

Overview

Summary

Background Information

The Southwest: Its History and People

By Adam McClellam



Inez guides readers through *The Southwest: Its History and People* and introduces the region by pointing out its diverse cultural heritage, its mineral wealth, and its continued rapid growth. The book explores the cultural contributions to the region by Native American, Spanish, and American people through descriptions of a Hopi village in the 1700s, Spanish settlements later in the century, and Stephen Austin’s settlement of Texas in the 1820s. Readers gain an appreciation of the countryside and resources of the region as they travel the Santa Fe and Chisholm trails. Then they witness the exciting boom days of the late 1800s and early 1900s that come with the discovery of oil and silver and the scramble for land in Oklahoma. Inez concludes her tour with a few details about the region today.

The Southwest region includes Arizona, New Mexico, Oklahoma, and Texas. Over the years, the Southwest has grown into an important contributor to the world’s economy. In addition to oil, petroleum, and natural gas, the Southwest has also developed numerous service and manufacturing areas. Contributions from the Southwest states include agriculture, transportation and public utilities, health services, electronics, chemicals, aircraft, and plastics. The Southwest also plays a leadership role in the high-tech industry in such places as Austin, Texas, and Phoenix, Arizona. Many of the Southwest’s products are exported to other parts of the United States and the world.

Learning Objectives

Genre/Text Features

- expository
- photographs, artwork, and captions
- chapter titles and subheads
- maps and time line
- sidebars
- table of contents and glossary

Reading Skills

- Skill Focus**
- make generalizations
 - use vivid language
- Supporting Skills**
- main idea and details
 - draw conclusions
 - compare and contrast
 - cause and effect
 - make predictions

Writing Skills

- Writing Focus**
- write a dialogue (narrative)
- Supporting Skills**
- prewrite
 - conduct research
- Speaking and Listening**
- present a dialogue orally

Social Studies Skills

- identify groups that settled the Southwest and their contributions
- explain how resources of the Southwest affected its development
- describe events significant to the history of the Southwest
- compare and contrast the historic and contemporary Southwest
- use a time line and maps

Focus on Reading

Before Reading

Activate Prior Knowledge

Before they read about the Southwest, have students recall the states that comprise the region and locate them on a United States map. On the board, create a four-column chart titled *The Southwest*. Write *Arizona*, *New Mexico*, *Oklahoma*, and *Texas* as headings. Ask volunteers to tell one fact they know about each state. Write their ideas into the chart. Have students copy the chart in their notebooks and work with a partner to write more facts about the states. Students can confirm the accuracy of these facts as they read the student book.

Arizona	New Mexico	Oklahoma	Texas

Preview

Give students time to preview the book. Ask:

What information do the photographs and illustrations provide?

Look at the photograph on page 29. What clues in the photo show that it was not taken recently?

What people are highlighted in the sidebar features?

Set Purpose

Ask students if this book reminds them of other books they have read. Have students set a purpose for reading. Ask:

What kind of information do you expect to get from reading this book?

Encourage students to give reasons for their answers.



Vocabulary Strategy: Use Vivid Language

Activity Master, Page 38

Read aloud the second paragraph on page 20 of *The Southwest: Its History and People*. Ask students to identify vivid words that bring the cattle trails to life. Ask:

What words help you to picture the longhorns in your mind?

Explain that vivid language may provide specific details to inform the reader. Often these details are conveyed through sensory words, words that evoke the five senses. Have students use the Activity Master on page 38 to define each vocabulary word below and write a sentence using the word. Encourage students to use vivid language to make their sentences interesting.

adobe	derrick
mesa	prospector
rustler	rodeo

Correlation to National Standards

Language Arts

- read to build an understanding of the cultures of the United States
- apply a wide range of strategies to comprehend and interpret texts
- use spoken and written language to communicate
- conduct research

Social Studies

- culture
- time, continuity, and change
- people, places, and environments
- production, distribution, and consumption

Geography

- world in spatial terms
- places and regions
- human systems
- environment and society

State/Local

See Standards Chart on page 58.

During Reading

Read Strategically: Make Generalizations

Activity Master, Page 39

Assign each chapter of the book as independent reading. Have students use the Activity Master on page 39 to identify generalizations from the book.

Remind students that a generalization is a broad statement that covers many examples. Clue words such as *most*, *many*, *few*, *usually*, *seldom*, *rarely*, and *generally* often signal generalizations. Provide an example of a generalization for students, such as “In our town, it’s usually hotter in August than in July.” Practice making generalizations as needed.

Strategy Tip: Make predictions

Remind students that making predictions, or informed guesses, about a passage or chapter before they read it can help them understand what they read. Students can review text features such as chapter titles and headings to make predictions. Then they read to confirm or modify their predictions. Note that predicting engages readers’ minds in their reading by giving them a purpose and focus. Suggest that students make a prediction about each chapter of the book before they begin reading it.



Meeting Individual Needs

For specific strategies on meeting individual needs, see pages 50–55.

After Reading

Responding

Initiate a class discussion to assess reading comprehension.

Ask:

Identify the cultures that settled in the Southwest. (See page 9 in the student book.) (**identify main idea and details**)

Why was corn so important to the Hopi of the 1700s? (See page 10.) (**draw conclusions**)

What were some differences between a Hopi pueblo and the Spanish town of Albuquerque? (See pages 10–13.) (**compare and contrast**)

Why did conflicts break out as more people settled the Southwest in the early 1800s? (See page 17.) (**draw conclusions**)

What effect did silver strikes and oil booms have on the Southwest? (See pages 22–23 and 28–29.) (**recognize cause-and-effect relationships**)



Writing and Research: Write a Dialogue

Activity Master, Page 40

Ask students to write a short dialogue between two people from the student book. Students may choose people from varying time periods and cultures and should be

encouraged to look on the Internet or in other resources to add to their understanding of the cultures they have chosen. Students can use the Activity Master on page 40 to record information and plan a dialogue, including questions and answers. The dialogue should include important concepts that clarify each person’s identity.

Communicating: Speaking/Listening

Present a dialogue

Pairs of students can present the dialogues they wrote to a small group. Each partner chooses a character’s part to read. Partners should practice until they are comfortable, making small changes so that the speech sounds like natural conversation.

Students presenting should

- ✓ speak in character
- ✓ speak clearly and at an appropriate volume
- ✓ make eye contact and engage in natural-sounding conversation with a partner

Listeners should

- ✓ listen politely
- ✓ identify characters
- ✓ identify main ideas related to each character

Extend and Assess

Focus on Social Studies

Follow the Trails

Have students prepare an illustrated presentation about the Santa Fe Trail and the Chisholm Trail. Students should include rough maps showing the location of each trail and pictures showing typical travelers and activities along the trail. Students should organize their information into a booklet or a poster, with explanatory text as necessary, and should be prepared to explain their work to the class. Students can use information from *The Southwest: Its History and People* as well as from other sources.

Presentations should

- ✓ give information about both trails
- ✓ include maps and original or found illustrations
- ✓ contain brief text—paragraphs or captions—explaining their work
- ✓ be clear and well organized

Map Activity

Activity Master, Page 41

Students can use the Activity Master on page 41 to identify places located in the Southwest. They can use the maps in the student book as well as other maps and reference sources to help them locate these places. Students then choose one of the places on the map and write a paragraph explaining how the location of this place affected life there in the past.

Assessment Options

Use the following assessment options to assess understanding of *The Southwest: Its History and People*.

Questions

Ask the following questions during individual conferences, or have students write the answers independently in their notebooks:

- 1 Identify three cultures found in the Southwest and tell one influence of each.
- 2 Describe three natural resources that drew people to settle in the Southwest.
- 3 Name the states that make up the Southwestern region, and name one event in each that is significant to its history.
- 4 Describe what the life of a cowboy was like in the 1800s.
- 5 What are some similarities and differences between the Southwest in the past and the Southwest today?

Assessment Activity

Students can choose one of the events on the time line on pages 6 and 7. Then they can write a short paragraph in which they describe the event in detail and explain why it was important enough to be included on the time line of Southwest history.

Paragraphs should

- ✓ identify one of the events listed on the time line
- ✓ describe the event clearly
- ✓ explain the event's historical significance to the region
- ✓ use correct grammar and mechanics

Multiple-Choice Test

Use the multiple-choice test on page 68.

Cross-Curricular Connection

Mathematics

Students can create a budget for a three-day vacation from their home to a destination in the Southwest. Guide students to organize their budget into three categories, such as lodging, entertainment (tourist sites and activities), and transportation (air fare, bus fare, car rental). Have students use newspapers, travel magazines, and the Internet to gather rates for each category. Encourage students to look for the best rates possible.

Home-School Connection

Ask students to choose one city or region in the Southwest and share facts they have learned with family members. The family can then compare their own home to the area in the Southwest. First they should locate the area on a map or atlas and discuss what they already know about the place. Then they can use resources such as travel magazines, encyclopedia entries, newspaper articles, and so on to learn more. Topics to compare can include tourist attractions, weather, population, and location.

Vocabulary: Use Vivid Language

The words below are vocabulary words from *The Southwest: Its History and People*. Use the book and the glossary to write the meaning of each word. Then write a sentence that includes the word. Use specific details and words that recall the five senses (taste, touch, smell, hearing, and sight) in your sentences. Vivid words like these will make your sentences interesting and informative.

1. adobe

Meaning: _____

My sentence: _____

2. derrick

Meaning: _____

My sentence: _____

3. mesa

Meaning: _____

My sentence: _____

4. prospector

Meaning: _____

My sentence: _____

5. rodeo

Meaning: _____

My sentence: _____

6. rustler

Meaning: _____

My sentence: _____

Reading: Make Generalizations

Generalizations are broad statements that apply to many examples. Many generalizations include such words as *most, many, nearly, rarely, often, few,* and *generally*.

Read the following statements from *The Southwest: Its History and People*. Write *generalization* or *not a generalization* for each statement. If a statement is a generalization, give two examples to support it.

- 1. Whoever owned it, much of the Southwest was still wide open country. (page 17)**

- 2. When they plant corn, the Hopi use a stick to dig a deep hole. (page 10)**

- 3. Over time, millions of dollars worth of goods moved across the dusty country from Missouri to New Mexico. (page 17)**

- 4. Some came to strike it rich. (page 22)**

- 5. By the time the sun sets, Guthrie is a bustling place with more than 10,000 people. (page 26)**

- 6. Many traditions live on in the Southwest. (page 30)**

Writing: Write a Dialogue

What would happen if two people from *The Southwest: Its History and People* were able to meet? What questions might they ask one another? What would they learn from one another? Choose two of the people listed below. Then use the space below to plan a conversation they might have.

- | | |
|---|---|
| <input type="checkbox"/> Hopi Indian from the 1700s | <input type="checkbox"/> Stephen Austin or a member of his colony |
| <input type="checkbox"/> Spanish settler around Albuquerque | <input type="checkbox"/> Nat Love |
| <input type="checkbox"/> oil driller | <input type="checkbox"/> Susan Shelby Magoffin |
| <input type="checkbox"/> silver miner | <input type="checkbox"/> other _____ |

1. Write the names and the identity of the people for whom you will write a conversation, or dialogue.

2. Use the student book to write two important facts about each person's life.

3. Use an outside research source to find out more. Write one new thing you learn about each person or each character's life.

4. What questions would your characters most like to ask one another? Write three questions for each person.

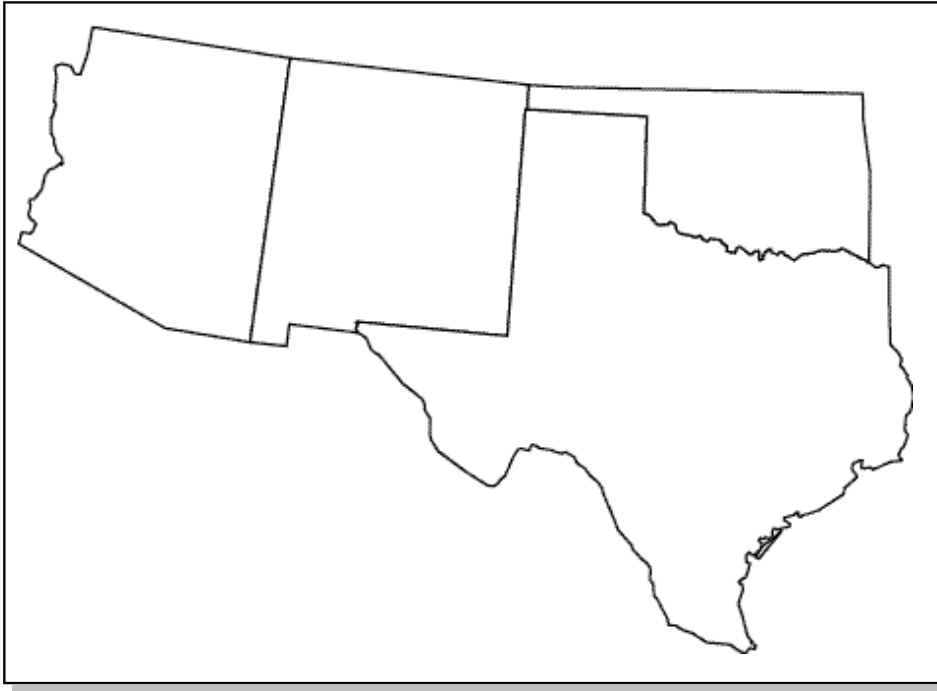
Now use a separate sheet of paper to write your dialogue. Use the format shown below.

Sally: What is most exciting about being a cowboy?

Jack: I like riding my horse across the wide open land.

Social Studies: Label a Map

Label the map of the Southwest with the places listed below. Use the map in *The Southwest: Its History and People* and other resources to complete the map.



Label the following:

.....

- Arizona
- New Mexico
- Oklahoma
- Texas

1. Draw circles on the map to locate and label the following: Albuquerque, Santa Fe, Austin, Tombstone, Guthrie, Beaumont.
2. Choose one of the towns or cities on the map. Write a paragraph about the place. In your paragraph, describe how the location of this place affected life there long ago. If you need to, continue your paragraph on the back of this page.
