

# Post-Lesson:

## Beyond the Classroom Webinars: Indigenous Peoples of Utah



**Hello again!**

**Thank you for joining us in this Webinar series and session about the Indigenous Peoples of Utah. Here is a final art and social studies activity for this program.**

**As we've seen in the webinar, the tribes of Utah all have their own unique story and culture. But those things aren't always included in what we use to read and learn.**

**When learning about something, you can ask questions and think about who's perspective and story is being included. Who is being heard and if we need to have more voices added to the conversation.**

**For this activity you'll be doing a collage that is questioning how tribes are written about in textbooks.**

## **Supplies needed:**

- **Photocopy/Xerox of a page about Indigenous Peoples from your social studies book**
- **Paper, magazines, newspaper, any other creative materials**
- **Coloring materials (crayons, markers, colored pencils, etc.)**
- **Scissors**
- **Glue**

## **Step 1: Look carefully through the copied page from your textbook:**

- **Circle with red anything that you question if it's fully true or accurate**
- **Use different colors to underline anytime a different perspective is being given on something.**
- **For example: if you read something that gives the perspective of the pioneers and why they moved to Utah that could be one color. If you read something about the way the Shoshone tribes felt about it and how it personally affected them that would be another color.**
- **Make sure each tribe in Utah has its own color, while some of their stories and experiences may be similar each is still unique.**

**Step 2: Looking at your page, what colors do you see? How many different colors are there for the perspectives? What voices are missing?**

**Why is it important to have multiple voices when learning about something?**

## **Step 3: Do some research about what you read.**

### **Look for:**

- **The perspectives/voices that are missing on the page**
- **Any missing events that happened with indigenous people during that time**

**Like those we heard from in the Webinar, look for authentic voices. If you're having trouble finding information think about why that might be, and what could stop someone from sharing their voice.**

## **Step 4: Create a collage on the copied page from your textbook that highlights the below:**

- Whose voice is being heard in this text**
- Whose voice is missing**
- What information needs to be added**
- Why having authentic voices to tell their own stories is important**

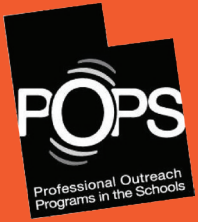
**Get creative! You can use words and images. Think about what materials around you can be used, paper, magazines, newspapers, paint, markers, crayons, etc.**



## **Great work everyone! We'd love to see your artworks!**

- **Have your work featured on our website by asking your teacher or another adult to submit pictures of it to [schoolprograms@umfa.utah.edu](mailto:schoolprograms@umfa.utah.edu)**
- **Or, if possible, post on social media with #umfak12 and tag us on Instagram or Facebook with @utahmuseumofflinearts or on twitter with @umfa.**

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