

PRIMARY SOURCE READERS

Lessons and Activities

Around the United States

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PRIMARY SOURCE READERS



Around the United States Management Guide

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How to Use This Resource

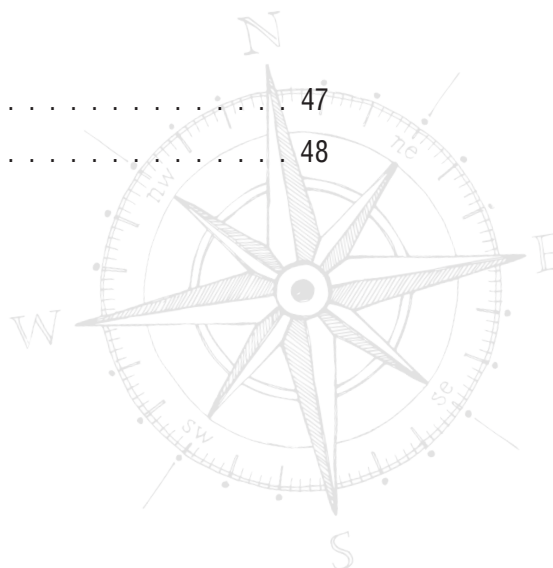
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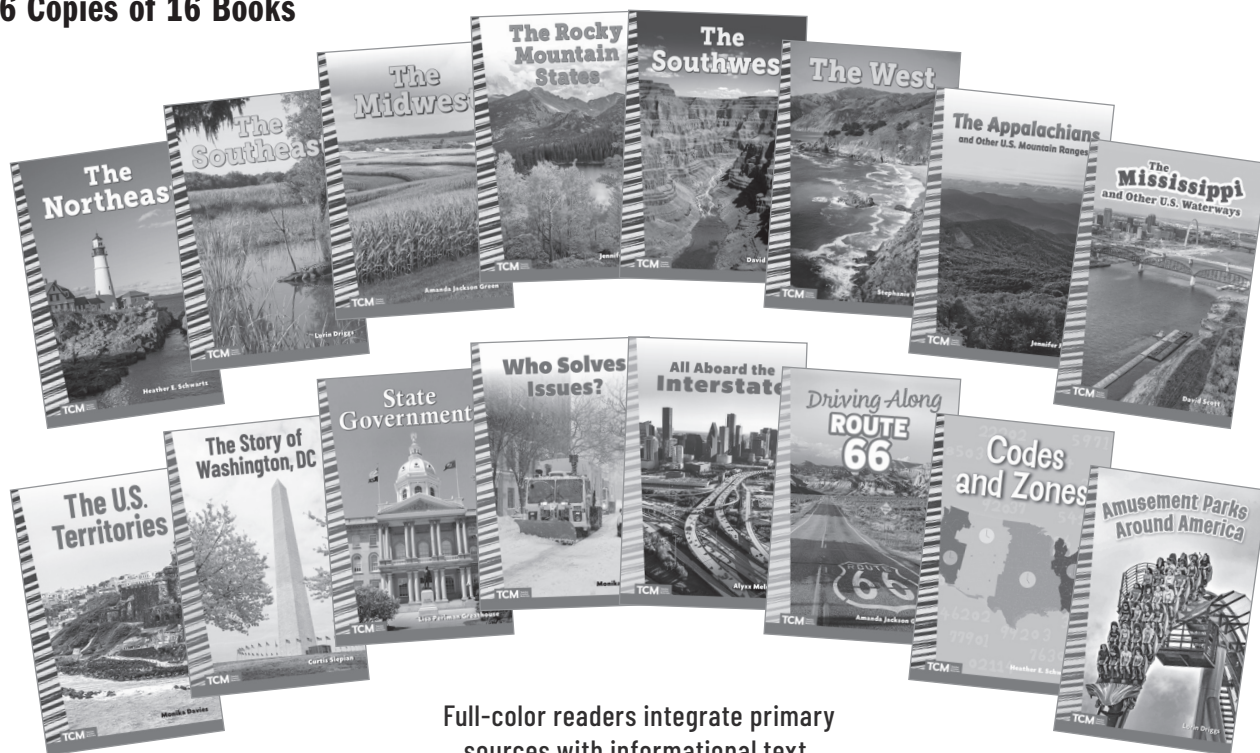
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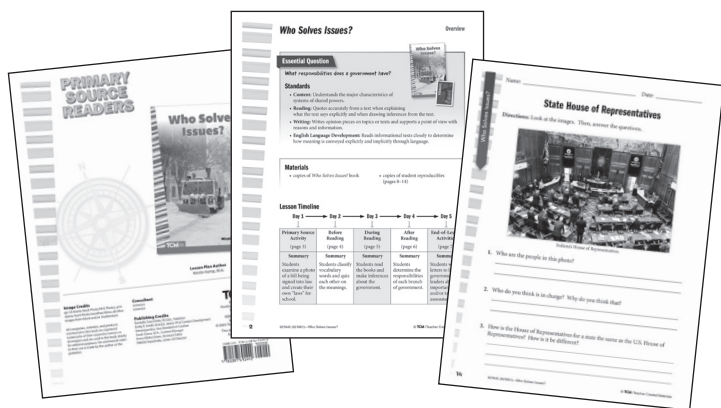
Kit Components

6 Copies of 16 Books



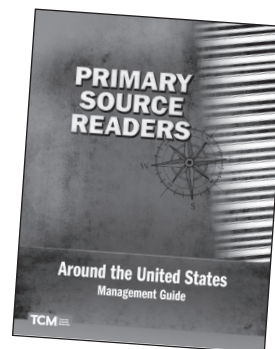
Full-color readers integrate primary sources with informational text.

Lesson Plans



Lesson plans include targeted instruction, essential questions, and numerous opportunities for inquiry-based discussions.

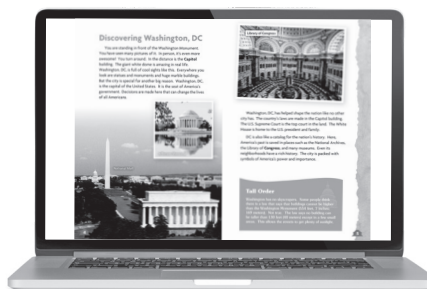
Management Guide



The Management Guide provides program information and research-based teaching ideas.

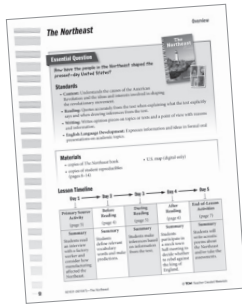
Digital Resources

Ebooks and audio recordings increase student engagement and enhance instruction.



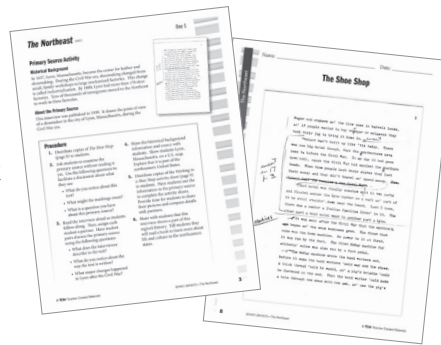
Lesson Plans

Each five-day lesson sequence is organized in a consistent format for ease of use.

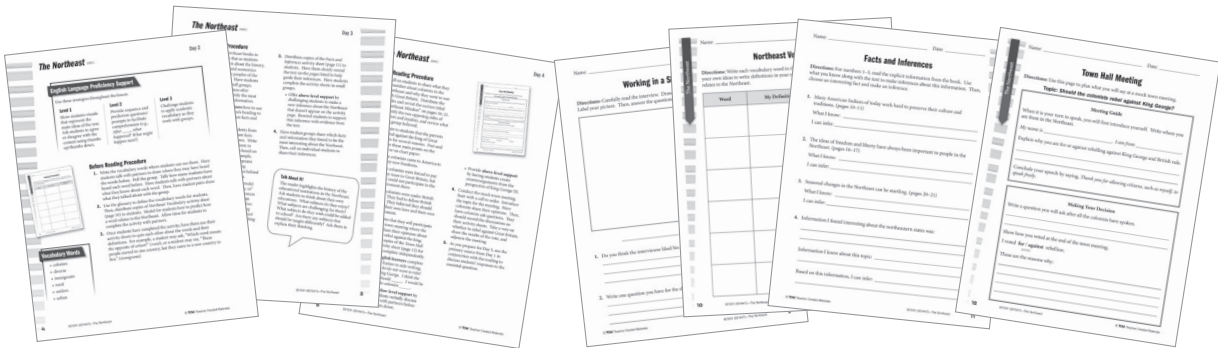


The overview page highlights standards-based learning objectives, the essential question of the lesson, materials needed, and a suggested timeline for the lesson.

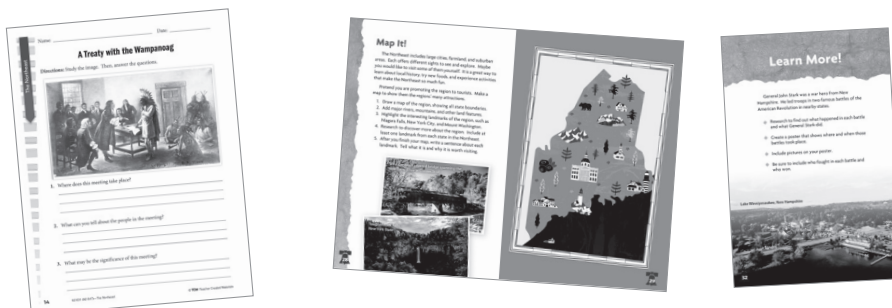
DAY 1 The primary source activity uses a related primary source to spark inquiry-based discussions and introduce the topic of the book.



DAY 2 through **DAY 4** Students interact with the content through vocabulary-based activities to activate prior knowledge. Students deepen their understandings of the topic with step-by-step activities to support comprehension as they read.



DAY 5 Students apply what they have learned by revisiting the primary source from Day 1, taking assessments and completing activities from the book.



The Southwest

For thousands of years, American Indians occupied the Southwest. Then, Spanish and Mexican explorers and settlers arrived. The culture of the region was changed forever. Today, the Southwest embraces its rich American Indian, Spanish, and Mexican heritages. It also looks toward a future beyond the stars!



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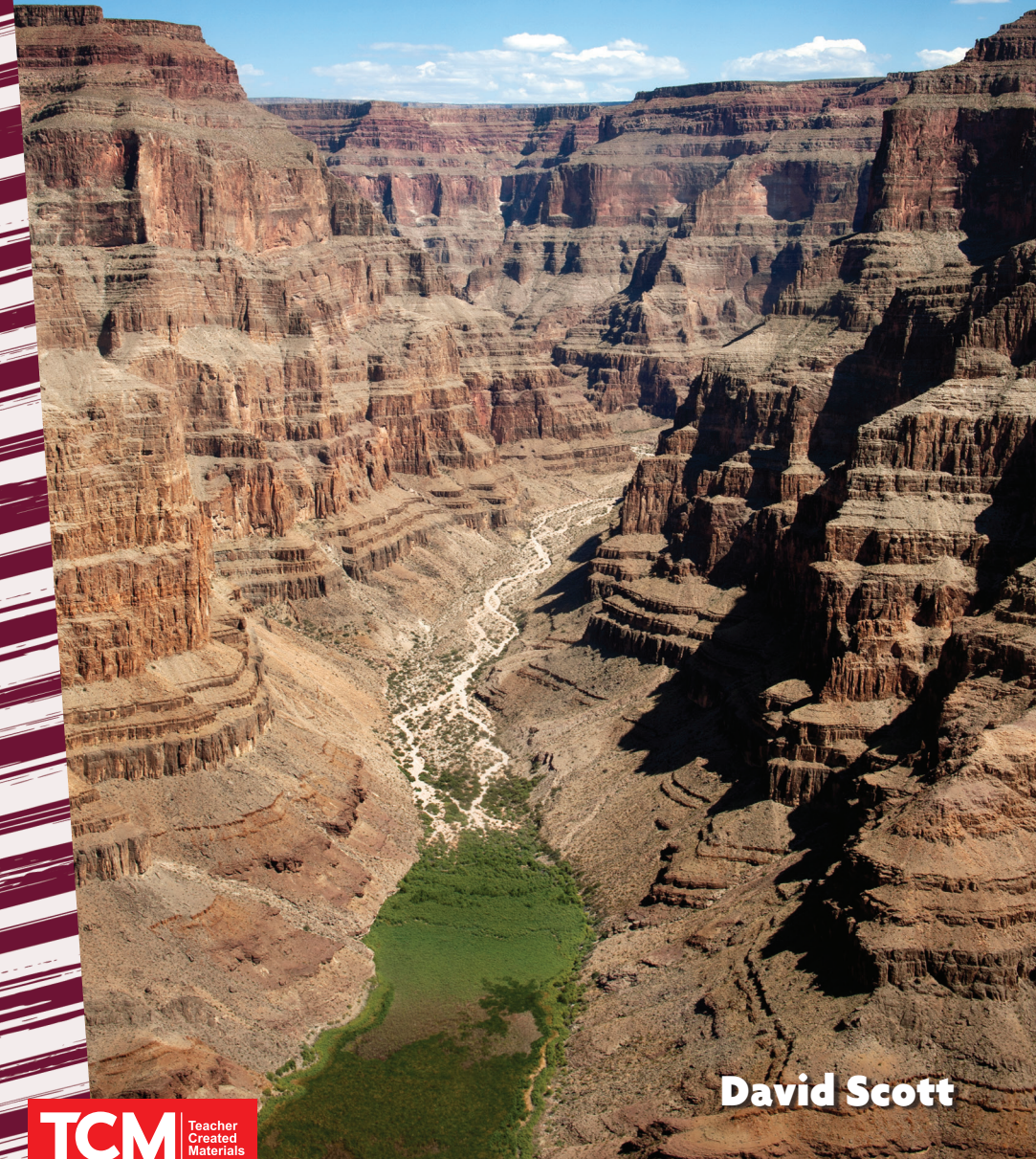
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TCM Teacher Created Materials

THE SOUTHWEST

SCOTT

The Southwest



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**Shown on the cover is the Grand Canyon
in Arizona.**

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Robbers Cave State Park,
Oklahoma

From Cowboys to Astronauts

The Southwest United States holds allure for many people. Much of the Southwest remains untouched. Monument Valley in Arizona has been featured in many movies because of its beauty and pristine nature. It is famous for its tall, red **buttes**. They have been the hideout of many Old West movie outlaws and the range for movie cowboys. No doubt, films have helped create a myth around the Southwest. But the Southwest is much more than what is shown on the screen.

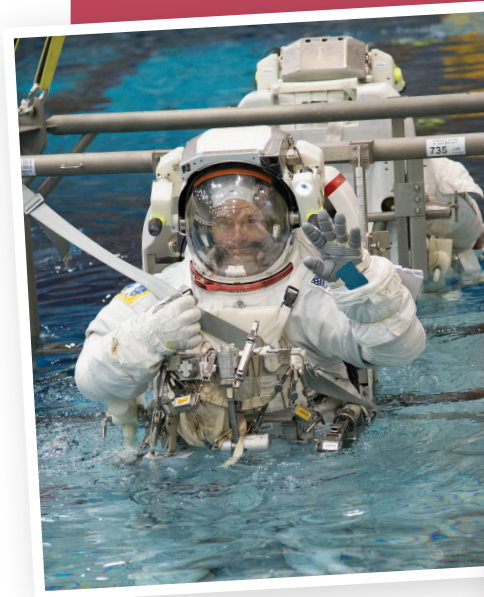
The Southwest includes Arizona, New Mexico, Texas, and Oklahoma. These states were some of the last admitted into the United States. Today, much of the land of the Southwest belongs to American Indian tribes. Many people work hard to maintain the rich history and cultures of the native peoples.



Hunts Mesa in Monument Valley, Arizona

The Future Is in Space

The Southwest is also the home of **Spaceport America**. This company is located in New Mexico. It is the world's first spaceport designed for commercial use. It has already launched more than 300 rockets! One day, anyone might be able to fly into outer space from New Mexico.



spacewalk training at the Neutral Buoyancy Laboratory

Astronaut Ellen Ochoa prepares for training at the Johnson Space Center.



The Southwest also looks toward the future. It is home to the Johnson Space Center. The center is located in Houston, Texas. It is where **NASA** astronauts train to fly into outer space. It has been the **mission control** for NASA space flights since the 1960s.

The story of the American Southwest is old. People first arrived in the area thousands of years ago. Its long story is one of loss, change, and hope for the future.

Geography of an Ancient Land

People often think the Southwest is only desert. But the land of the Southwest is rich and **diverse**. It has mountains with ski resorts and a coastline with beaches. Parts of it are green with many trees and lakes. But the land did not begin this way.

Over 250 million years ago, a great sea divided North America in two pieces. In what is now New Mexico, the sea formed a great **reef**. Over millions of years, the water evaporated. The reef was buried, and the land rose. Rainwater seeped underground. It mixed with the limestone and formed the Carlsbad Caverns.



Carlsbad Caverns,
New Mexico

Ancient Mountains

The Arbuckle Mountains in Oklahoma are over one billion years old! When the mountains were formed, there was no life on the planet. Over time, the mountains have worn down and eroded, but they still stand. Water formed underground caves here like the ones in New Mexico.



Meteor Crater in Arizona

Six million years ago, the Grand Canyon in Arizona did not exist. The Colorado River was just beginning to carve into the rocks. It took five million years to carve the canyon seen today. The lines on the walls show the history of the earth. It shows when oceans covered this land. It also shows when volcanic ash blanketed the area. The oldest layers in the canyon are from two billion years ago!

Fifty-thousand years ago, Arizona looked very different. The temperature was cooler then. The ground was covered by woodlands. Mammoths and giant ground sloths fed there. From the sky, a giant meteor crashed into the ground. It made a crater 600 feet (180 meters) deep. This crater in the ground is visible today.

Cultural Geography

The modern Southwest has a rich culture. It embraces its American Indian, Spanish, and Mexican **heritages**. People often think that cowboys are American. The truth is that many cowboy traditions come from the vaquero tradition of Spain and Mexico. *Vaquero* is the Spanish word for “cowboy.” When the Spanish people arrived in the Americas, they brought both cattle and horses with them. Even the practice of cattle ranching came from Spain. This includes using **spurs**, **stirrups**, the **lariat**, and the **lasso**.

The official state sport of Texas is the rodeo. *Rodeo* is a Spanish word that means “round up.” Rodeos are tests of skill. They include a lot of horse riding as well as contests for roping and handling livestock. These are all tasks performed on a cattle ranch. The first professional rodeo was held in Arizona.



rodeo rider

pueblo-style architecture



Pueblos are the buildings American Indians made out of adobe and stone. Some modern architecture in New Mexico is still built in the pueblo style. There are also buildings in the Southwest that are built in the old Spanish mission style. Since the 1960s, many homes have been built in a ranch style. The ranch style has its roots in the Spanish ranches of the 19th century Southwest.

Southwest foods also come from its past. Corn, beans, and **squash** are **indigenous** to Mexico. Many Southwest dishes use chili peppers that are grown in the region. Chili peppers are used in hot sauces. The original Tex-Mex foods served in the Southwest combine Spanish and Mexican dishes.



Music of the Land

Music is often associated with an area of land. There are many different styles of music in the Southwest. Tejano music is one type. It came out of Texas. Tejano music is sometimes called Tex-Mex music. It combines Spanish vocals with polka or waltz music from Europe.



Native Peoples of the Southwest

Paleo-Indians is the name given to the first people who lived in what is now the United States. They were mammoth hunters who followed large animals for food. They made tools such as spears and knives out of flint, a hard crystal rock. Their flint tools dating back thousands of years have been found in Texas. These tools show us that people have lived in the Southwest since before 13,500 BCE.

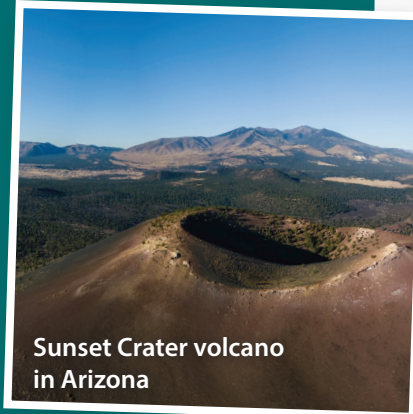
Today, we do not know much of the ancient history. The people did not record their stories for us to know today. But many ancient ruins can be found across the Southwest. They tell some of the story. For example, for at least 5,000 years, people have lived in Canyon de Chelly. We also know that the Hohokam peoples in Arizona built irrigation **canals** as far back as 600 CE. They farmed beans, squash, agave, and cotton. Over time, the canals have been buried under the desert floor.



American Indian arrowhead artifact

Sunset Crater

In 1085, a volcano erupted in Arizona. The lava spread over 6 miles (10.5 kilometers). Volcanic ash fell over hundreds of miles away. The local Paleo-Indian tribes had to leave the area. Sunset Crater is just one of 550 volcanic vents in Arizona.



Sunset Crater volcano in Arizona

petroglyphs in Chaco Canyon, New Mexico



Pueblo Bonito ruins in Chaco Canyon, New Mexico



Around the year 900 CE, Chaco Canyon became a cultural center for the native peoples. It is located in New Mexico. People traveled from far away to meet there. They built giant buildings of stone and mud. Some of the buildings were used to keep track of sun and moon cycles.

The native peoples lived and thrived across the Southwest for many centuries. Their cultures were rich, and the people prospered. But explorers and settlers from elsewhere in the world slowly put an end to these early civilizations. Things changed dramatically when European people came to explore and settle the land.

American Indians Today

While the civilizations of old fell, many native cultures are still thriving. Over five million American Indians live in the United States. They are a diverse people. There are 574 tribes in the United States. The people live on different lands. They speak different languages. They have different foods and **customs**. Most native peoples have moved to cities across the country, and they work in a wide variety of jobs.

But the native peoples of the Southwest keep their cultures alive through their languages, art, music, and traditions. Often, they gather together in celebration of their cultures. They take old traditions and bring them into modern life.



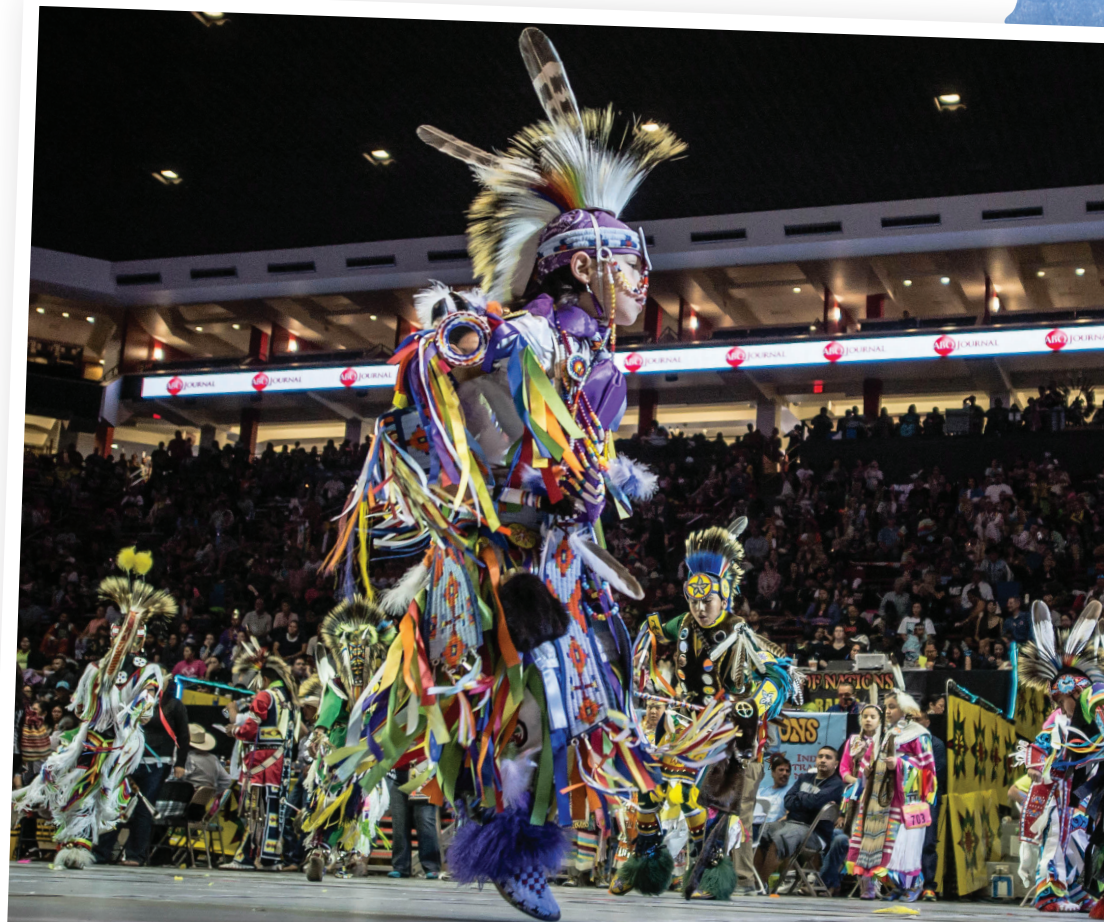
Turquoise

American Indians of the Southwest often wear turquoise. For some American Indian cultures, turquoise represents good fortune, healing, and communication with the spirit world. Native peoples today may wear beautiful pieces of turquoise jewelry. Crafting such jewelry is an art.

Gathering of Nations

An important part of some American Indian cultures today is the powwow. A powwow is an event where American Indians gather to celebrate their cultures. There is dancing, singing, and drumming. Contests are sometimes held.

The Gathering of Nations in New Mexico is the world's largest powwow. Over 700 tribes from North America participate. More than 72,000 people attend each year. It lasts for several days. The people share food, art, and music, and they socialize with each other.

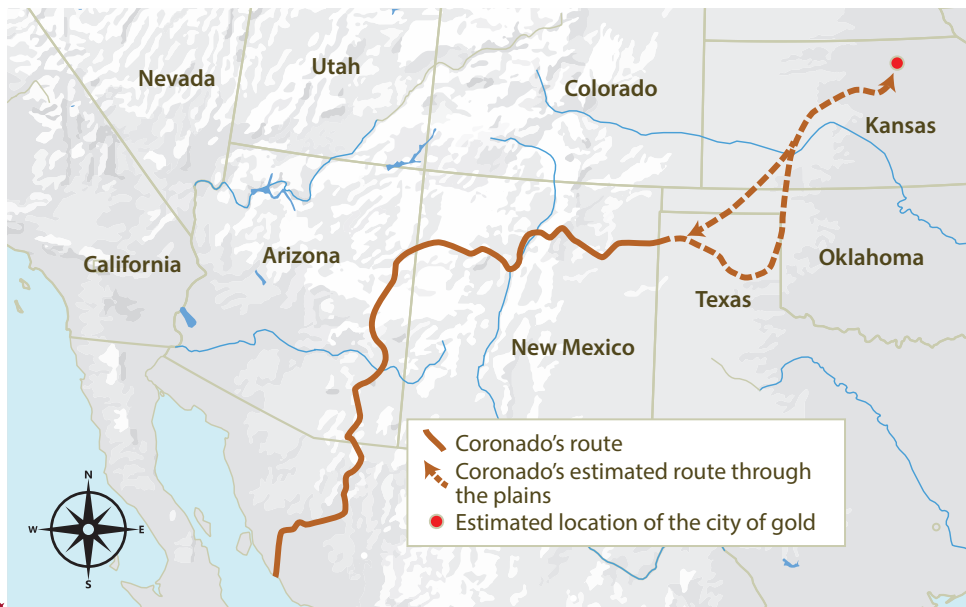


Dancers from several tribes perform during the Gathering of Nations.

Change Comes to the Southwest

In the 1500s, leaders in many European nations wanted to find new trade routes and claim new lands. They sent explorers to the Americas. One European expedition started in 1540. The group of explorers was led by Francisco Vázquez de Coronado. He was a Spanish **conquistador** looking for a lost city of gold. More than 1,000 people came with him. They marched all the way from Mexico to modern-day Kansas. For two years, they explored the Southwest along the way. They were the first Europeans to see the Grand Canyon. But they could not figure out how to climb down to the Colorado River.

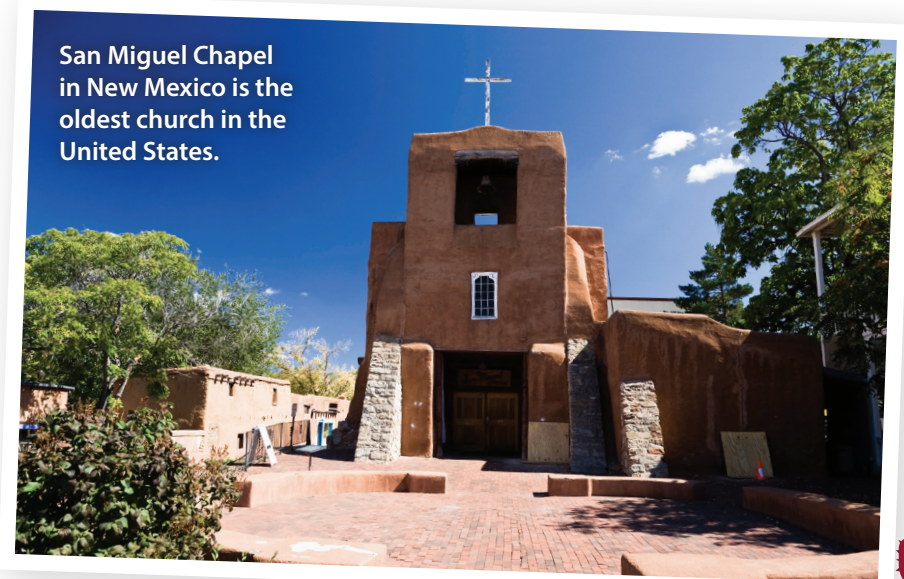
Coronado came across many native peoples on his path. Sometimes, he tried to befriend them. Often, he tried to conquer them and went to war against them. Many people died. And Coronado never found a lost city of gold, of course. It was only a myth.



Santa Fe

Santa Fe was founded in 1610 and is the capital of New Mexico. It is located 7,000 feet (2,133 meters) above sea level. It is the highest state capital in the United States. It is the second-oldest town in the United States.

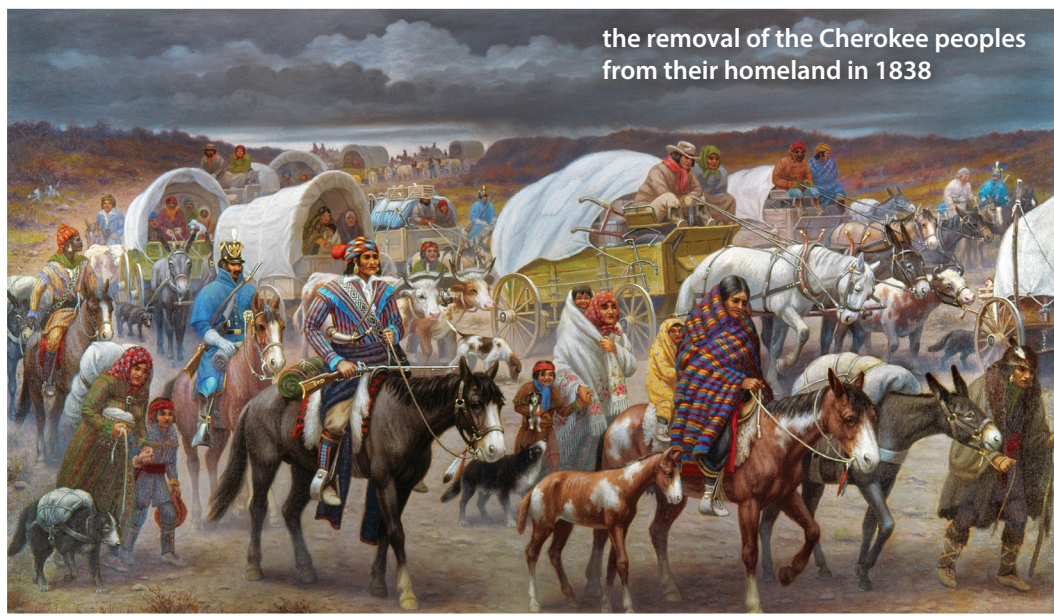
Coronado left, but many of his people stayed in the Southwest. More Spanish settlers came as well. They brought food and animals from Spain. The Catholic Church built missions across the land and claimed it for Spain. They called it *Nueva España*, or New Spain. New Spain included not only the Southwest but also parts of the Caribbean and Florida. They enslaved American Indians at the missions. The native peoples were forced to work, learn Spanish, and adopt a new religion. The Spanish people also brought disease from Europe. The diseases were new to the native peoples, and they did not have **immunity** against them. Many American Indians died at the missions.



Time of War

After nearly 300 years, Mexico wanted its freedom from Spain. The Mexican War of Independence began in 1810 and lasted for 11 years. When it ended, Mexico won its freedom, and the Southwest no longer belonged to Spain.

In 1830, the president of the United States signed the Indian Removal Act. It forced American Indians to move from their homelands in the East. The government called the new home for native peoples Indian Territory. Later, some of this area became the state of Oklahoma.



the removal of the Cherokee peoples from their homeland in 1838

Meaning of Texas

The Caddo people lived in Texas when Spain arrived. Their word *taysha* means “friend.” The Spanish people interpreted *taysha* as “the great kingdom of Tejas.” Over time, Tejas (TEH-has) became Texas (TEX-us).



This map shows the United States and Mexico in 1847.

Mexico welcomed white settlers into Texas. At the time, there were just 3,500 settlers in Texas. Ten years later, the number had grown to 37,800!

But the new settlers wanted freedom from Mexico. A new war started—the Texas Revolution. It lasted for six months. The settlers won and formed the Republic of Texas. For 10 years, Texas was independent. It did not belong to Spain, Mexico, or the United States. In 1845, the people of Texas voted to join the United States as the 28th state.

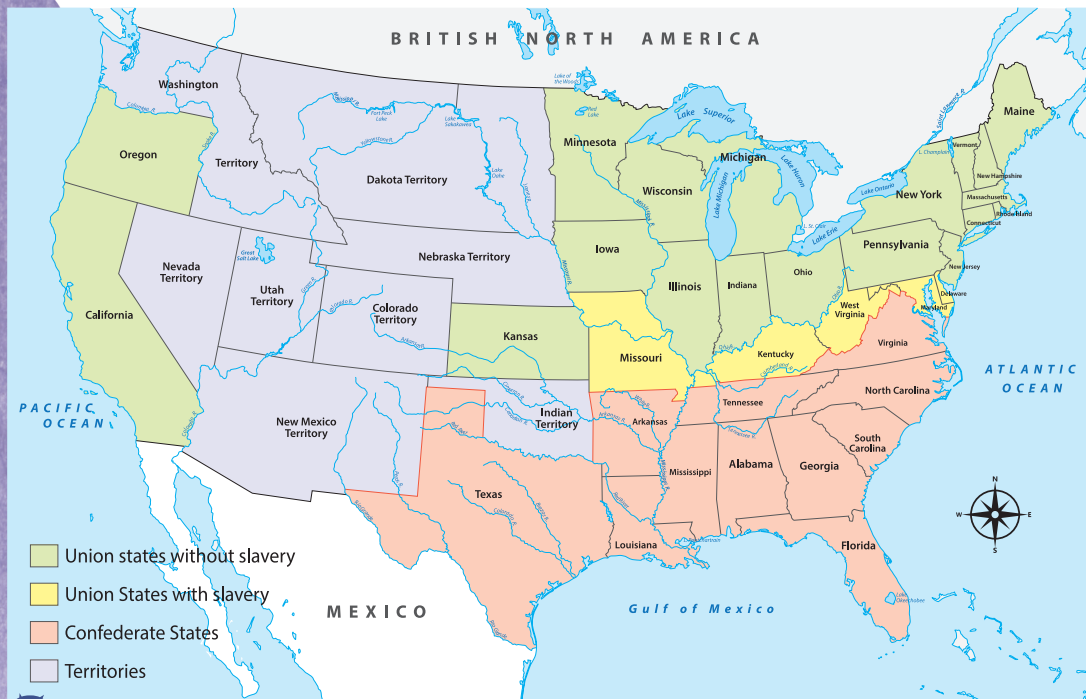
But the United States and Mexico could not agree on the Texas borders. This dispute started the Mexican-American War. Through it, Mexico lost the lands of Arizona, New Mexico, and more. The current border of Texas was decided.

American Civil War

In the 1860s, Texas was a state that allowed slavery. Cotton was a big crop in Texas, and enslaved people farmed it. There were hundreds of thousands of enslaved people in Texas. But the United States was working toward ending slavery. In 1861, Texas and 10 other states left the United States. They formed the **Confederate** States of America.

Indian Territory was not yet a state. But some American Indians did own enslaved people. There were between 8,000 and 10,000 enslaved people in Indian Territory. Some American Indians joined the Confederate Army. Civil War battles were fought in both Indian Territory and Texas.

The war ended in 1865. On June 19, 1865, slavery ended in Texas. This day has become known as Juneteenth. It is now a federal holiday. The people in Indian Territory ended slavery as well. Texas was ordered to rejoin the United States.



Oklahoma Land Rush

Oklahoma Land Rush

The United States wanted people to settle in the area that became Oklahoma. In 1889, they held a race. The winners each got 160 acres (about 65 hectares) of land for free. About 50,000 people lined up to race. Only 12,000 of them could win. (Four more land runs took place between 1889 and 1895.)

The Oklahoma population skyrocketed. One month after the land race, Oklahoma City had five banks and six newspapers. This city had not existed a month before. In 1907, Oklahoma became the 46th state.

GRAND RUSH
FOR THE
INDIAN
TERRITORY!

Over 15,000,000 Acres of Land
NOW OPEN FOR SETTLEMENT!

Being part of the Land bought by the Government in 1866 from the Indians for the Freedmen.

NOW IS THE CHANCE
TO
PROCURE A HOME
In this Beautiful Country!

THE FINEST TIMBER!
THE RICHEST LAND!
THE FINEST WATERED!
WEST OF THE MISSISSIPPI RIVER.

Every person over 21 years of age is entitled to 160 acres, either by pre-emption or homestead, who wishes to settle in the Indian Territory. It is estimated that over Fifty Thousand will move to this Territory in the next ninety days. The Indians are rejoicing to have the whites settle up this country.

The Grand Expedition will Leave Independence May 7, 1879

Independence is situated at the terminus of the Kansas City, Lawrence & Southern Railroad. The citizens of Independence have laid out and made a splendid road to these lands; and they are prepared to furnish emigrants with complete outfits, such as wagons, agricultural implements, dry goods, groceries, lumber and stock. They have also opened an office store for general information to those wishing to go to the Territory. IT COSTS NOTHING TO BECOME A MEMBER OF THIS COLONY.

Statehood

In 1903, the populations of Arizona and New Mexico were very small. Politicians tried combining the states to form one big state named Montezuma. The idea could not get enough votes in Congress, though. Both Arizona and New Mexico joined the United States in 1912.

The Economy of the Land

Many of the riches from the Southwest come from its land. Oil, agriculture, and livestock are three of its biggest revenues. Texas produces the most oil in the nation. New Mexico and Oklahoma are high on the list of oil producers. Interestingly, Arizona does not have much oil at all. The state is near the bottom of the list for oil production. But several big companies have their headquarters in Arizona. That generates a lot of revenue for the state.

Texas is a very big state. It has more farms than any other state. It produces more cotton and hay than any other state. It also has the most cattle, horses, sheep, and goats. Texas earns more money than most countries in the world do.

The beautiful natural landscapes of New Mexico and Arizona make them big draws for tourism. The Grand Canyon, Painted Desert, Carlsbad Caverns, and more bring in tourists from all corners of the world. “Cowboy culture” in Oklahoma and Texas appeals to travelers. The famed Route 66 passes through all four states, and tourists still like to explore its interesting sites and scenes. Many people flock to Texas’s famous cities, such as Dallas, Fort Worth, and Houston. The Gulf of Mexico is a popular tourist playground along the Texas coast. The city of Austin has a rich art and music scene that people love. And the San Antonio River Walk is a destination spot for many travelers.



oil rigs and derricks in Oklahoma



cattle



the Grand Canyon and Colorado River

Smokey Bear

Smokey Bear was a small bear cub who climbed a tree to escape a New Mexico forest fire in 1950. His paws and legs had been burned. He was nursed back to health. Smokey Bear became the face of the Wildfire Prevention Campaign in the United States.



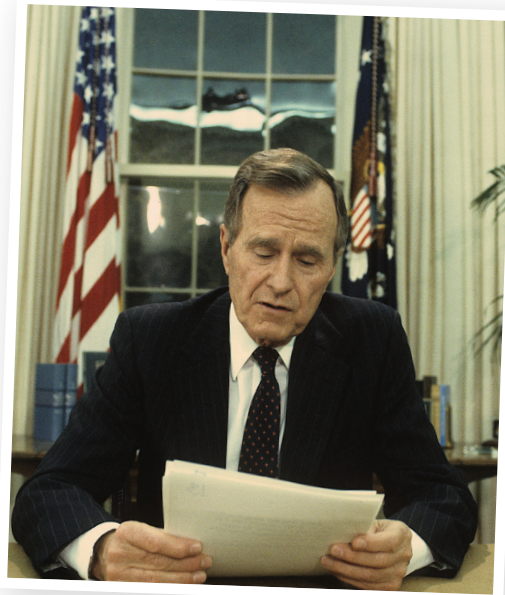
Southwest Civics

People across the Southwest participate in their community lives. They vote, organize, and work together. They run for office, march for their causes, and protest what they think is not working. Like people across the country, they have an important say in how things are done.

People across the Southwest are proud of their communities and do what they can to care for them. They work to make things run well and to stay true to their values.

Many people of the Southwest are actively involved in public offices. In fact, several presidents of the United States have come from the Southwest. Lyndon B. Johnson was a high school teacher in Texas. In 1963, he became president of the United States. Johnson's grave and birthplace are located at the Lyndon B. Johnson National Historical Park in Stonewall, Texas.

George H. W. Bush and George W. Bush are father and son. Each has called Texas home. Both men have been president of the United States. It is only the second time in history that a father and son have both been president. George H. W. Bush died in 2018. He is buried at the George H. W. Bush Presidential Library and Museum, in College Station, Texas.



President George H. W. Bush



American Indian artists selling their goods at the Santa Fe Indian Market



Important Presence

The states with the largest American Indian populations are Oklahoma, Arizona, New Mexico, and Texas, as well as California. More than ten percent of the populations of New Mexico and Oklahoma are American Indian peoples. A quarter of Arizona land is American Indian land. The voices of native peoples throughout the Southwest are important ones.

From Tragedy to Triumph

In 2011, Gabby Giffords was a member of the U.S. Congress from Arizona. She was holding a rally at a shopping center. A man ran up to the crowd and began shooting a gun. He shot many people and killed several. Giffords was shot in the head but survived. Seven months later, she was back at work in Congress!

Giffords's husband is Mark Kelly. He was an astronaut. In 2020, he ran for the U.S. Senate in Arizona and won. Both Giffords and Kelly make gun laws a major part of their work.



former U.S. Representative
Gabby Giffords and her
husband Mark Kelly



Interior Secretary Deb
Haaland is sworn into office.

Tornado Alley

The nation's first tornado warning was issued in Oklahoma on March 25, 1948. Oklahoma has on average about 62 tornadoes each year, and Texas has about 155! Most of these tornadoes are small and do not cause much damage. But occasionally they can be deadly and very destructive to property. Important civic action in the Southwest includes preparing for natural disasters such as these and keeping communities safe.



Leading the Way

In 2021, Deb Haaland became the first American Indian to serve as a U.S. **cabinet** secretary. Haaland was born in Arizona. Today, she reports to the president of the United States. She is responsible for public land and water. This is a big deal. American Indians have long wanted their homelands and water returned to them. But most of the time, they have been kept from positions of leadership in the country. Haaland is breaking barriers and making a difference.

The Future Is Now

Across the Southwest, spaceports are being built. They are built there because it is easier to get a rocket into space closer to the equator. Many people are working toward this dream.

Perhaps most famous is Jeff Bezos. He was the second person in the world to have one hundred billion dollars. Bezos was born in New Mexico. Later, he was raised in Texas. Since he was five years old, Bezos has dreamed about flying into outer space. He started a company that builds rockets. In 2021, he completed a rocket that took him and his brother into outer space. The rocket launched from Texas.

Keeping the Past Alive

The Southwest is a beautiful land. It is steeped in history but looks to the future. Culture is an important part of its story, and culture keeps its history alive. It remembers the builders of the ancient pueblos that still stand. It remembers a history with Spain and Mexico. It honors the traditions of the American Indians who first lived across the land. And it celebrates those who look toward the stars.

The Southwest has its challenges. But there is one thing history has shown the world—the Southwest will survive and thrive.



Spain's Legacy

Many people throughout the Southwest speak Spanish. Nearly one-third of the people in New Mexico speak Spanish at home. The same is true for Texans. And about one-fifth of Arizona residents consider Spanish their home language.



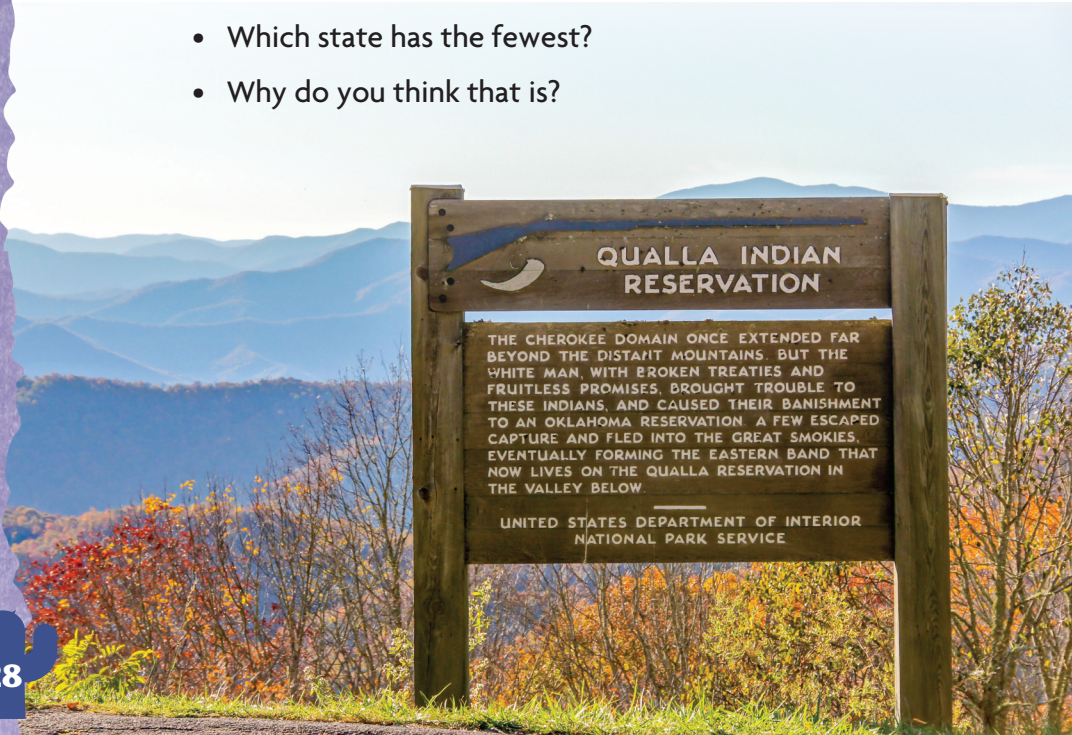
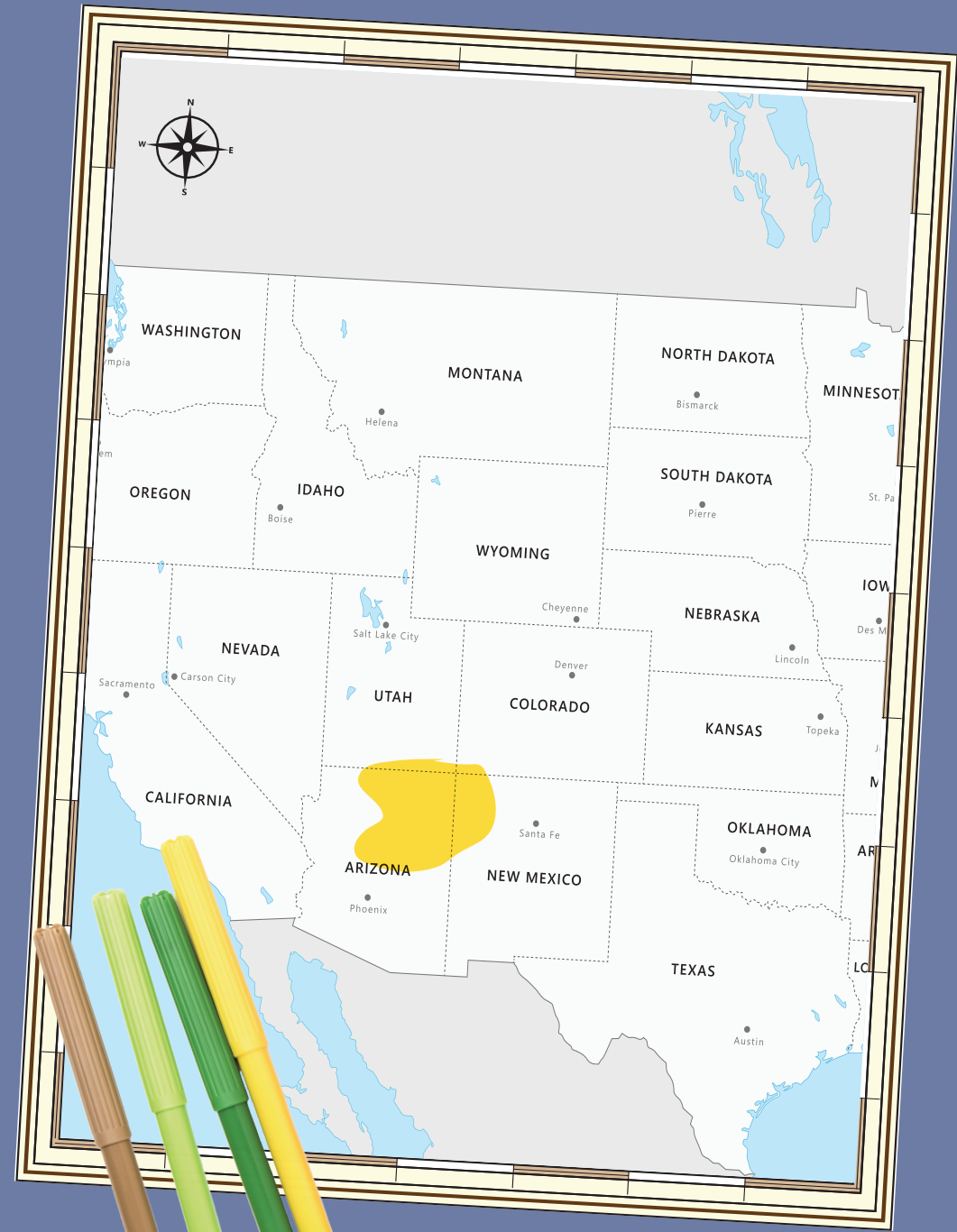
Map It!

The U.S. government removed many American Indian tribes from their homelands. They moved them to Indian reservations. These reservations are located on land that the United States did not necessarily see as valuable. The land was often located far from their tribal homes. But on Indian reservations, a tribe is an independent nation. They are separate from the state or federal government.

There are currently 326 Indian reservations in the United States. The largest is the Navajo Nation in the Southwest.

Make a map showing some of the reservations of the Southwest.

1. Research to find which tribes have reservations in the Southwest.
2. Draw a map showing the locations of these tribes.
3. Think about the following questions as you research:
 - Which state has the most reservations?
 - Which state has the fewest?
 - Why do you think that is?



Glossary

buttes—steep hills with flat tops

cabinet—a group of people who give advice to the leader of a government

canals—devices used to move water long distances to supply fields and crops with water

Confederate—relating to the 11 U.S. states that seceded during the Civil War

conquistador—a leader in the Spanish conquests of the Americas

customs—behaviors that are usual and traditional among people in a particular group or area

diverse—made up of people or things that are different from one another

heritages—traditions that are a part of the history of a group

immunity—the power to resist infection from a virus or disease

indigenous—from or native to a particular area

lariat—a stiff rope that is used as a lasso

lasso—a rope with a loop that is used for catching animals

mission control—the group of people on the ground who direct the flight of a spacecraft

NASA—National Aeronautics and Space Administration

Paleo-Indians—the earliest human inhabitants of the Americas

reef—a chain of coral and rocks along a shoreline

spaceport—a base from which spacecrafts are launched

spurs—sharp objects attached to horse riders' boots that are used to make the horse go faster

squash—a hard-skinned vegetable that is usually cooked and then eaten

stirrups—loops that are attached to a saddle for the rider's feet

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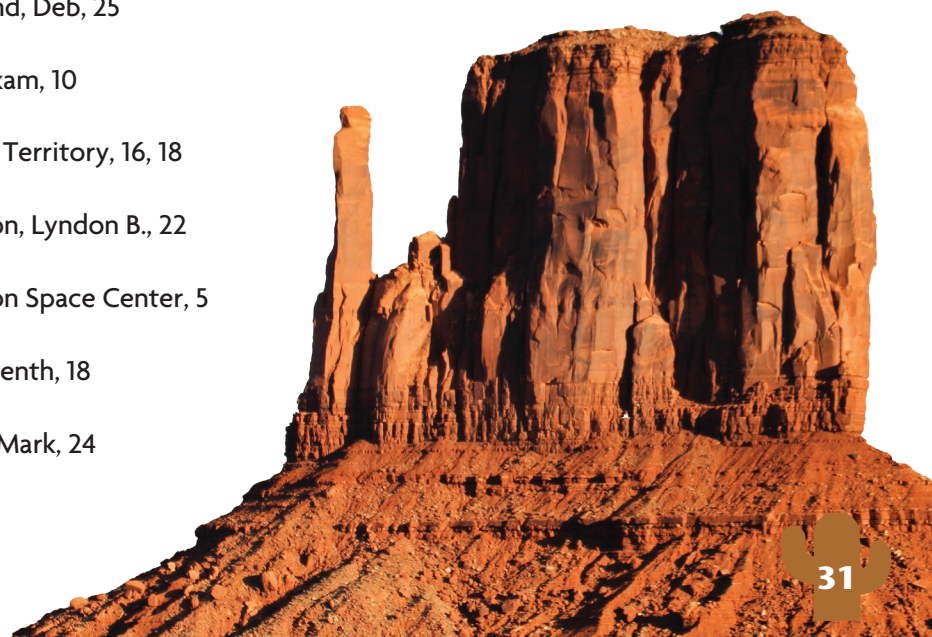
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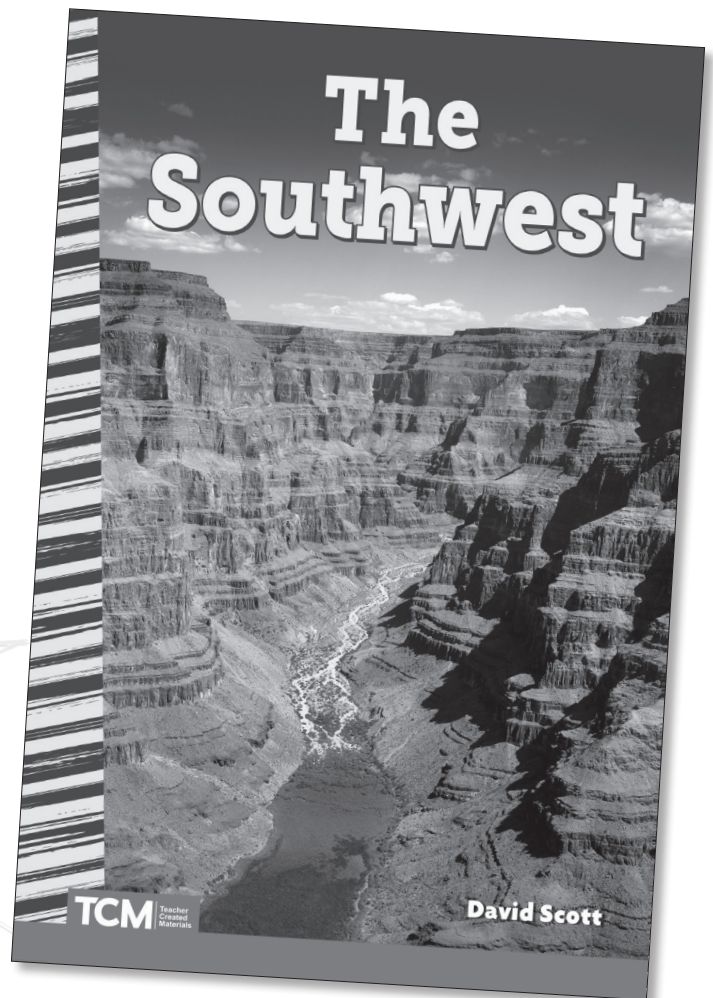
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PRIMARY SOURCE READERS



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Essential Question

How did historical events shape the cultural geography of the Southwest?

Standards

- **Content:** Understands aspects of Spanish exploration, conquest, and immigration to the Americas in the centuries following Columbus.
- **Reading:** Explains the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- **Writing:** Writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **English Language Development:** Reads informational text closely to determine how meaning is conveyed explicitly and implicitly through language.



Materials

- copies of *The Southwest* book
- U.S. map (digital only)
- copies of student reproducibles (pages 8–14)
- number cube

Lesson Timeline

Day 1 → Day 2 → Day 3 → Day 4 → Day 5

Primary Source Activity (page 3)	Before Reading (page 4)	During Reading (page 5)	After Reading (page 6)	End-of-Lesson Activities (page 7)
<p>Summary</p> <p>Students explain how song lyrics reflect the heritage and culture of the Southwest, then write song lyrics about themselves.</p>	<p>Summary</p> <p>Students study the vocabulary words and make personal connections to relevant vocabulary.</p>	<p>Summary</p> <p>Students determine relationships among concepts in the text.</p>	<p>Summary</p> <p>Students plan a documentary about a conquistador.</p>	<p>Summary</p> <p>Students write songs about one aspect of the Southwest, and/or take the assessments.</p>

Primary Source Activity

Historical Background

Many people share their heritage and culture through songwriting. In the 1930s, the Library of Congress sent John and Alan Lomax across the southern United States to record American folk music. They preserved hundreds of folk songs across the South and Southwest. Each of these song styles reflected a different way of life. Because of the work the Lomaxes did, there is a detailed record of American music history in these regions.

About the Primary Source

“La rancherita” was performed by Manuela Longoria and recorded by John and Alan Lomax in 1939. In the song, Longoria describes the differences between life in town and life on the ranch where she was born. This is a song Longoria would sing with her father each time he returned from town to the ranch. The lyrics show the way that parts of the Southwest became more developed in the 20th century.

Procedure

1. Have each student identify a song they enjoy listening to and share why they like it. Use these questions to guide a discussion:
 - What story or situation do the lyrics tell?
 - How does the music reflect the mood of the lyrics?
 - Why do you think the songwriter wrote the song?
2. Explain that students will be provided with the lyrics to “La rancherita” in both Spanish and English. Distribute copies of the primary source “La rancherita” (page 8) to students.
3. Have students read the English lyrics aloud, calling on student volunteers to read one stanza at a time. Then, listen to the original recording from 1939, which is provided in the Digital Resources. (This version was edited slightly to ensure it was age appropriate.) Students can follow along in English or Spanish. Then, use these questions to guide a group discussion:
 - How do the song lyrics reflect the life in the Southwest?
 - What does the song writer identify as the best parts of living on the ranch?
 - How does the song writer describe life in the Southwest in the 1930s?
4. Share the historical background information with students. Then, distribute copies of the *My Life through Song* (page 9) activity sheet. Read the directions aloud to students. Challenge students to write at least four lines. Provide time for students to write their song lyrics. Once students have finished, have them share in small groups.
5. Share with students that life on a ranch is just one part of the history of the Southwest. They will read more about the history, culture, and geography of the southwestern states.

English Language Proficiency Support

Use these strategies throughout the lesson.

Level 1

Ask students questions that they can answer by pointing to pictures in the text.

Level 2

Ask students *who*, *what*, *where*, *when*, *why*, and *how* questions that they can answer using single words or short phrases from the text.

Level 3

Ask students both literal and inferential questions that they can answer using information from the text.

Before Reading Procedure

1. Display a U.S. map, and have students use the compass rose to predict the states that belong to the Southwest. Share with students that Arizona, New Mexico, Oklahoma, and Texas are the states that are a part of the Southwest region. Have students predict why the Southwest includes Texas and Oklahoma, even though they're in the center of the country.
2. Post the vocabulary words on the board or on chart paper. Have students choral-read each word and share where they may have heard it before. Talk about the definitions of the words with the group.
3. Say a word aloud. Have a student roll a number cube. Then, have students work in small groups to complete the activity assigned to each number.
 - 1—define the word
 - 2—use the word in a sentence
 - 3—act the word out or make a hand motion for it
 - 4—say what you picture when you hear the word
 - 5—say what the word reminds you of
 - 6—explain how the word is related to another word
4. Distribute copies of the *Vocabulary in Action* activity sheet (page 10) to students. Have students complete them with partners. Then, have students share their ideas in small groups.

Name: _____ Date: _____

Vocabulary in Action

Directions: Write a sentence about what you think of when you read the first three words. Draw a picture that comes to mind when you hear the last three words.

When I read...	I think about...
conquistador	
indigenous	
butte	
When I hear...	I picture...
squash	
canal	
reef	

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Vocabulary Words

- butte
- ★ canal
- ★ conquistador
- Indigenous
- reef
- squash

During Reading Procedure

1. Distribute *The Southwest* books to students. As a vocabulary review, have students skim through the books looking for examples of each term they learned on Day 2. Call on students to explain how the words relate to the Southwest.
2. Tell students that while they read, they should think about how events, ideas, or concepts are related. Post these questions where students can see them to guide a discussion:
 - What is similar between the two events?
 - How did one event cause another event to happen?
 - What is the sequence of events between two or more events?
 - How was a problem resolved?
3. Read the even-numbered pages to students, and call on students to read the odd-numbered pages. Call on other students to read the captions and information in visuals. Stop after each section to have students identify relationships between events, ideas, or concepts.
4. Distribute copies of the *Related Events* activity sheet (page 11) to students. Have students work with partners to complete the page. Have students share two related events they identified with the group.
 - Provide **below-level support** by guiding students to look at the paragraphs preceding and directly following the related events.
 - Provide **English learners** with sentence frames to support their ideas. (For example, _____ caused _____ to happen. _____ happened first. Then, _____ happened. These two events are similar because _____.)
 - Provide **above-level support** by challenging students to identify one cause-and-effect, one comparison, and one sequence of events to complete the page.

Talk About It!

In the Southwest, corn, beans, squash, and chili peppers are foods that are very common. Ask students to discuss with partners the foods that are important in their families. Do students enjoy these foods? Are there special days when these foods are eaten?

After Reading Procedure

1. Have students briefly share facts and information they remember from *The Southwest*. Then, reread pages 14–15 about Spanish explorers to students. Conduct a round-table discussion about these events. A round-table discussion is an organized conversation. One person acts as the moderator, several people speak on a topic with varying viewpoints, and audience members ask clarifying questions.
2. Divide students into small groups. Introduce the topic: *How did Spanish conquistadors affect the Southwest?* Instruct the groups to decide who will begin the discussion. Explain that every person in the group should contribute to the discussion in some manner. Students may add facts and information or respond to another student's comments.
 - Provide **English learners** with words, sentence frames, or phrases they may use during the discussion. For example, *Conquistadors marched from _____ to _____. I agree with _____ because _____.*
3. After the discussion, call on one student from each group to share one fact their group discussed.
 - Provide **above-level support** by challenging students to use clarifying questions to move the discussion along. For example, *Can you say more about _____? What do you mean when you say _____? Are there any examples when that is/isn't true?*

The worksheet is titled "Conquistador Documentary" and includes a "Name:" and "Date:" field. Below the title, it provides directions: "Directions: A documentary is a movie, television show, or radio show that explains facts about something. Plan a documentary with four scenes to describe the explorations of Francisco Vázquez de Coronado. Draw and write to describe each scene." The main body of the worksheet is a 2x2 grid of boxes, each labeled "Scene 1:", "Scene 2:", "Scene 3:", and "Scene 4:" respectively. Each box contains several horizontal lines for writing and drawing. At the bottom left, the page number "12" is visible, and at the bottom right, the copyright information "© TCM Teacher Created Materials" is present.

4. Distribute copies of the *Conquistador Documentary* activity sheet (page 12) to students. Read the directions together. Then, have students plan their documentaries independently or with partners.
 - Provide **below-level support** by identifying events and having students choose which ones to write about (e.g., where the conquistadors came from, why the conquistadors were there, what the conquistadors did, who the conquistadors encountered, and one outcome of the conquistadors' actions)
5. As you prepare for Day 5, use the primary source from Day 1 in conjunction with the reading to discuss students' responses to the essential question.

Primary Source Activity Revisit

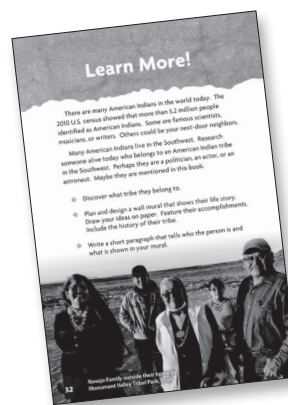
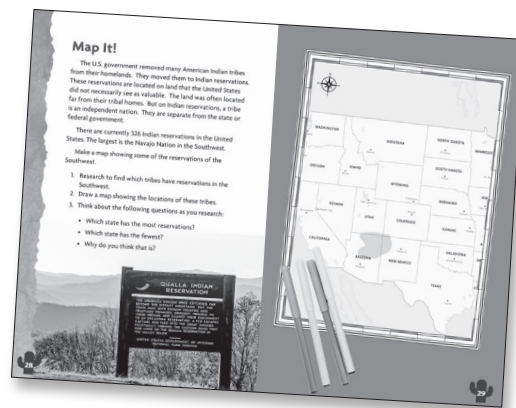
1. Revisit “La rancherita” from Day 1. Discuss how the information about the Southwest adds to the students’ interpretation of the lyrics. Have students use specific details from the book to support their explanation of the song lyrics.
2. Call on students to describe other aspects of the Southwest (e.g., geography, culture, historical events, economy, and civic life). Have each student write and share a short song to reflect one aspect of the Southwest. Remind students to use information from the book to help them. If students get stuck, tell them they should use the melody of a familiar song to help them get the rhythm right.

Assessment

1. A short post-assessment, *The Southwest Quiz*, is provided on page 13 to assess student learning from the book.
2. A document-based assessment is provided on page 14. This can be used to assess students’ abilities to analyze a primary source, or it can be used as another opportunity for analysis instruction.

Activities from the Book

- **Map It! Activity**—Read aloud the prompt on page 28 of the book. Provide students with maps outlining the southwestern United States. Have students work in small groups to complete the activity. Remind each group to use a key to identify different tribes.
- **Learn More! Activity**—Read aloud the prompt on page 32 of the book. Provide students with drawing and writing paper to make their wall murals.



Name: _____ Date: _____

La rancherita

Spanish Lyrics	English Lyrics
<p>Aquí toditos usan tacón alto, cosas que siempre me han chocado a mí. Mejor quisiera aquella hermosa bota como en el rancho donde yo nací.</p>	<p>Everybody here wears high heels, Something I have always disliked. I'd rather wear those lovely boots Like on the ranch where I was born.</p>
<p>Aquí toditos usan sombrero chiquito, de tan chiquito parece quepí. Mejor quisiera grande y con barboquejo como en el rancho donde yo nací.</p>	<p>Everybody here wears a small hat, So small it looks like a military cap. I'd rather wear a big one with a chin strap Like on the ranch where I was born.</p>
<p>Aquí se pasean en las banquetas, dándose vueltas por aquí y allí. Mejor quisiera andar lazando vacas como en el rancho donde yo nací.</p>	<p>Here they stroll along the sidewalks They parade around everywhere. I'd rather be lassoing cows Like on the ranch where I was born.</p>
<p>Aquí se baila con hermosas músicas, cosas que nunca me han gustado a mí. Mejor quisiera violín y tambora como en el rancho donde yo nací.</p>	<p>Here you dance to beautiful music This is something I have never liked. I'd rather hear the violin and the drum Like on the ranch where I was born.</p>
<p>Aquí meriendan con ricas cemitas, el pan que siempre me ha chocado a mí. Mejor quisiera aquellas asaderas como en el rancho donde yo nací.</p>	<p>Here they snack on tasty rolls, Bread that I have never liked. I'd rather have that grilled food Like on the ranch where I was born.</p>

Name: _____ Date: _____

My Life through Song

Directions: People often write songs to reflect their heritages and cultures. Write a few lyrics that tell a story about your own life. Give your song a title.

My Song Title: _____

Lyrics



Name: _____ Date: _____

Vocabulary in Action

Directions: Write a sentence that describes what you think of when you read the first three words. Draw a picture that comes to mind when you hear the last three words.

When I read...	I think about...
conquistador	
Indigenous	
butte	

When I hear...	I picture...
squash	
canal	
reef	

Name: _____ Date: _____

Related Events

Directions: Write two related events for each question. Use specific information in the book.

1. Water has helped form geographical features in the Southwest.

2. Native peoples of the Southwest keep their cultures alive.

3. People have fought for freedom in the Southwest.

4. One part of the Southwestern economy is tourism.



Name: _____ Date: _____

Conquistador Documentary

Directions: A documentary is a movie, television show, or radio show that explains facts about something. Plan a documentary with four scenes to describe the expeditions of Francisco Vázquez de Coronado. Draw and write to describe each scene.

<p style="text-align: center;">Scene 1</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p style="text-align: center;">Scene 2</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p style="text-align: center;">Scene 3</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p style="text-align: center;">Scene 4</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

The Southwest Quiz

Directions: Read each question. Fill in the bubble for the best answer.

- The Southwest culture is influenced by which three cultures?
 - Mexican, Western, and Pueblo
 - American Indian, Texan, and Pueblo
 - American Indian, Spanish, and Mexican
 - Spanish, conquistador, and Texan
- What brought the conquistadors to the Southwest?
 - They were looking for the lost city of gold.
 - They wanted to find new trade partners.
 - They wanted to meet the Paleo-Indians.
 - They became lost while exploring other areas.
- What is the Gathering of Nations?
 - the world's largest fair
 - the world's largest powwow
 - the world's largest conference
 - the world's largest government
- What was the outcome of the Texas Revolution?
 - Texas became a state.
 - Texas became part of Spain.
 - Texas became part of Mexico.
 - Texas became independent.
- How does the natural landscape of the Southwest affect its economy?
 - Companies can mine for gold.
 - Store owners can sell different types of music.
 - Tourists flock to experience the unique rock structures.
 - Tourists can visit the site where Smokey the Bear was found.
- Which of the following is *not* a major product of Texas?
 - cattle
 - cotton
 - iron ore
 - oil

Name: _____ Date: _____

Pueblo Indian Farmers, 1890

Directions: Study the photo. Then, answer the questions.



1. Who do you see in the picture?

2. What clues tell you when this photograph was taken?

3. What might the men in the picture be doing?

Answer Key

These answers are examples of how students may respond. Other student responses may also be accurate and acceptable.

My Life through Song (page 9)

Example: “Soccer” My coach sends me in; I have my shot; the ball heads my way; it hit the spot!

Vocabulary in Action (page 10)

Students should have written and drawn reasonable responses. Examples include the following:

- **conquistador:** conqueror of a nation of people
- **Indigenous:** the first people to live in a place
- **butte:** rock cliffs coming up from the earth
- **squash:** a green vegetable with an orange center
- **canal:** water in between two human-made banks
- **reef:** ledge under the ocean

Related Events (page 11)

1. Seawater evaporated to form the Carlsbad Caverns in New Mexico. The Colorado River carved the Grand Canyon in Arizona.
2. People traveled from far away to meet in Chaco Canyon around 900 CE. People from over 700 tribes from North America meet at the Gathering of Nations in New Mexico.
3. The Mexican people fought for freedom from Spain during the Mexican War of Independence in 1810. Settlers started the Texas Revolution to gain freedom from Mexico.
4. People visit New Mexico and Arizona to see beautiful landscapes. People visit Texas and Oklahoma to experience “cowboy culture.”

Conquistador Documentary (page 12)

Students should have described and illustrated four “scenes” related to the conquistadors in the Southwest. For example, students may have written, *Francisco Vázquez de Coronado was looking for the city of lost gold*, and drawn conquistadors looking around the land.

The Southwest Quiz (page 13)

1. C
2. A
3. B
4. D
5. C
6. C

Pueblo Indian Farmers, 1890 (page 14)

1. There are five men and one child.
2. The photograph is in black and white. The clothing looks like it’s from the past. There is no modern technology pictured.
3. They might be listening to someone speak. They might be watching the sunset. They might be reflecting on planting techniques.