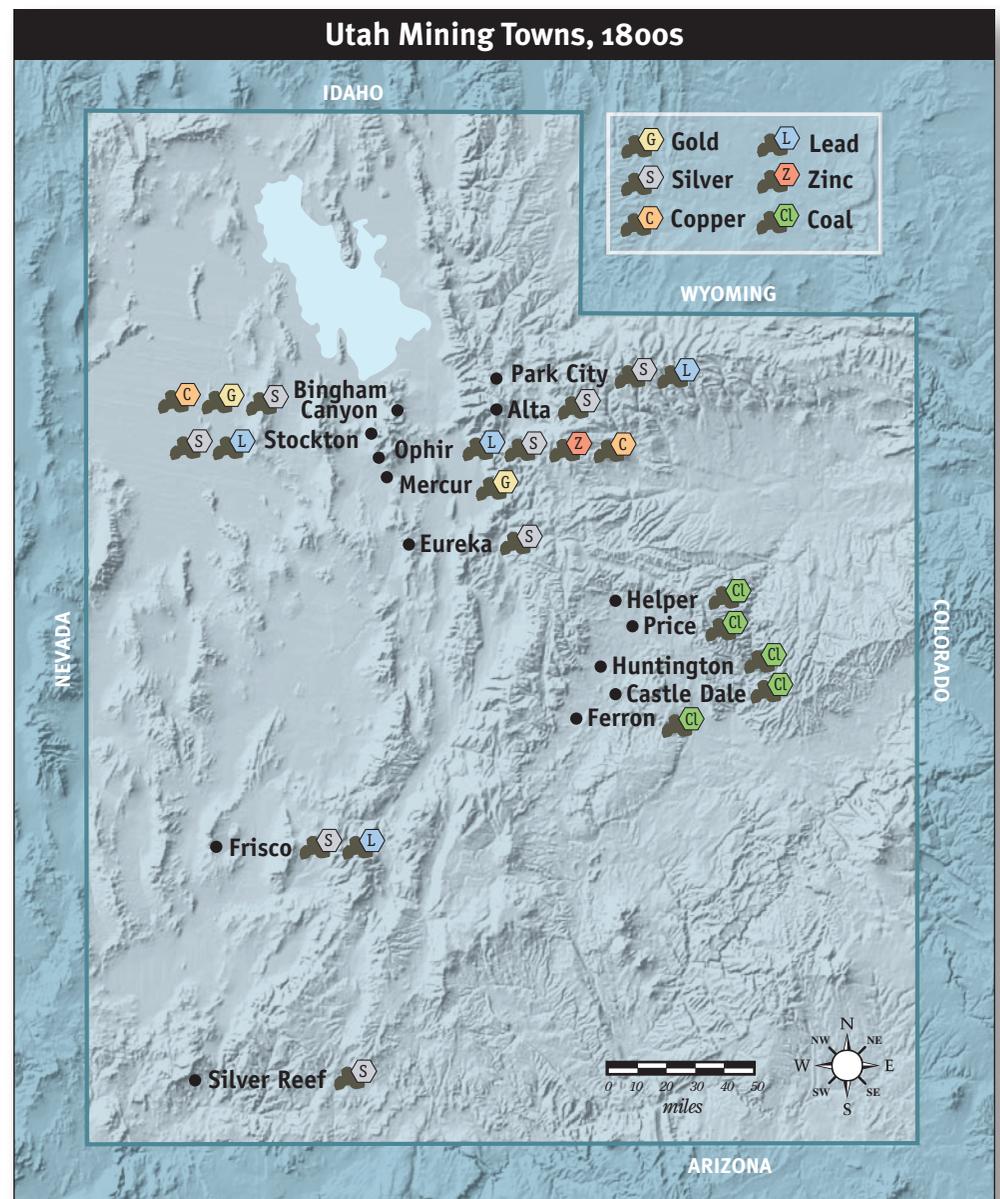
Mining Boom!

Early on, settlers mined just enough coal for their stoves. They mined just enough iron to make their tools. They mined just enough lead to make bullets. It was the same with salt and other minerals. They did not sell them to other people. Most of the minerals lay buried while they focused on farming.

Once the railroad came, mining became more important. People could make money by shipping minerals to factories. Within a few months, the first shipment of **ore** left Ogden for San Francisco.

Soon there was a mining boom. A **boom** is a period of fast growth. In 1860, only a few people in Utah made their living as miners. Twenty years later, almost 10,000 people in Utah worked in the mines. They mined copper in Bingham Canyon. They mined coal in Price and silver in Park City and Alta. The mineral Utah produced the most of was silver.

Instead of going to work on the farms or in stores, more people went to work in mines. By the early 1900s, more than half of the people in Murray worked in gold, silver, or copper mines. They also worked in the **smelters**, where the minerals were taken out of the rock and turned into metal. Working for a mining company became one of the most common ways of making a living in Utah.



From Mining to Skiing

In the winters, early miners used “longboard showshoes” to get to the mines. Soon, people were using these “boards” for fun.

As the mines were emptied, the mining companies left. In Park City, the last mining company turned to skiing. It opened a resort called Treasure Mountain. To get up the mountain, early skiers rode mining trolleys. They passed through a dark tunnel and rode a mining elevator. It was a slow ride to the top.

Over time, Park City became a center for winter sports. Today, it is a popular spot for people from all over the country.



Families who needed money took their sons out of school and got them jobs in the mines.

Mining Towns

As mining grew, Utah had a new kind of town. Mining towns like Silver Reef, Alta, Park City, Bingham, and Eureka were very different from Mormon villages. They were built without a set plan. The townspeople did not work together to build these towns. They just built their own houses however they wanted to. The streets were often narrow and winding. At first, hardly anyone grew gardens.

When the minerals ran out, people no longer had jobs. Some mining towns became ski resorts, like Park City and Alta. Others became ghost towns, like Silver Reef. Everyone left and the shops closed.

Children in the Mines

Often young children worked in mines. They worked in all kinds of other jobs, too. If mothers and fathers were not paid enough to support their families, children had to help out. Most children left school at least by the age of 14. Just like adults, they had to work 10 or 12 hours a day, six days a week. Life in the territory was a steady round of work.





Look inside this Park City mine. In what ways does it look unsafe?

Danger!

What was it like to work in the mines? It was dark, cold, and dangerous. Accidents were common. Miners might fall from the deep mine elevators, called hoists. They might be hit by falling rocks or get run over by mining cars. Sometimes tunnels fell through, trapping men inside.

Many miners got lung diseases from breathing so much dust. Besides dust, the air in mines could be filled with gases. That is why miners took a canary down into the mines with them. If the bird stayed alive, they knew the air was good. If the canary died, they knew the air was poisonous. They got out quickly. Gases in mines caused explosions. Sometimes a mine caved in.

For all this, the companies paid miners only about \$3 a day. Their only day off was Sunday. Miners were often worried about losing their jobs.

Linking the Past to the Present

Mine accidents are not just a thing of the past. In 2007, a coal mine collapsed in Crandall Canyon near Huntington. Six miners and three rescue workers lost their lives.

New technology and stricter rules have made mining safer. However, miners must still be brave to do their jobs.

LESSON 2 What Did You Learn?

Places to Locate

Alta
Bingham Canyon
Crandall Canyon
England
Eureka
Huntington

Murray
Ogden
Park City
Price
Scotland
Silver Reef

Events to Remember

The railroad changed Utah's economy.
A mining boom gave many people jobs.

Lesson Review Activity

Create a T-chart on a piece of paper. Label the left side "Railroad." Label the right side "Mining." Organize each of the Places to Locate into the appropriate column. Compare your chart with a partner's. Explain why you put the places in each column.

Key Ideas

- Immigrants came from many different places to find jobs.
- Immigrants brought many cultures to Utah.
- Many immigrants were not treated fairly.

Key Terms

discrimination
ethnic
influence
labor union
segregate



Become a Better Reader

Support Your Main Idea

Immigrants from Many Cultures

In the late 1800s, immigrants continued to come to the United States. They came in large numbers. They hoped to find jobs and a better life.

Immigrants came across the ocean on steamships. Some came from Europe—from countries like Germany, Denmark, Sweden, Austria, Russia, Italy, and Greece. They landed in big cities on the East Coast. Then many of them boarded trains and went west.

Some immigrants came from Asia. They landed in California and traveled east to Utah. Hispanics came north from other states and from Mexico. African Americans came from the South and East.

Many of the jobs immigrants found were “pick and shovel” jobs. They worked on the railroad and in the mines. They worked hard and helped to build Utah.



Some immigrants came in groups. This group is from Sweden. Others came alone. Many came to join friends or family who had come earlier.

Utah became a place of many cultures, religions, and skin shades. Let's learn how some of these cultures *influenced*, or had an effect on, life in Utah today.

Creating a Community

Many newcomers did not speak English. They spoke the language they had learned growing up. When they got to Utah, they tried to live near each other. That way they could still speak their language. They could open grocery stores with the kinds of foods they liked. They could face problems together. In an *ethnic* neighborhood, the new place felt safer. It felt more like home.

One of the first things immigrants did was build a church, synagogue, or temple that held services in their languages. They printed newspapers in their languages. They set up special groups to help families when someone got sick or died. People who liked music started bands to play on holidays. People who liked sports started teams. In other words, the immigrants created a community.

Soon, you could hear many languages on the streets. You might see a Greek wedding or a Yugoslavian funeral. If you walked through the Salt Lake Cemetery, you saw a Japanese section, a Chinese section, a Jewish section, a Catholic section, and a section for LDS Church leaders. In Bingham and Park City, workers came from more than 20 countries.



Utah's Many Cultures

Italian Americans

At first, many Italians who came to Utah worked on the railroads and in the mines. Then they often started their own businesses. They also worked at other jobs. Their children and grandchildren became teachers, doctors, lawyers, historians, and artists.

Tony Scuibato learned the family trade of shoemaking. He came to America and found his way to Utah. He got married and went to work in the Bingham mines. After a while, he started his own shoe business in Midvale. At first, Mr. Scuibato worked every day, 12 hours a day. People came from all over for him to make and repair their shoes and boots. He and his wife had 10 children. His son, Robert, said, "I can remember my father lining all 10 of us up and going down the line checking shoes to see whose needed fixing."

Look at the map on page 233. Trace the route Italians took to get from Italy to Utah.



Vincenza Lange was a young girl when she came from Italy. Her family settled in Castle Gate. Her father went to work in the mines.

African Americans

African Americans began living in the region a long time ago. Some worked as fur trappers before the first pioneers arrived. More came with the Mormon advance party and with later groups of Mormons. Some men came to Utah to work as soldiers. They built Fort Duchesne. They guarded stage and railway lines from robbers. They also cleared the land for roads.

Slavery was allowed in the Utah Territory. However, not all African Americans here were slaves. Some free blacks lived in a neighborhood south of Salt Lake City called Union. African Americans lived in many other parts of the territory as well.

In 1865, slavery became illegal in the United States. Everyone who had been enslaved was now free! Some former slaves returned to the South. Some moved to other states or stayed in Utah.

African Americans developed a rich social life. They started clubs, community centers, women's groups, sports teams, and churches. In the 1890s, three black newspapers were founded: *The Democratic Headlight*, *the Broad Ax*, and *the Plain Dealer*.

Look at the map on page 233. Trace the route African Americans may have taken to get from the South to Utah.



This family lived in Utah in the early 1900s.

Greek Americans

The first Greeks came to work on the railroads. Then they came for jobs in the coal mines in Carbon County. Some came to the copper mines in Bingham Canyon. They worked in smelters in Murray and Garfield. Some became businessmen and shepherders.

Greeks settled in many Utah towns, including Salt Lake City, Magna, Price, Helper, and Ogden. “Greek Town” in Salt Lake City had more than 60 Greek businesses. It had hotels, coffee houses, and saloons. There were stores that brought in olive oil, feta cheese, figs, and dates. Alex Rizos ran a drugstore. Andrew Dokos owned a bakery. He and his family lived upstairs. Gregory Halles and his wife owned a store that sold special wedding crowns. Greek men and women wore them when they got married.

Look at the map on page 233. Trace the route Greeks took to get from Greece to Utah.



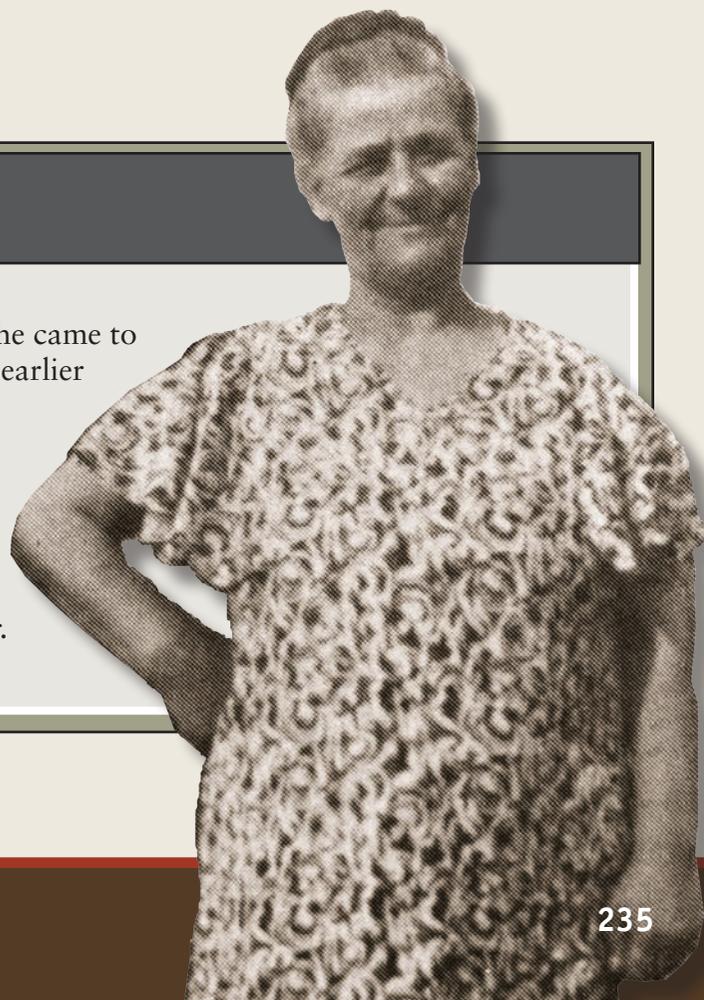
Helen Zeese Papanikolas became an important historian. She wrote all about the Greek people in Utah.



Georgia Mageras
1867–1950

Georgia Mageras was born in a small village in Greece. She came to Utah with her four children in 1910. Her husband had come earlier to find a job. When she came, there were about 4,000 Greek men in Utah but only 10 Greek women.

Mageras became very important to the Greek community. She was a doctor, a nurse, and a midwife. She delivered babies and helped the new mothers and babies. She cooked, cleaned, and washed for the families. She stayed in the house for as long as two weeks to help the new mother.



Utah's Many Cultures

Hispanic Americans

Hispanic Americans began coming to Utah about 100 years ago. Some came from other states, like Colorado and New Mexico. Others came from Mexico. Look at the map on page 233. Trace the routes Hispanics took to get from these places to Utah.

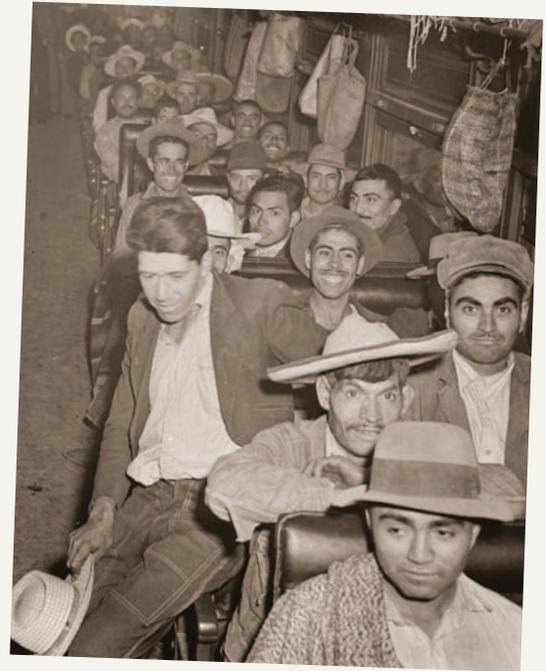
Hispanic pioneers came to Utah looking for work. First they were farm and ranch workers. Soon some of them began to own their own cattle and sheep ranches. Others began to work on the railroad. Many came to work in the mines.

Like other groups, Hispanics brought their culture with them. Mexicans brought a custom for Christmas morning. Children rose early to open their gifts. Then they visited neighbors to ask for sweets—*pedir las crismas*. When someone answered the door, the children chanted:

*Oremos, Oremos
angelitos semos
del cielo venimos
a pedir algo venimos*

*Let us pray, Let us pray
Little angels are we
Who have come from heaven
to ask for charity*

This was to show how important it was to be kind to strangers. A stranger might be an angel from heaven asking for food or a place to stay.



These Hispanic men are coming to work in Utah. Today, Hispanics are one of the largest ethnic groups in Utah.

Chinese Americans

The first Chinese people who came to Utah worked on the transcontinental railroad. After they finished it, some of them kept working for the railroad. Some became vegetable farmers. Some opened restaurants, laundries, stores, or other businesses. Others worked in the mines.

Ogden and Park City had Chinatowns. In the early 1900s, a Chinese community grew in Salt Lake City.

Look at the map on page 233. Trace the route Chinese people took from China to Utah.

“We saw the many colored Chinese lanterns made of paper, colored Chinese bowls, and we saw the Chinese eat with chopsticks . . . Many times they gave us Chinese candy or a Chinese handkerchief.”

—Isabella Wilson, Ogden



This Chinese family settled in Utah.

Japanese Americans

The Japanese also first came as railroad workers and miners. Later, many began farming. Utah's celery and strawberry crops were known all over the country. Japanese farmers produced them.

At first, most Japanese men came alone to work. After a while, they wanted to get married. Japanese women sent pictures of themselves to Utah. A man would look at the pictures and decide which woman he wanted to send for. When she arrived, they got married. The women were called "picture brides."

Picture brides worked as hard as their husbands did. They often ran boarding houses. The husband's brothers, cousins, and other relatives might live with them. The women cooked large meals and filled an endless number of lunch buckets. They washed clothes by hand with homemade soap. They baked bread, sometimes in large outdoor ovens. They grew vegetables and canned fruit.

Look at the map on page 233. Trace the route Japanese immigrants took to get from Japan to Utah.



The Young Men's Buddhist Association was a support and social group. The members were called the Busseis. This is the Bussei baseball team in the 1920s. Later, women could become members.

Linking the Past to the Present

All the different cultures brought their delicious foods. Do you like to eat Chinese food? How about pasta or pizza? Sushi? Fried chicken or barbecue? What other foods, ideas, or events do you enjoy that were brought from other cultures?



Many Religions

Utah's new ethnic groups built churches to serve their communities. Here are some examples.



In 1927, the Catholic Church started a mission for the Hispanic community. That mission became Our Lady of Guadalupe. Father James Earl Collins was in charge. The mission is still active today.

In the early 1920s, a Mexican branch of the LDS Church was organized.



▲ *The Trinity African Methodist Episcopal Church was the first church for blacks in Utah. Then the Calvary Baptist Church was founded. It helped with everyday life as well as church services. Ogden had the Wall Avenue Baptist Church.*



◀ *The Roman Catholic Cathedral of the Madeleine opened in 1909 in Salt Lake City. Father Lawrence Scanlan was responsible for building the beautiful cathedral.*

The Congregation Montefiore Jewish Synagogue served Salt Lake's Jewish community.

The Japanese Church of Christ was established in Salt Lake City in 1918. The Japanese also started two Buddhist temples.



▲ *In 1905, a small Greek Orthodox Church was built in Salt Lake City. The Holy Trinity Greek Orthodox Church was built there in 1915. By 1916, the Assumption was built in Price.*



Discrimination

Immigrants have always faced challenges. Life was different in their new home. Some things were new and exciting. Other things were very hard. Immigrants were far from their friends and families. They often missed their own countries.

Many immigrants faced **discrimination**. They were treated unfairly just because of the color of their skin or where they came from. Some Utahns feared that immigrants would take jobs away from them. They were nervous about people who looked different and spoke different languages. The more different the new people seemed, the more nervous people were.

Few Rights for Greek Miners

Greek miners suffered from discrimination in many ways. They were paid less than other workers for the same job. They were given the most dangerous jobs. When working for the railroad, they were kept separate from the white workers.

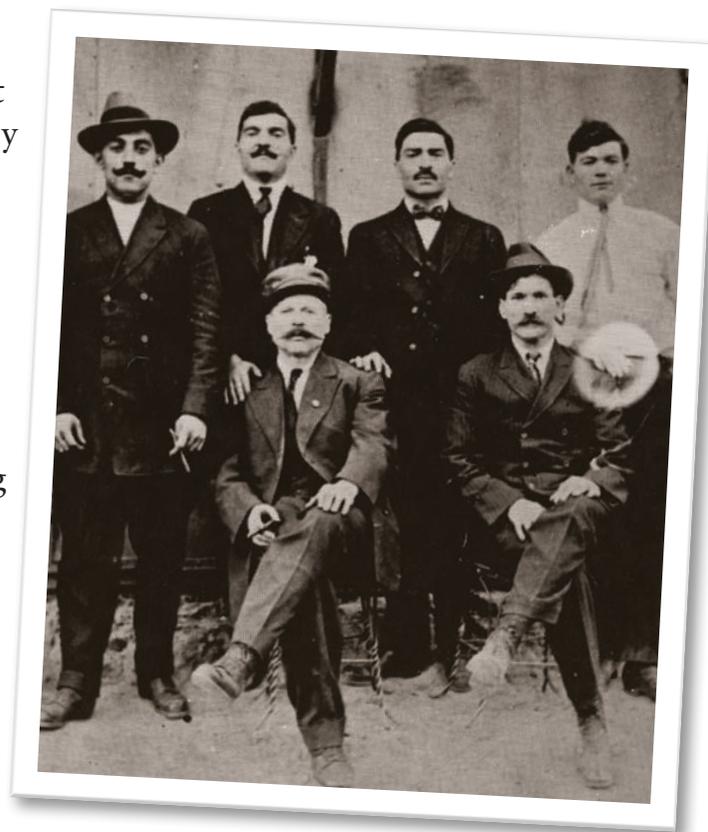
Greek workers were not allowed to join **labor unions**. These were groups of workers who got together to protect their rights. Labor unions tried to make their jobs better.

Greeks and other immigrants were not welcome in certain areas. In Salt Lake, Greeks and Italians could not cross State Street without someone asking “A little far east, aren’t you?” They did not have the right to live, work, or go to school where they wanted. They could not be sure the police would protect them.

People called the immigrants names. Children sometimes had trouble making friends at school. This was the same for other immigrant groups. Chinese immigrants could not rent apartments. Often, they lived in the back of their cafes and laundries.

What Do You Think?

Do you think people have a right to immigrate to our country? Once they are here, should they have the same rights as other Americans?



Greek miners pose in front of their boarding house. People tried to stick together and help each other in hard times.



This cartoon was made after the Chinese Exclusion Act. Who do you think the men in the cartoon represent? How can you tell?

New Laws Keep the Chinese Out

The Chinese worked long hours for low pay. Other workers saw this. They were afraid the bosses would want more Chinese workers instead of white workers. The white workers could lose their jobs.

When there were few jobs, many white people felt angry at the Chinese. The U.S. government passed a law that said no more Chinese workers could come to the United States. It was called the Chinese Exclusion Act. It was the first time immigrants were kept out of our country. The law was later cancelled.

African Americans Are Segregated

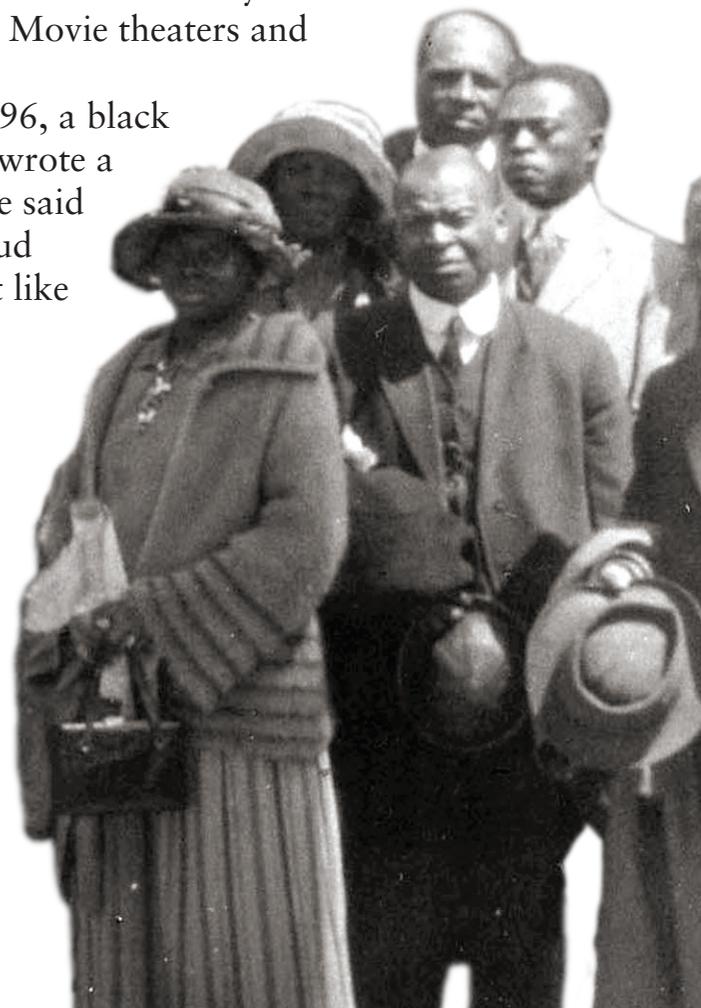
African Americans had gained freedom. But they still faced discrimination. They were kept out of “white” neighborhoods. They had trouble getting high-paying jobs. They were left out of important events in their towns. Sometimes black people were hurt or even killed.

Places around town were **segregated**. That means they were separated by race. Blacks were not allowed to stay in white hotels or eat in white restaurants. Movie theaters and water fountains were segregated.

Often, blacks spoke out. In 1896, a black soldier named Thomas A. Ernest wrote a letter to the *Salt Lake Tribune*. He said he and other black men were proud to serve in the army. They did not like being treated unfairly.

“We were men before we were soldiers. We are men now, and will continue to be men after we are throughout soldiering. We ask the people of Salt Lake to treat us as such.”

— Thomas A. Ernest



Many Cultures, One Utah

There were other forms of discrimination. For a long time, many groups were left out of books about Utah history. No one told their stories. But different kinds of people have worked hard to build Utah. Each group has brought new and wonderful things. Each group has made Utah richer.



By 1900, there were 417 Japanese people in Utah. In 1910, there were 2,110. In 1920, there were almost 3,000. This is the Hashimoto family. They helped bring many other Japanese immigrants to Utah.

LESSON 3 What Did You Learn?

Places to Locate

China
Greece
Italy
Japan
Mexico
the South

Events to Remember

Immigrants continued to come from many countries.
Immigrants were often discriminated against.

Many immigrants opened shops, other businesses, and churches.
The Chinese Exclusion Act was passed and later cancelled.

Lesson Review Activity

Create a trifold brochure to describe reasons why immigrants came to Utah. Imagine that it would be shared with people who might come here. Describe what jobs are available and what life here is like for people from different countries.

Key Ideas

- For Utah, the road to statehood was long.
- Utah wrote a state constitution and formed a state government.
- Utah became the 45th state.

Key Terms

compromise
constitution
political party
privilege
prohibit
statehood
suffrage



Become a Better Reader

Retell the Main Idea

The Struggle for Statehood

Utahns asked Congress for statehood seven different times. For almost 50 years, Congress said no. In 1896, Congress finally said yes. Utah became a state!

Why did the people of Utah want **statehood**? Why was being a state better than being a territory? Here are some of the reasons:

- Utahns would be full citizens of the United States. They could vote for president.
- Utahns could elect two senators to send to the U.S. Senate. They could also elect one Congressman. These representatives could vote in Congress.
- Utah could elect its own judges.
- Utah leaders could write a state constitution. A **constitution** is a written plan of government. It sets forth the rules for government. It tells what rights people have and what the duties of government are.



Over 1,000 men were arrested for polygamy. They were sent to the Utah Territorial Prison.

A Long Wait

To become a state, a territory had to have enough people. Utah had enough people. So why did it take so long? There were some things about Utah that Congress and the rest of the country did not like. Those things had to change before Congress would let Utah become a state.

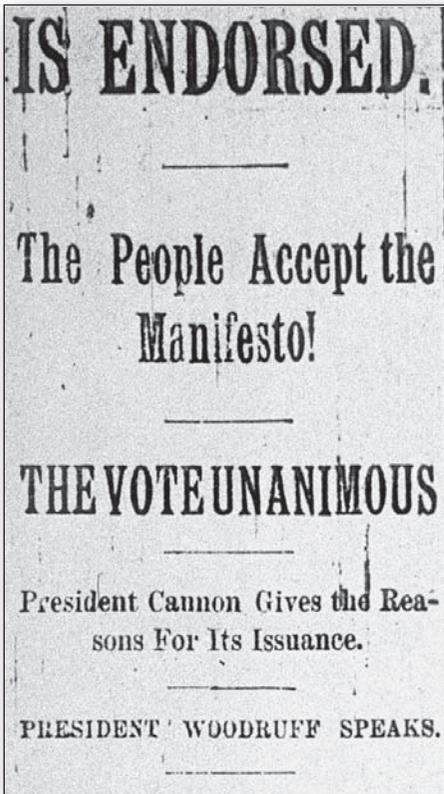
- **Polygamy:** People who were not Mormons did not like polygamy. They thought Mormon men should have just one wife, like in the rest of the country.
- **Church and state:** Since our country was founded, people thought it was important to keep churches and government separate. Government needed to have its own power. That way its power would not depend on any one church. It could protect every person's right to worship as they chose. In Utah, there was little separation between the church and the government.
- **Too much control:** People thought the Mormon Church had too much control. It owned many buildings, farms, and businesses. It had its own political party, the People's Party. A *political party* is a group of people who share the same ideas about government. Congress wanted Utah to have the same parties as the rest of the country—Democrats and Republicans.
- **Economics:** People did not like how the Mormons shared everything in common. Everywhere else, private owners controlled the businesses and resources.

The government thought Utah should act like part of the United States, not like its own country. The Mormons thought they were just practicing their freedom of religion.

These matters greatly divided the people. Mormons and non-Mormons often lived in separate neighborhoods. They did not mix much. They often went to separate schools. They sometimes had separate Fourth of July celebrations.

The Reynolds family was a polygamist family.





The Manifesto ended new plural marriages. It was read to members of The Church of Jesus Christ of Latter-day Saints at a general conference. The Manifesto was accepted. Utah's road to statehood moved forward.

An End to Polygamy

People across the country tried to get Mormons to change. The U.S. Congress had passed a law saying no one could be married to more than one person at a time. This was called the Morrill Anti-Bigamy Act.

Then Congress passed two more laws. The Edmunds Act outlawed polygamy. Polygamist men could be put in prison. They could also be fined (forced to pay a fee). They could no longer vote. More than 1,000 Utah men paid fines and went to jail for having more than one wife. Many others went into hiding so they would not be arrested.

Later, the Edmunds-Tucker Act set a limit on how much property the LDS Church could own. The federal government took the rest. It also said that women in Utah could no longer vote. It broke up the territorial militia (a small local army).

Mormon Leaders Make Changes

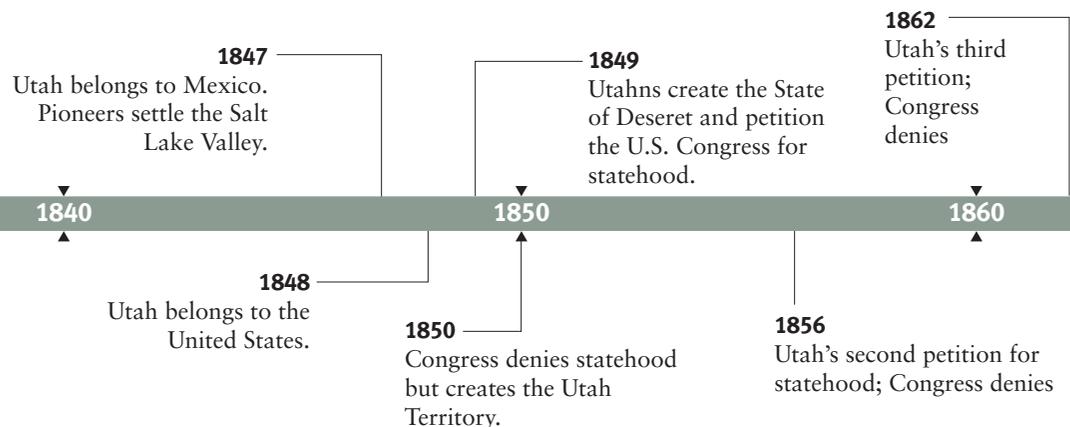
Mormon leaders saw that they had to *compromise*. They had to give up some of the things they wanted in order to reach their goal of statehood.

First, church president Wilford Woodruff gave a statement called the Manifesto. It said there would be no new plural marriages.

Next, church leaders broke up their political party. Third, the church sold many of its businesses to individuals. Many of them were non-Mormons from the East. The Mormon leaders tried to make the church blend more with American life.



Utah Statehood Timeline



Writing a State Constitution

After these changes, the president of the United States said Utahns could write a state constitution. If the constitution was approved, Utah would become a state.

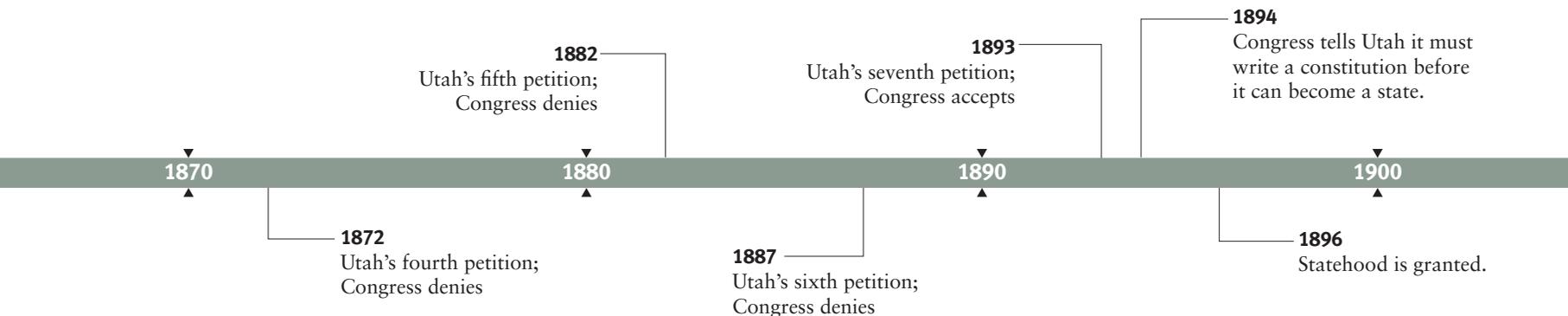
Utahns elected 107 men to write the constitution. The men met in Salt Lake City's new City and County Building. They worked for nine weeks.

The Utah Constitution was similar to those of other states nearby. But it had several important parts that helped it get approved:

- Plural marriages were forever prohibited. To *prohibit* something means to not allow it.
- Women had equal rights and *privileges* with men. These include the right to vote and run for office.
- Church and state would be separate. No church could control the government. No person could be discriminated against because of religion.

After the constitution was written, the people of Utah had to vote on it. Some people voted against it, but most people voted to approve it.

The next step was to take the Utah Constitution to the U.S. president and Congress.



GO TO THE SOURCE!



Study a Proclamation

President Grover Cleveland issued this proclamation. A proclamation is an official announcement to the people.

Read the document and answer the questions below.

By the President of the United States of America. A Proclamation

Whereas: The Congress of the United States passed an Act which was approved on the sixteenth day of July, eighteen hundred and ninety four, entitled "An Act to enable the people of Utah to form a Constitution and State Government and to be admitted into the Union on equal footing with the original States," which Act provided for the election of delegates to a Constitutional Convention to meet, at the seat of government of the Territory of Utah, on the first Monday in March eighteen hundred and ninety-five, for the purpose of declaring the adoption of the Constitution of the United States by the people of the proposed State and forming a Constitution and State Government for such State;

*By the President of the United States of America.
A Proclamation.*

Whereas: The Congress of the United States passed an Act which was approved on the sixteenth day of July, eighteen hundred and ninety four, entitled "An Act to enable the people of Utah to form a Constitution and State Government and to be admitted into the Union on an equal footing with the original States," which Act provided for the election of delegates to a Constitutional Convention to meet, at the seat of government of the Territory of Utah, on the first Monday in March eighteen hundred and ninety-five, for the purpose of declaring the adoption of the Constitution of the United States by the people of the proposed State and forming a Constitution and State Government for such State;

And whereas, delegates were accordingly elected who met, organized and declared on behalf of the people of said proposed State their adoption of the Constitution of the United States, all as provided in said Act;

And whereas, said Convention, so organized, did, by ordinance irrevocable without the consent of the United States and the people of said State, as required

LOOK

How can you tell this is an official document?

THINK

For what purpose was this proclamation written?

DECIDE

Why do you think the message was delivered this way?

The Changing Rights of Women

One of the changes in the state constitution was to give women the right to vote. They had already won this right once. However, it had been taken away.

In the early years of the territory, women were not allowed to vote. (They were not allowed to vote anywhere in the United States at that time.) Then people in the East thought Utah women might vote to end polygamy. So they granted Utah women the right to vote. The right to vote is called *suffrage*.

However, Mormon women's votes only gave their church more power. So the Edmunds-Tucker Act took voting rights away from Utah women.

Many women worked hard to win back that right. They worked with women across the United States. They wanted women's suffrage to be part of our national laws.

With its state constitution, Utah was the second state or territory to give women the right to vote. It was only a few months behind Wyoming.



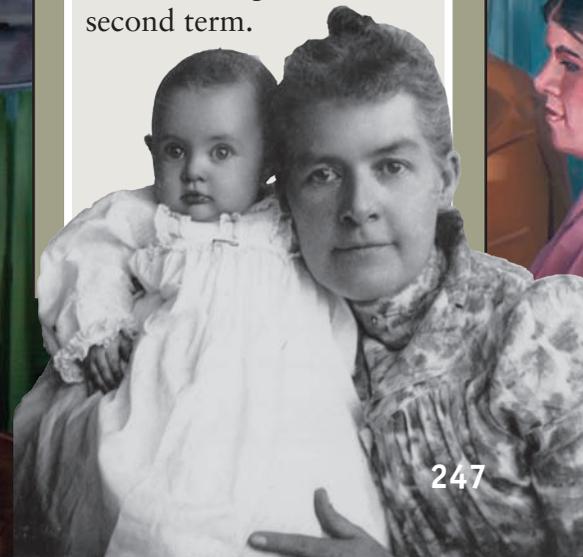
Martha Hughes Cannon 1857–1932

One woman who worked for suffrage was Martha Hughes Cannon. "Mattie" became one of the first doctors at the Old Deseret Hospital. She met Angus M. Cannon and became his fourth wife. To give birth to each of her three children, she left Utah. She wanted to be safe from people looking for polygamists.

Back in Utah, Cannon started a school for nurses. She also opened a doctor's office. After statehood, she was elected to the state senate. (Her husband ran for the same office and lost!) This made Martha the first female state senator in the country. Utahns elected her again for a second term.



In 1870, Seraph Young cast her vote in Salt Lake City. It was a city election. She became the first woman in the United States legally to vote.



A New State!

Utahns waited and hoped. On the morning of January 4, 1896, they got word from Washington, D.C. President Grover Cleveland had signed the paper that made Utah the 45th state.

In every city, town, and farming community, people celebrated. In Manti, the noise was like the “Fourth of July in winter time.” Fillmore held a dance. At Corinne, someone rang the courthouse bell so hard that it cracked. Children in Kamas got a free sleigh ride as they listened to the Kamas Brass Band. In Lehi, people hung pictures of early pioneers on church walls. In Salt Lake, a large steam whistle added to the noise of shotguns, cannons, bells, fireworks, shouting, and a parade. A chorus of a thousand children sang “The Star-Spangled Banner.”

What Do You Think?

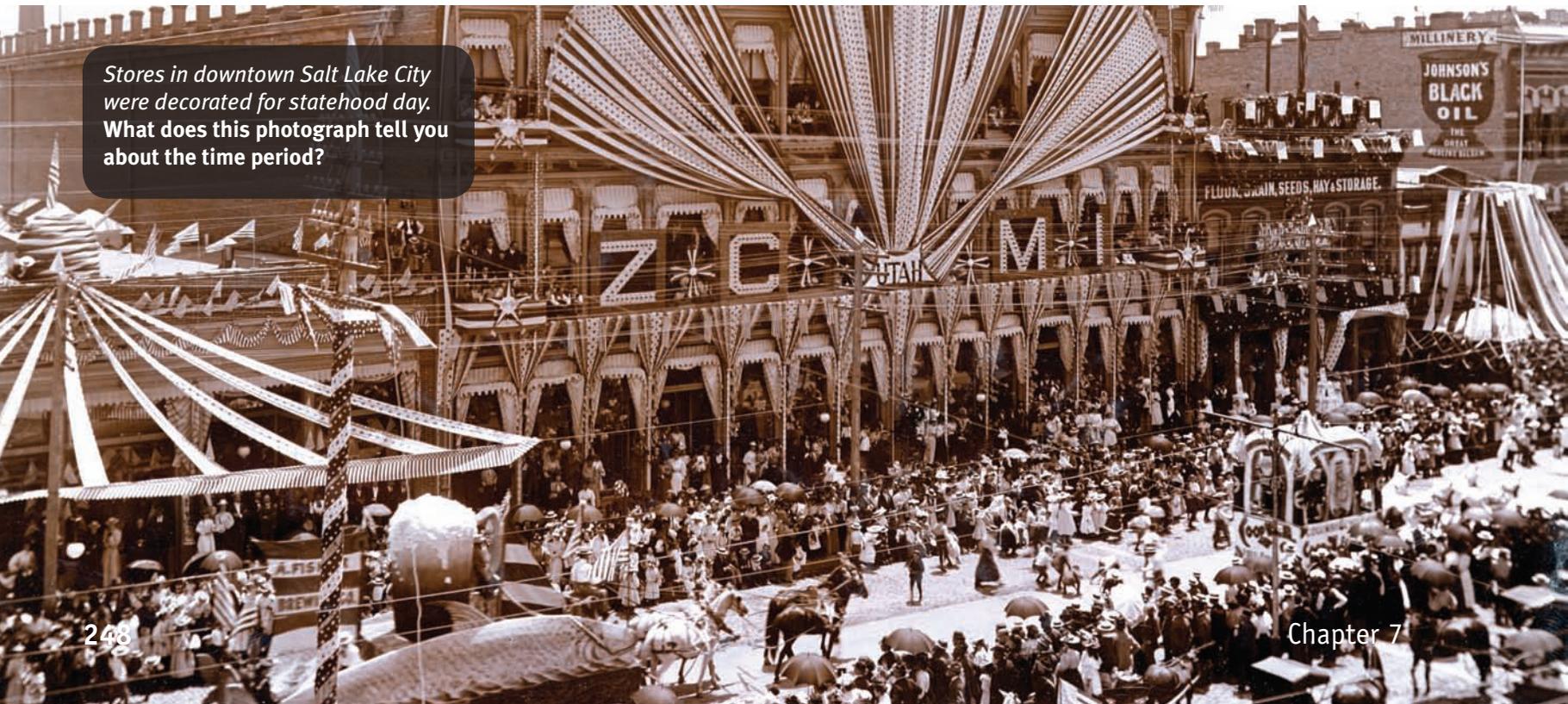
Richard D. Poll said, “January 4, 1896, was more than the birthday of a state. It was the wedding of Utah and the nation.” What do you think he meant?

A New State Government

Utah’s government has changed over the years. But the type of government the Utah Constitution set up is still the type we have today.

The goal was a government that could help people and make their lives better. It would help them solve problems and arguments. It would provide services and protect rights. It would help bring peace and justice.

Stores in downtown Salt Lake City were decorated for statehood day. What does this photograph tell you about the time period?



There were three branches, or parts, of government. They were the legislative, executive, and judicial branches. Each branch had certain jobs to do. This was a way to separate the power so that no one branch had too much control.

- The job of the **legislative branch** was to make laws.
- The job of the **executive branch** was to see that the laws of the state were carried out.
- The job of the **judicial branch** was to decide whether or not the laws followed the constitution.

New Leaders

Utahns could elect their own state leaders. For governor, they chose Heber M. Wells. He was a Mormon businessman.

Utahns could also choose leaders to send to the U.S. Congress. For their one representative, they chose Clarence Allen. His wife, Corinne, had worked with other women to gain the right to vote for Utah women.

The state legislature got to choose two senators to send to Congress. They wanted one senator to be a Mormon and one to be a non-Mormon. They chose Frank Cannon, a son of a Mormon leader. They also chose Arthur Brown, a lawyer. He was not a member of the LDS Church.

Today, voters get to choose Utah's two U.S. senators. We will learn more about our state government in Chapter 11.



Heber M. Wells

LESSON 4 What Did You Learn?

Places to Locate

Corinne
Kamas
Lehi
Utah
Washington, D.C.
Wyoming

People to Know

Martha Hughes Cannon
Grover Cleveland
Heber M. Wells
Wilford Woodruff

Events to Remember

Utah petitioned for and was refused statehood six times.
Utah became the 45th state on January 4, 1896.

Lesson Review Activity

Write a newspaper article as if you were in Utah on the day of statehood. Give a report of the day's events. Be sure to include the related Places to Locate and Events to Remember in your article.



UTAH Social Studies Skills

Create a Research Question

Immigrants are a very important part of Utah’s history. They have contributed much to Utah’s culture, economy, and growth.

Think about some detail of immigration you have a question about. Would you like to learn more about the groups who came? The countries they came from? How they made their new lives in Utah?

Write your question on a piece of paper. Use the items below to be sure your question is a good one to research.

1. Is your question just the right size — neither too big nor too small?

- Too big: “What did immigrants know before they came to Utah?”
(It would be impossible to answer this question in a one-page paper.)
- Too small: “What industry did many Chinese immigrants work for?”
(This could be answered in one word.)
- Just right: “What were some traditions Italians brought to Utah?”

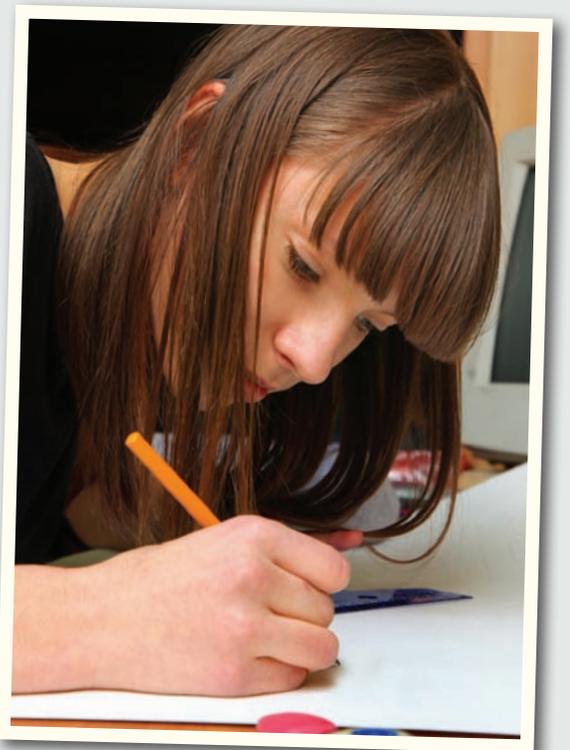
2. Can the question be researched?

- “Who made better food, Greek or Hispanic immigrants?” (This cannot be researched. The answer cannot be found. It is a matter of opinion.)

3. What sources will you use to answer your question?

- Visit the library. Ask a librarian to help you find books and other information on your topic.
- Write down at least three sources you will use to answer your question.
- If you have a good research question, you should be able to find good sources.

4. Write a one-page paper to answer your research question. Use information from your sources to support your answer.





Become a Better Reader

Find the Main Ideas

When reading nonfiction, good readers hunt for the main ideas. Thinking about the main idea helps readers organize the new information. There are features in textbooks that help you determine the main ideas.

What is the main idea of this chapter? Write a paragraph explaining how you know it is the main idea. Use details from the chapter to support your main idea. The chapter is organized with features that help you easily determine the main idea and supporting details.



Technology Tie-In

Interactive Information

Visit the PBS.org website Transcontinental Railroad to access an interactive map of the race to Utah! Use this feature to see images of the railroad race. You can also learn interesting facts about working on the railroad.

Use the information from this site to create your own timeline. Include what you think are the five most important details for each railroad company. Think of a creative way to make your timeline and share it with your class. How is your timeline different from others?

Review What You Read

Lesson 1

1. What connected Utah to the rest of the country?
2. What effects did the transcontinental railroad have on Utah?
3. Describe what life here was like for Chinese immigrants.

Lesson 2

4. How did the railroad affect Utah's economy?
5. What effect did the mining boom have on Utah?

Lesson 3

6. List the different countries people came from and the reasons they came.
7. Describe three new cultures that came to Utah.
8. How were immigrants treated? Why?

Lesson 4

9. What problems did Utah face on the road to statehood?
10. List things leaders in Utah did to become a state.
11. Why was statehood something people wanted?