Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Journey’s: Close Read **Lesson 8** (Unit 2) Grade 5

**Cross Curricular Awareness: Narrative Non-fiction, Western Hemisphere, Biomes, Environmental Awareness**

**Everglades Forever – Restoring America’s Great Wetlands** **pages 196-212 TE pp. 160-178**

Genre: Narrative Non-fiction: Narrative Non-fiction gives factual information by telling a true story.

Vocabulary: conserving, restore, regulate, vegetation, endangered, responsibility, attracted, adapted, unique, guardians

\*Recommended: Have students read Mangrove Swamp vocabulary reader prior to reading anthology.

Background Information: page 198

Target Skill: **Persuasion** Authors may include their viewpoint about a topic and will provide reasons to persuade the reader to think or act a certain way. Authors use details and facts to persuade readers.

Essential Question: What does the author do to persuade us to protect the Everglades?

Target Strategy: **Analyze/Evaluate**- Think carefully about the text and form an opinion.

(Page 202) 1. Read the two paragraphs and study the graphics. How do the two pictures assist us in understanding what the rest of the story will be about?

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1. What does the map tell us about the location of the Everglades in southern Florida?

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(Page 203) 3. Read the paragraph. Fill in the chart describing what the students observed on the Anhinga Trail. VIDEO TO WATCH http://www.nps.gov/media/video/view.htm?id=F7989D12-1DD8-B71C-07522ECE8ED02FC8

|  |  |
| --- | --- |
| Animal Name | What students observed about the animal. |
|  |  |
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|  |  |

(Page 204) 4. Read the two paragraphs on this page. How do the seasons affect the animals and plants in the Everglades?

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VIDEO TO WATCH http://www.nps.gov/media/video/view.htm?id=F7D7C2C9-1DD8-B71C-07C63D67B7964A22

(page 205) 5. \*brackish-(adjective) slightly salty water, as is the mixture of river water and seawater.

Read page 205. Think about how to answer this question. What are two goals of the Restoration Plan of the mangrove swamp?

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6. Why is this plan important to the wildlife?

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(page 206) 7. Read page 206. Draw a picture and label at least six things you would find on the floor and the trees of the Pinelands.

(page 207) 8. Read and then copy the quote on this page, written by Marjory Stoneman Douglas.

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(page 208) 10. Read the paragraphs on this page. Ranger Jim wanted the students to understand the danger to the Everglades. What negative things are happening to the Everglades?

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10. Go back and reread the quote you copied above from page 207. Explain how this quote fits in with what you and the students in Ms. Stone’s class have learned about the Everglades.

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(pages 210-211) 11. Read pages 210-211. What makes the sawgrass prairie so unique?

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12. How did Ms. Stone’s dialogue help her students to understand the uniqueness of the sawgrass prairie?

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(page 212) 13. Read page 212. As the reader, what are two of the most important points you think everyone should remember about the future of the Everglades?

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Journey’s: Close Read **Lesson 6 (Unit 2)** grade 5

**Cross Curricular Connections: Informational Text, Western Hemisphere, Biomes, Environmental Awareness**

**Interrupted Journey: Saving Endangered Sea Turtles** **pages 146-168 TE pages 14-32**

Genre: Informational Text: Informational Text is non-fiction writing, written with the intention of informing the reader about a specific topic.

Vocabulary: marine, basking, ordeal, treating, fatal, stunned, intensive, analyzing, juvenile, calling.

\*Recommended: Have students read Save Our Tea Turtles vocabulary reader prior to reading anthology.

Background Information: page 148

Target Skill: **Cause and Effect-** Non-fiction authors sometimes use cause-and- effect text as structure to organize the ideas they represent. These cause-and effects can be stated or implied.

Essential Question: What effect can one person have on a stranded sea turtle?

Target Strategy: **Question**- Ask questions about what you are reading. This help you better understand the information you are learning.

STRANDED

(page 152) 1. Read page 152. Why do Max Nolan and his mother volunteer to look for stunned sea turtles during November and December in Cape Cod, Massachusetts?

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(page 153) 2. Read page 153. The author uses specific language to describe the weather conditions on Ellis Landing Beach. Find three of these descriptive sentences or phrases and write them down.

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Why is it so important to protect Kemp’s ridley turtles?

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(Page 154) 4. Read page 154. What three things does Max do when he finds a Kemp ridley?

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Write a caption for the second picture on this page. (Who is this woman and what is she doing)?

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(page 155) 6. Read page 155. Why is the turtle recovering?

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(page 156-157) 7. Read pages 156-157. Next to each word, describe what veterinarian Howard Crum does to check on the Kemp ridley turtle.

Body temperature-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Heart beat-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Blood test-\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(page 158) 8. ( Read page 158). In the intensive care unit of the veterinary hospital, what treatment is the turtle (now named Yellow-Blue) receiving?

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RELEASE

(page 159) 9. What do the map and the text tell us about what is happening to Yellow Blue?

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(page 160-161) 10. Read pages (160-161). The Hidden Harbor Hotel is unlike typical hotels. Why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

11. Give three details as to why the place where Richie is releasing Yellow-Blue a good spot.

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12. Read the last page, 162. Clap!

Kemp Ridley Videos:

http://www.arkive.org/kemps-ridley-turtle/lepidochelys-kempii/video-09d.html

https://www.youtube.com/watch?v=afgsYchpD\_Q

https://www.youtube.com/watch?v=zJVgv4f\_1Fs

13. Summarize the story Interrupted Journey: Saving Endangered Sea Turtles , by writing a few sentences about each of the three sections. Use sequencing words such as first, then, next, and finally.

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EMERGENCY

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RELEASE

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Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Journey’s:** Close Read **Lesson 9** (Unit 2)

**Cross-Curricular Connections: Historical Fiction, Cultural Appreciation, Weather**

**Storm Warriors** **pages 224-237 TE pp. 234-250**

Genre : Historical Fiction: Historical fiction is a story whose characters and events are set in a real period of history.

Vocabulary: critical, demolished, bundle, annoyance, secured, elite, commotion, squalling, clammy, realization.

\*Recommended: Have students read Saved From the Sea vocabulary reader prior to reading anthology.

Background Information: page 224

Target Skill: **Conclusions and Generalizations-** Conclusions are a smart guess about ideas that are not stated in the text. Generalizations are broad statements that are true most of the time.

Essential Question: How do knowledge and bravery work together in acts of heroism?

Target Strategy: **Infer/Predict-**Use text clues to figure out what the author means or what might happen in the future.

(page 228) 1. Read the section written in italics. Why do authors of historical fiction often write an introduction in italics?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Read the rest of page 228. This story is written from the first-person point of view. How do you know? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. What are the four men observing from the beach?

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(page 229) 4. Read page 229. What are Mr. Meekin, Mr. Pugh and Mr. Etheridge planning to do?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(page 230) 5. What is a surfman, according to this page?

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6. Why does Nathan think he would never be a surfman?

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(page 231) 7. Read page 231. What are the surfman doing on this page?

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(page 232) 8. Read page 232. Nathan looks up at his father after the drenched boy asks for his mamma. Why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(pages 233-234) 9. Read page 234-235. How did Nathan’s knowledge of medicine help Arthur, the injured boy, on these pages? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(page 236) 10. How did the the author and illustrator use words and pictures to highlight the historical importance of this life-saving act?

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11. Using the theme:"*Knowledge is as important as bravery,"* explain how Nathan illustrated why this is true. Consider using direct quotes from Nathan to prove your point.

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Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Journey’s: Close Read **Lesson 23** (Unit 5)

**Cross Curricular Connections: Non-fiction Informational Text, Western Hemisphere, Geography**

**Vaqueros: America’s first Cowboys** pages 582-596

Genre: Informational Text Informational Text is non-fiction writing, written with the intention of informing the reader about a specific topic.

Vocabulary: dominated, extending, sprawling, hostile, acknowledged, flourished, residents, prospered, acquainted, decline .

\*Recommended: Teacher Read aloud pages T160-161

Have students read In the Days of Missions and Ranchos vocabulary reader prior to reading anthology.

Background Information: page 584

Target Skill: **Main Idea and Detail-** A main idea is the central idea of a paragraph or section of a text. The details support the central idea. Remember, there can be more than one main idea in a text.

Essential Question: How did Spain influence the history of the western hemisphere?

Target Strategy: **Summarize**-Summarizing is briefly restating the main ideas. Paraphrasing is retelling an author’s ideas in your own words. Summarizing and paraphrasing will help you better understand what you have read.

THE JOURNEYS

(page 588) 1. Read page 588. Study the picture and the caption. Sequence the following in the order they occurred by placing the numbers 1-5 in the order they occurred in history.

\_\_\_\_\_\_\_\_\_\_ For the next twenty-five years, the Spanish settled in many of the islands near Hispaniola.

\_\_\_\_\_\_\_\_\_\_ The second voyage anchored in Hispaniola in 1493.

\_\_\_\_\_\_\_\_\_\_\_ There were no cows in this part of the world.

\_\_\_\_\_\_\_\_\_\_\_\_ Seventeen ships, over a thousand settlers, horses and cattle sail toward the Americas.

\_\_\_\_\_\_\_\_\_\_\_\_ The king and queen of Span agree to send Columbus back over the Atlantic ocean again.

(page 589) 2. Read the text. Study the picture and the caption.

Fill in the blanks with the correct words from the page.

wild horses, cattle, Mexico, Aztecs,

Cortex helped the Totonac people conquer which empire? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

All of the land he conquered he called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Much of this land he conquered

is in the country of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Many of the Spanish conquerors who settled there

brought herds of \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

THE EXPANDING COLONY

(page 590-591) 3. Read the text. Study the pictures and the captions. The Spanish king rewarded Cortez with land which is now part of the United States. Name two states that were once part of New Spain.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What was the explorer, Francisco Vazquez de Coronado known for bringing to the American Southwest? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What is the name of the workers taught to help work with the ten million of longhorns? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A WAY OF LIFE

(page 592) 6. Read page 592. Study the pictures and the captions. List two of the jobs of the vaqueros.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DOING THE JOB

(page 593) 7. Read this page. Study the pictures and the captions. Fill in the chart with the information from the text on pages 592 and 593.

|  |  |
| --- | --- |
| Name of tool or equipment | Purpose or use of equipment |
| **poncho** |  |
| **sombreros** |  |
| **chaparreras** |  |
| **lasso/lariat** |  |
| **saddle** |  |

THE VAQUERO LEGEND

(Read pages 594-595) 8. Read these pages. Study the pictures and the captions. How did Mexico become a separate country in 1821? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. Along with the citizens of Mexico, who else lived in this area we now know as Texas?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. After 1860, why did the word *vaquero* change to *cowboy*? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

11. From 1836-1847, Mexico lost part of their land to the United States. List the states that were once part of Mexico.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

12. What invention was the cause of the decline of the vaqueros? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Explain why the vaqueros were no longer needed? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

13. What tradition from this time period do we still appreciate and remember? (Think The Lone Ranger).\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CELEBRATING TRADITIONS

(page 596) 14. Read the page. Study the picture and the caption. Give two ways the traditions of the vaqueros are still celebrated in Mexico and the United States today.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Summarizing

15. How was Spain instrumental in the settlement of Mexico and the United States? (Think Columbus, Cortez, Coronado).

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16. Why were the vaqueros instrumental to American history?

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