

# What Has Brought People To Utah Throughout History?

4<sup>th</sup> grade social studies unit

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# Overview & Rationale

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This unit will examine the various reasons that people have come to Utah in the past, why they are coming today, and what will bring them here in the future. In this unit, students will be learning about the influences of different groups of people in the state of Utah - past and present. They will also be looking forward and predicting what they think will happen in Utah's future.

Everyday, Utah is becoming more diverse and it is important for students to realize this and understand some reasoning behind it. It is also important for them to see viewpoints other than their own and to learn tolerance for other people. By learning about many of the different groups of people who immigrated to Utah, students will be able to see that Utah has always been a diverse state. This will help them to become responsible citizens, able to see and respect the perspectives of others. It will also help them to see the importance of this as Utah becomes a more heterogeneous state.

We believe it is important that children are able to relate the past to themselves, and also compare the past to the present. By doing this, we feel that all children will be able to see themselves as somebody who is influencing Utah history. Hopefully, each child will gain a greater sense of self as they understand more about the people who developed this great state. We will touch on Native Americans, Explorers, Pioneers, and immigrants of the recent past and today. This unit is intended to help children build on prior historic knowledge and come to understand and have a desire to learn about Utah today. In the fourth grade Utah State core, for social studies it states that students should demonstrate the sequences of change in Utah over time and the emergence and development of culture in Utah. This will be shown by teaching about many of the different groups and cultures of people that have come to Utah. Since we are beginning with the Native Americans and going to Utah's people today students will be able to see the development of the rich culture that Utah has to offer. By educating students on different cultures we hope to promote cultural understanding and tolerance towards others of different backgrounds.

In the national standards we wish to help students understand similarities and differences in ways groups, societies, and cultures address similar human needs and concerns. They will be able to give examples on cultural unity and diversity within and across groups. Much of Utah's history deals with how the people lived within the environment of the Rocky Mountains down to the southern Utah deserts so we will discuss how this has affected the way people have survived and lived here in Utah. We will also connect students with its history by linking them to when their family came to Utah, whether they are from the early Mormon pioneers or their family just moved to Utah in their lifetime.

Most of all, by understanding Utah's past, students will be able to realize their sense of place in our state. They will also be able to connect with people who lived in Utah in the past and find their place in history today.

# Teacher Background

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In order to teach about what has brought different people to Utah, a teacher must have a deep understanding of the early people in Utah. "Long before Euro-Americans entered the Great Basin, substantial number of people lived within the present boundaries of Utah. Archaeological reconstructions suggest human habitation stretching back some 12,000 years. The earliest known inhabitants were members of what has been termed the Desert Archaic Culture--nomadic hunter-gatherers with developed basketry, flaked-stem stone tools, and implements of wood and bone. They inhabited the region between 10,000 B.C. and A.D. 400. These peoples moved in extended family units, hunting small game and gathering the periodically abundant seeds and roots in a slightly more cool and moist Great Basin environment." (<http://historytogo.utah.gov/natives.html>)

The five Native American tribes that lived here included the Shoshone, Ute, Goshute, Piute, and Navajo. Each tribe lived its own unique lifestyle and contributed to Utah as we now know it. Utah was even named after the Ute tribe, meaning people of the mountains. The Native Americans lived in Utah primarily for the land and the mountains. One thing that makes the Native American Culture so unique is that each tribe is different. In order to do all five of these tribes justice, it is important to research each one individually. The main source that we used to gain our information was <http://historytogo.utah.gov/firstpeople.html>. As time passed, many Native Americans were driven from their land. The government and the American people were very unjust towards the Native Americans. These people were forced to move away from their homes to other land. Not too long ago the U.S. government gave Native Americans land to try to repair the damage that was done.

The trappers and explorers who traveled to Utah were also very influential in Utah's history. Some of these notable people included Peter Skene Ogden, Jedediah Smith, Jim Bridger, John Weber, James Beckwourth, and Miles Goodyear. A great way to learn about mountain men is to read their journals. Many of these are found online (<http://roxen.xmission.com/~drudy/mtman/mmarch.html>) and in books. In Cache Valley there are local experts that volunteer at the American West Heritage Center that have many resources to draw from. Not all of the explorers were American; many were Mexican and Spaniards like Juan Maria Antonia Rivera and Father Escalante. Their maps and journals are the first documents in Utah history.

The Mormon Pioneers are perhaps the most talked about immigrants of our state. Led by Brigham Young, these people were the first white settlers in Utah. They traveled across the country to escape the persecutions which they were facing because of their religion. Prior to their immigration, the President of their church, Joseph Smith, was murdered in Nauvoo. Joseph Smith had been their leader since the organization of the Church of Jesus Christ of Latter-day Saints in April of 1830. In 1846, members of this church were driven from their homes by mobs. Pioneer companies traveled by covered wagons, horses, or handcarts as they crossed the plains. Many thousands of people came from other countries, especially Great Britain and Scandinavia. Pioneers came to the western United States to build new lives and to worship their God. Over 70,000 people crossed the plains to reach Salt Lake City (and more arrived after the completion of the transcontinental railroad in 1869). Families spread from Salt Lake City to settle a large area of the western United States (<http://www.mormon.org/learn/0,8672,964-1,00.html>)

Continued

## Teacher Background Continued . . .

Teachers must gain an understanding of what these pioneers went through in Nauvoo, Illinois which made it necessary for them to leave and settle here in Utah. It is important that we help our students to gain appreciation for their sacrifices as well as learn to accept and tolerate different beliefs. When teaching about these pioneers, it is important that the actual beliefs of the church are not the focus, but that the students understand what this group went through, regardless of their beliefs.

(<http://teacherlink.ed.usu.edu/tlresources/units/Gallagher2003Fall/MWarner/bkgrouninfomation>)

Other immigrants came to Utah and helped to shape it into what it is today. Many Japanese immigrants came to Utah in the 1900s. In the 1800s, they were brought in to be cheap labor, working on the railroad, as coal miners, prostitutes, etc. The Hashimoto family started a labor agency, bringing in many other Japanese workers, food and supplies. In 1924, The Japanese Exclusion Act prohibited the immigration of all Japanese, and as opportunities for Japanese people in Utah became smaller and smaller, many left. During World War 2, a bill to intern Utah Japanese people did not pass, but aliens were no longer able to buy land. There was a Japanese internment camp in Utah called Topaz. There are currently third and fourth generation Japanese families in Utah. Many immigrants from the Netherlands, English and Germans came to Utah as converts to the Mormon religion. The first free African Americans to settle in Utah were the James family in 1847. The population of African American people steadily increased in Utah, but opportunities were very limited, causing some to leave the state. Black Mormon males were not allowed to have the priesthood until 1978. In the 1960s and 1970s, federal laws eliminated some forms of discrimination. In 1979, a professional basketball team, which included African American members, was moved to Utah. African Americans were elected to serve in the Senate and House of Representatives. Chinese workers were in Utah in the 1800s. Many worked on the railroad and started businesses. Due to changing immigration laws after World War 2, Chinese immigrants began coming to Utah in greater numbers. The Hispanic population in Utah grew in the early 1900s, fell off during the depression, and began to grow again after World War 2. (<http://www.media.utah.edu/UHE/>)

Utah today is growing more and more diverse as people continue coming. It has growing technology, tourism, film and television industries. Southwestern Utah in particular is growing and attracting tourists. Also, the Olympics were held in Salt Lake City in 2002. Transportation is becoming a growing problem because of the growing population and freeway construction, Trax and light rail transportation have been added.

([www.historyforkids.utah.gov](http://www.historyforkids.utah.gov))

Possible sources:

[www.lds.org](http://www.lds.org)

[www.historytogo.com](http://www.historytogo.com)

<http://teacherlink.ed.usu.edu/tlresources/untis/Gallagher2003Fall/MWarner/>

[http://www.utahpriorities.net/briefs/rb5\\_growth.html](http://www.utahpriorities.net/briefs/rb5_growth.html)

<http://www.media.utah.edu/UHE/>

# Unit Planning Chart

Teacher (s): Kristin Dyer, Heather Pack, Ashlie Wilson, Jackie Nelson  
Grade (s): 4<sup>th</sup> Grade  
Unit of Study: Utah History  
Time Frame: 4 – 6 weeks

## Social Skills

- Group Skills
- Sharing
- Writing Letters

## Unit Issue

What has brought people to Utah throughout history? (past & present)

## Written Language:

- Reading/Writing Pioneer or Explorer Journals
- Cowboy poetry
- Writing about the reasons for Indians living in certain forms of shelter.
- Journals (of a fieldtrip)
- Pen-pals
- Writing to dissolve stereotypes
- “Where I’m From” poem

## Teacher Resources:

- [Historytogo.utah.gov/](http://Historytogo.utah.gov/)
- [Historyforkids.utah.gov/](http://Historyforkids.utah.gov/)
- [Utah.gov/main/index](http://Utah.gov/main/index)
- [Teacherlink.ed.usu.edu/tlresources/units/Gallager2003Fall/MWWarner/overration.htm](http://Teacherlink.ed.usu.edu/tlresources/units/Gallager2003Fall/MWWarner/overration.htm)
- [www.lds.org](http://www.lds.org)
- [www.heritage.uen.org](http://www.heritage.uen.org)

## Social Studies:

- How has Utah changed over time?
- What have other cultures brought to Utah?
- Predict future changes of Utah.
- Compare myths to facts.
- Make a patchwork quilt about family histories.
- Write a letter to a government official.
- Explain the whys. (i.e. Why did the Mormon pioneers come to Utah?)

## Music:

- Learn the state song & have the students write their own words to inspire and inform about Utah’s possible future.
- Listen the old state son, “Utah, We Love Thee”
- Learn about past and present musicians in Utah.

## Read Alouds:

*The Quilt Story* by Tony Johnson

*Esperanza Rising*

*I Walked to Zion*

*The Gathering of Zion* by Christopher Collier

## Outcomes/Unit Goals

- Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns (NCSS, 1a).
- Give examples and describe the importance of cultural unity and diversity within and across groups (NCSS, 1e).
- Examine the interaction of human beings, and their environment, the use of land, buildings of cities, and ecosystem changes in selected locales and regions (NCSS, 3h).
- Describe personal changes over time, such as those related to physical development and personal interests (NCSS, 4a).
- Describe personal connections to place – especially place as associated with immediate surroundings; (NCSS 4b).

## Oral Language:

- Interview family members about their immigration to Utah.
- Write a report about explorers.
- Interview a recent immigrant.
- Work in groups to create a “new” state song.
- Presentations about what they have learned.

## Art:

- Learn about and draw hieroglyphics.
- Make a family history (or personal characteristics) quilt.
- Learn about Ballet West, the Tabernacle Choir, Utah Festival Opera, the Shakespearean Festival, etc.

## Student Reading/Literature:

- A is for Arches: A Utah Alphabet
- M is for Majestic
- Mary Nations
- Immigrant Kids – Russell Freedman
- Individual Family History stories of the students.
- “Where I’m From” poem
- Recent newspapers from the state of Utah.
- Read Journals from Mountain Men/Pioneers

# Unit Planning Chart Continued . . .

## Science:

- Discover ideas about how the Native Americans use/used plants and animals.
- Make various food items (combread, dried fruit, jerky, etc.)
- Research various past and present scientists in Utah.
- Present science discoveries in Utah.
- Compare farmland (past and present).
- Determine another place where the Mormon pioneers could have immigrated if they had not come to Utah.

## Physical Education/Movement/Health:

- Handcart races / pioneer games.
- Hike to Old Ephraim.
- How has medicine/disease changed over time? (integrate with math – lifespan comparison).
- What have we learned in the past about staying healthy?

## Assessment:

- Rubric for oral reports
- Checklists for monitoring individual & group work.
- Formal – teacher written test.
- Students work samples

## Math:

- Quilting (Counting squares, etc.)
- Figure the distance the pioneers traveled from Illinois to Utah. William Clayton used a wagon wheel to measure distance. What would you use?
- Costs, inflation (past and present).
- Calculate the changing in life spans as time as passed. What influence this? (connection to science, etc.)
- How did Brigham Young form the road/grid system.
- Population from the past to present

## Accommodations for Learners:

- Visual, audio, and written activities
- Provide pictures and hands on artifacts.
- Allow children who may have a large motor difficulty to ride or drive to activities involving strenuous physical education
- Provide large print.
- Group struggling students or English Language Learners with competent students.
- Provide various methods of representing work (oral, written, drawings, etc.)
- Hand signals for songs

## Technology:

- Compare modes of transportation (railroad to tracks, wagon to cars, etc.)
- Mining then and now.
- Current Utah technologies.
- Discovering information about Utah through computer technology.
- Video: Peter Pan
- Internet
- CD player to play the State Song and other music

## Fieldtrips/Guests

Visit the American Heritage Center  
This is the Place Monument  
Old Ephraim  
Mountain Man expert  
Marcelo Diversi – people now  
Native American Visitor

- Presentations of personal heritage
- Report on how a person or group of people contributed to Utah today.
- Report on what makes Utah special (why people want/wanted to live here.)
- Singing written songs

# Culminating Event/Unit Projects

# Organization & Subject Matter Overview

- ! Organization and Subject Matter Overview: This unit was organized by the order from which these four groups immigrated to Utah. We feel that these four groups, as well as other cultures have contributed greatly to Utah's history. We also want to portray to our students that all people, who have lived, or are living in Utah, contribute to its uniqueness. By doing the following learning activities, the students will gain a greater understanding of their sense of place here in Utah, as well as learn how to accept the differences of others and the value that each has to offer. The first week of study will focus on why Native Americans were already here, and how their culture has changed over time. The second week the class will discuss why Mountain Men came to Utah. Week three we will talk about what the important role of the pioneers was and why they came to Utah. The last week we will bring the unit all together by helping students realize that there are still people coming to Utah, and give ideas why they are coming. Each one of these weeks will be organized with four main learning activities that will take approximately thirty-fourty five minutes each. Other integration activities are listed on the unit planning chart. When these other area subjects are integrated lesson plans will last approximately two hours or longer depending on the activity.



**Unit Theme: What has brought people to Utah throughout history? (past & present)**

	<u>Week 1</u>	<u>Week 2</u>	<u>Week3</u>	<u>Week 4</u>
<b>Topic</b>	Why were Native Americans already here? How have the Native Americans changed over time?	Why did Mountain Men come to Utah?	Why did the Mormon pioneers come to Utah? What have they done to contribute to Utah?	What are some reasons why we have come to Utah? Why would other immigrants want to make Utah there home?
<b>NCSS Standards</b>	<ul style="list-style-type: none"> <li>• Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns. (NCSS IA)</li> <li>• Give examples and describe the importance of cultural unity and diversity within and across groups. (NCSS IE)</li> <li>• Examine the interaction of human beings, and their environment, the use of land, buildings of cities, and ecosystem changes in selected locales and region. (NCSS IIIH)</li> <li>• Describe personal changes over time, such as those related to physical development and personal interest; (NCSS IVA)</li> <li>• Describe personal connections to place- especially place as associated with immediate surroundings; (NCSS IVB)</li> <li>• Work independently and cooperatively within groups and institutions to accomplish goals. (NCSS IVH)</li> </ul>			
<b>Utah Objective</b>	<p><u>S2 01 02 03</u></p> <ul style="list-style-type: none"> <li>• Analyze contributions made from diverse groups to the development of Utah's culture. (01)</li> <li>• Trace the development of Utah's culture. (02)</li> <li>• Predict future changes based on the history and development of the state. (03)</li> </ul> <p><u>S4 01</u></p> <ul style="list-style-type: none"> <li>• Demonstrate cultural understanding.</li> <li>• Show appreciation for the uniqueness of other cultures.</li> <li>• Identify the contributions of various cultures to Utah.</li> <li>• Demonstrate respect for cultural differences.</li> </ul> <p><u>S 2, 01A</u></p> <ul style="list-style-type: none"> <li>• Explain the influence of ancient and modern Utah Indian groups on cultural development. (Focus of Week 1)</li> </ul>			

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Goals & Objectives

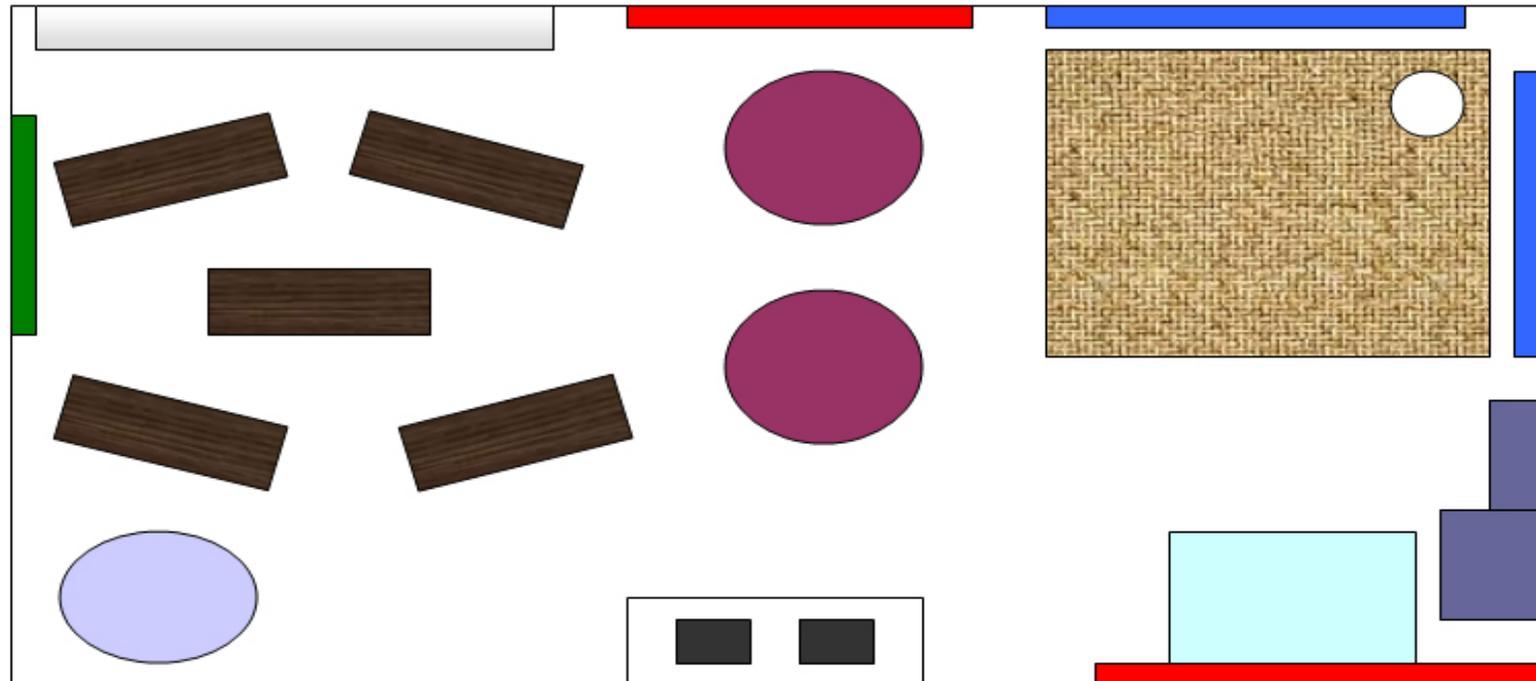
# Organization & Subject Matter Overview Continued. . .

<p><b>Learning Activities</b></p> <p><u>Activity #1</u></p>	<p>Have students go through a list of words (Stereotypes, Native American, Navajo, Pueblo, etc.) and check if they know what this word means, if they have heard this word, or they have never heard this word before.</p>	<p><b>**Lesson Plan:</b> Local mountain man Expert will come into class and talk about trapping in cache valley. Students write in their mountain man journals.</p>	<p>Present the scenario for students to write in their journals: What would you do if you had to travel across the world in order to remain free? What would you take? After, lead a class discussion explaining why the pioneers traveled to Utah. (i.g. religious freedom, to escape persecution).</p>	<p>Read the poem, "Where I'm From" by George Ella Lyon. Have students make a list about things in their past (examples- items around your home, neighborhood, favorite foods, relatives, etc.). Have them create their own "Where I'm From" poem using these lists. <b>**</b>(First part of lesson plan)</p>
<p><u>Activity #2</u></p>	<p>Have students view "Peter Pan" clip of the Indians on the island. Have a discussion about how the Indians in the clip show stereotypes.</p>	<p>Research trappers and explores journals entries and maps they drew. Talk about how they lived. Write in personal Mountain man journal.</p>	<p><b>**Lesson plan:</b> (Journal of a Mormon Pioneer) After reading journal entries of pioneer children, the students will take on the persona of the particular pioneer child and create additional journal entries.</p>	<p>Have students interview someone who is over 40 about why they live in Utah. Have them share some things they have found with the class. Have them compare this to their own lives.</p>
<p><u>Activity #3</u></p>	<p><b>**Lesson Plan:</b> Dissolving Stereotypes about Native Americans. (Native American Guest Speaker)</p>	<p>Split the class into groups; give each group a different major American fur trapper to study- Jedediah Smith, Jim Bridger, John Weber, James Beckwourth, and Miles Goodyear. Present to class. Write in journals</p>	<p>Students will use maps, atlases, journal entries, newspaper articles, or the internet to map the trail the pioneers took from Illinois to Utah. The class will be split into groups, with each group responsible for mapping a portion of the trail. (Use the different companies as groups or just pick one to trace.)</p>	<p>Bring in Utah simplified newspaper articles. Have the students get into groups and pick a current issue to present to the class. They will read the newspaper articles and prepare a summary and talk about any biases they might have observed in the article and what effect this may have on the future of Utah.</p>
<p><u>Activity #4</u></p>	<p>Students will be pen-pals with another student in the state that is Native American. (Find a school in your area that is mainly comprised of Native Americans)</p>	<p>Students will be given a list of supplies trappers might need. They will decide what would be important to have and what to leave behind.</p>	<p>Students will use their knowledge of why the pioneers came to Utah as well as their knowledge of the pioneer trail to suggest another western location the pioneers could have settled based on climate, suitability for farming, water resources, timber, possibility for roads, and the proximity to other non-Mormon settlements. <a href="http://www.uen.org/Lessonplan/Preview.cfm?Lid=1103">http://www.uen.org/Lessonplan/Preview.cfm?Lid=1103</a> by Barry Graff</p>	<p><b>**Lesson Plan:</b> This is the Place Have students analyze the old and new state song to see whose perspectives are shown and whose are missing. Have students write their own words to the state song to show the diverse perspectives of Utah in the past, present and future.</p>

**\*\*** These lesson plans are contained in the [learning activities bank](#)



# Classroom Set-up



**Key:**

 White board

 Student tables

 Chalk Board

 Teachers desk

 Centers

 Computers

 Silent Reading area

 Bulletin boards

 Book shelves

 Shared Reading/Carpet Area

 Window

# Learning Activities Bank

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## Lesson Plans

- Dissolving Stereotypes of Native Americans
- Trappers and Explorers
- Journal of a Mormon Pioneer
- This is the Place

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# Assessment

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Many forms of assessment will be used. These include: formal, ongoing, informal, and student-centered. It is important that assessment reaches a variety of learners so that all students are able to show what they have learned in variety of ways.

To start the unit, we will ask the class, "What has brought you and your family to Utah?" We will have a short discussion with the class and explain that many people come to Utah for a variety of reasons. In order to gain an understanding of what the students already know, we will begin each section of the unit with a KWL chart. This will enable us to recognize possible misconceptions as well as learn what the students are most interested in learning. By completing the "What did you learn" section of each chart at the end of each week, we will be able to identify areas which need review before the test as well as learn the main concepts the students have learned throughout the unit. This gives us a broad understanding of what the class learned as a whole, and lets us know if students learned details about the different groups of people who immigrated to Utah and the reasons each group immigrated. We can also learn if the students have gained an appreciation for other cultures and differences.

Throughout the unit, rubrics tied to unit goals and objectives will be used to assess the individual work of students, group projects and oral reports. Important, specific characteristics of the work being assessed will be stated and given a number according to the guidelines outlined in the rubric. The students will be able to see the rubric beforehand and have the opportunity to change any part of it which seems unclear or confusing. Rubrics will be created for specific projects, outlining what is important for students to get out of that project, and each rubric will use a 1-4 scale.

Observation and anecdotal note taking will also be used to assess the students as they work alone and in groups. The teacher will pay attention to the growing cultural understanding of the groups as they discuss the peoples of Utah. An index card will be used for each student during each separate week of the unit and all notes will be assessed together to assure that students are gaining understanding in each area as well as in the unit as a whole. Checklists will also be developed to monitor students' individual and group work. For group work, they will include what specific things to look for in students' conversations, including an understanding of culture and an appreciation for all people as well as the student's group contributions. Peer assessments will also be developed for evaluation of group participation.

A personal portfolio will be assessed at the end of the unit to see the big picture of each student's individual understanding. The portfolio will contain writings, drawings, pictures, and thoughts about different parts of the unit. Portfolios will also help students to assess themselves as they choose their best work to be added to their portfolio. Students will write why they think it is or is not their best work on a card and put it in the portfolio with the work.

Journal writing will also be used as a form of assessment. At least one day a week the students will be asked to write in a journal from the perspective of the culture they are learning about. The knowledge of the students will be assessed by how much understanding they have about the group of people, how they lived, and how they contributed to Utah's history.

A formal, teacher written test will be developed at the end of the unit. This test will give us another way to assess the students. Much of the test will be short answer or essay form to allow us to see if the students have gained greater cultural understanding and to allow students to tell us what they know. Most importantly, all forms of assessment will be used together to assure that students not only learn about Utah History, but are able to see things from a different perspective than their own as well as see themselves an important component of Utah's future. By providing many forms of assessment, students with different learning styles, cultures and languages will be able to show us what they know in a way which works best for them.

# Appendices

## Children's Books:

The Quilt Story by Tomie dePaol  
A Is for Arches: A Utah Alphabet by  
Becky Hall  
M is for Majestic by David Domeniconi  
Many Nations by Joseph Bruchac  
Esperanza Rising by [Pam Munoz Ryan](#)  
Immigrant Kids by [Russell Freedman](#)

## Websites:

[www.historytogo.utah.gov/](http://www.historytogo.utah.gov/)  
[www.historyforkids.utah.gov](http://www.historyforkids.utah.gov)  
[www.utah.gov/main/index](http://www.utah.gov/main/index)  
[www.teacherlink.ed.usu.edu/tlresources/units/Gallager/2003Fall/MWarner/](http://www.teacherlink.ed.usu.edu/tlresources/units/Gallager/2003Fall/MWarner/)  
[www.lds.org](http://www.lds.org)  
[www.media.utah.edu/UHE/](http://www.media.utah.edu/UHE/)  
<http://heritage.uen.org/pioneers/historical.html>  
[www.uen.org/Lessonplan/preview?LPid=1040](http://www.uen.org/Lessonplan/preview?LPid=1040)  
[www.uen.org/Lessonplan/preview?LPid=1205](http://www.uen.org/Lessonplan/preview?LPid=1205)

## Adult Level Content Book:

A History of Utah's American Indians by [Forrest S. Cuch](#) (Editor)  
A World We Thought We Knew: New Readings in Utah History by  
[John S. McCormick](#), John R. Sillito  
Folklore In Utah: A History And Guide To Resources by David  
Stanley  
Utah History Encyclopedia by Allan Kent Powell  
Peoples of Utah by Helen Z. Papanikolas  
I Walked to Zion Compiled by Susan Arrington  
Jim Bridger; Mountain Man by Stanley Vestal

## Songs:

Utah. . . This is the Place by Sam & Gary  
Francis  
Utah, We Love Thee by Evan Stephens  
Take Pride Utah by Ellen Trickler  
Utah is Still the Right Place by Lorraine S.  
Wilkinson

## Poems:

Where I'm From by George Ella  
Lyon

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