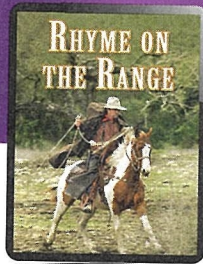
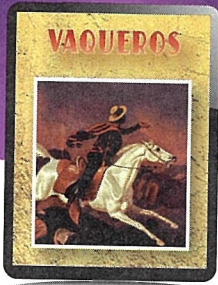


Lesson 23



Vocabulary in Context

Q LANGUAGE DETECTIVE

Talk About the Writer's Words

Work with a partner. Take turns asking and answering questions about the photos. Use the blue Vocabulary words in your questions and answers.

1 **dominated**

Herds of cattle once **dominated** the plains. They were often the biggest thing in sight.



2 **extending**

This cowgirl wears chaps **extending**, or reaching, from the hips to the ankles.



3 **sprawling**

This cowboy rides his horse over the vast and **sprawling** range.



4 **hostile**

A farmer who is **hostile**, or unfriendly, to cattle ranchers can use fences to stop cattle drives.



- ▶ Study each **Context Card**.
- ▶ Use a dictionary or a glossary to verify the meaning of each Vocabulary word.

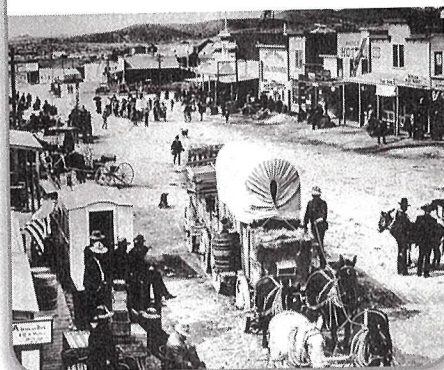
5 acknowledged

This rodeo cowboy **acknowledged**, or recognized, his fans with a smile.



6 flourished

Cattle were driven to towns near rail lines. These towns **flourished** and grew rich.



7 residents

When cowboys were not living on the trail, they were **residents** in the ranch bunkhouse.



8 prospered

A cowboy who has **prospered**, or succeeded, may buy fancy boots and a hat.



9 acquainted

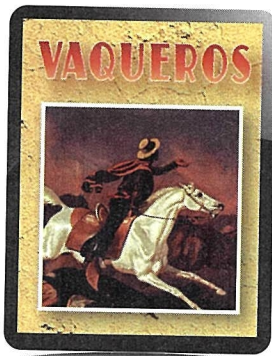
Cowboys get to know one another on cattle drives. They become well **acquainted**.



10 decline

Because there has been a **decline** in cattle drives, there are fewer cowboys today.





Read and Comprehend

✓ TARGET SKILL

Text and Graphic Features In "Vaqueros: America's First Cowboys," you will see headings, captions, and other **text features** the author uses to organize information. You will also see **graphic features**, such as maps and photographs, that highlight and show relationships between important ideas. Use a graphic organizer like the one below to record information about the text and graphic features in the selection.

Text or Graphic Feature	Location and Purpose

✓ TARGET STRATEGY

Summarize When you **summarize**, you use your own words to tell about the main ideas and details in a text. As you read the selection, pause now and then to summarize key points. Doing so will improve your understanding and help you remember what you read.

PREVIEW THE TOPIC

The West

California, Texas, and other parts of the American West were once controlled by Spain. As a result, many terms associated with cowboys are from the Spanish language. By the early 1800s, however, Spanish control of the region was declining. Mexico won its independence from Spain in 1821. Texas, California, Arizona, and other states later gained independence from Mexico and joined the United States.

The huge expanses of land in the West were ideal for cattle ranching. "Vaqueros: America's First Cowboys" explains the vaqueros' essential role in managing the cattle ranches.

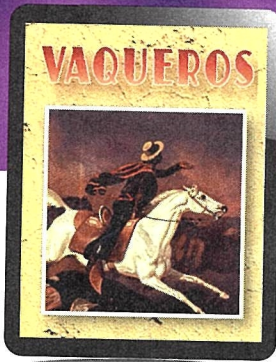
Talk About It

What do you know about the role of cowboys in the American West? What would you like to know? Share your ideas with your classmates. What did you learn from them?



Lesson 23

ANCHOR TEXT



GENRE

Informational text gives facts and details about a topic. As you read, look for:

- ▶ text features, such as headings, that organize information and help explain the topic
- ▶ photographs and captions
- ▶ domain-specific words that help you better understand the topic

MEET THE AUTHOR AND PHOTOGRAPHER

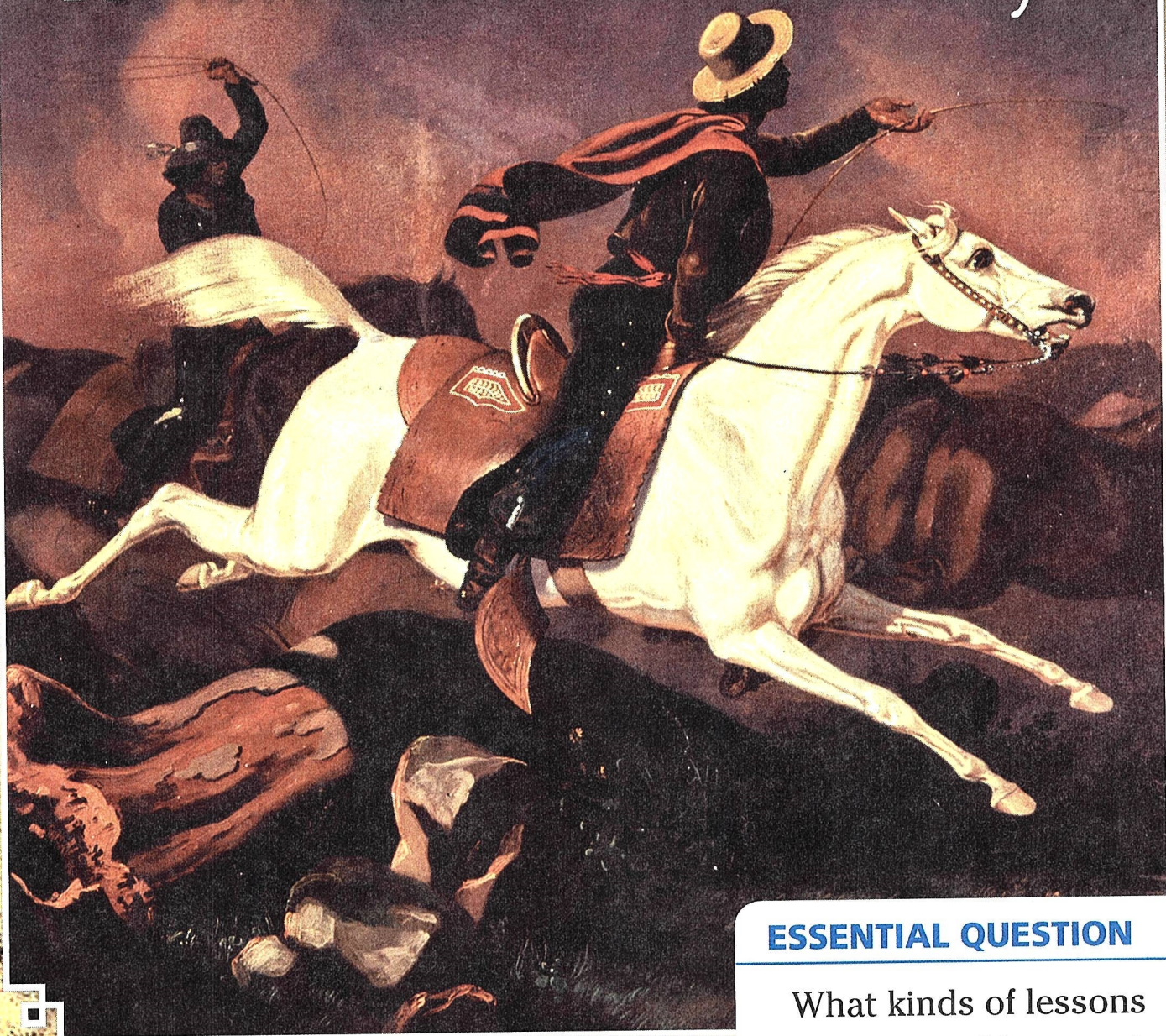
George Ancona



George Ancona grew up in Coney Island, New York, where his father practiced photography as a hobby. Ancona says that “as a photographer, I can participate in other people’s lives...producing something that can be shared and has a life of its own.” He has created books about horses and helicopters, cowboys and carnivals, migrant workers and murals. Ancona’s book *Charro* tells about the fascinating culture of Mexican horsemen and their rodeo-like *charrería*.

VAQUEROS

America's First Cowboys



by George Ancona

ESSENTIAL QUESTION

What kinds of lessons were learned by people who lived in the old West?

Imagine: five hundred years ago there were no cows or horses in North and South America. Thousands of years earlier there had been horses, but they disappeared. Since there were no cows, there were no cowboys. Of course, today there are cowboys. It is all because of Christopher Columbus.

The Journeys

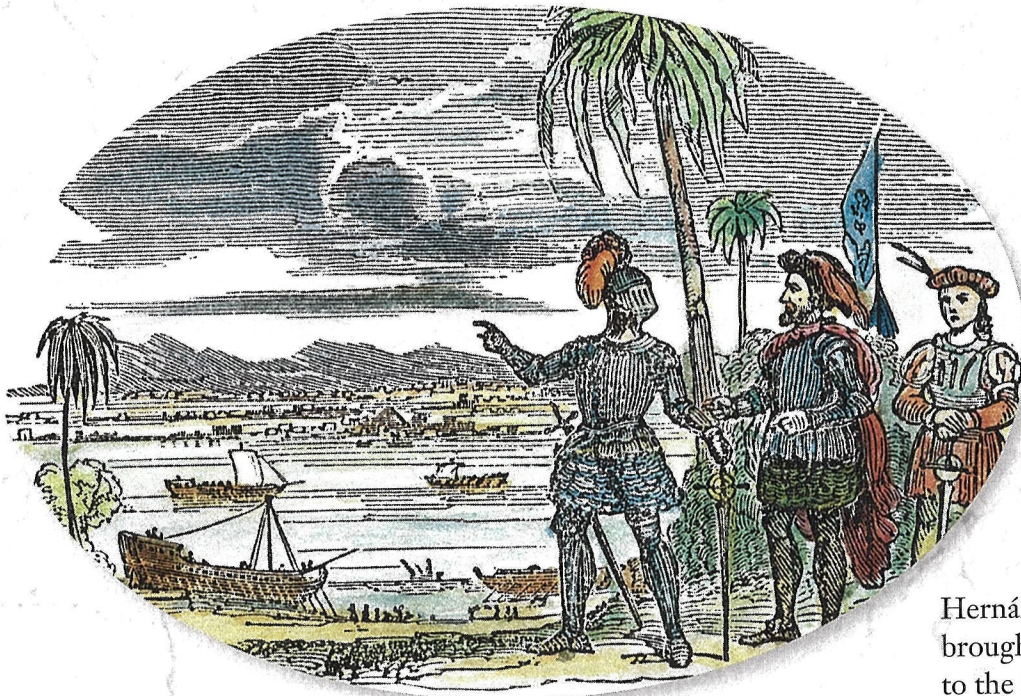
After his voyage to the Americas in 1492, Christopher Columbus returned to Spain. He told the Spanish king and queen of the riches to be found in the paradise he discovered. He described the native people who lived there. The royal couple agreed to more voyages. They needed gold to help pay for their expanding empire.

The following year, Columbus returned to the West Indies. He brought seventeen ships loaded with over a thousand settlers, horses and cattle. The ships dropped anchor at an island they named Hispaniola (ees pah NYOH lah). Today the island is shared by Haiti and the Dominican Republic.

For the next twenty-five years Spanish ships sailed in and out of Hispaniola. The Spaniards explored and conquered the nearby islands. The native islanders were enslaved. Thousands died of smallpox, a terrible disease for which they had no resistance. As the islanders disappeared, they were replaced by the settlers and their animals.



Christopher Columbus landing on the island of Hispaniola, 1493

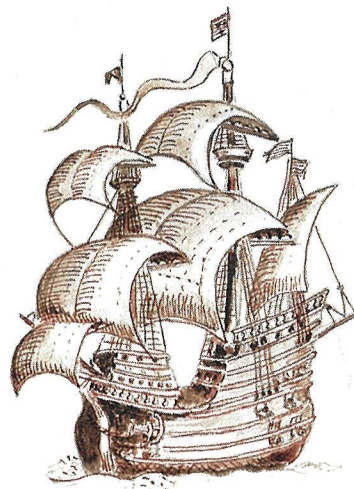


Hernán Cortés brought horses back to the mainland of North America.

In 1503, Hernán Cortés (ayr NAHN kor TEHS), a Spanish adventurer, arrived in the West Indies. He spent several years helping to conquer Cuba. Then in 1518, Cortés set out with a fleet of six ships to explore the nearby coast to the west. On board were five hundred men and sixteen horses strong enough to carry a man in full armor.

The ships dropped anchor near where the port of Veracruz, Mexico, is today. The Totonac people who lived there welcomed Cortés. They offered to help him conquer the **hostile** Aztec empire that had long **dominated** them. Cortés did so in two years. He claimed all the lands in the name of the Spanish king. He called the land New Spain.

It wasn't long before the Spanish conquerors brought more livestock to the colonies. The animals were allowed to graze on the open grasslands. Many took off into the wilderness, forming large herds of wild horses and cattle.



The Expanding Colony

The Spanish king rewarded Cortés and his soldiers with gifts of land. Throughout New Spain they built ranches called *haciendas* (ah SYEHN dahs) and prospered.

Accompanying the soldiers and settlers were Catholic missionaries. They had come to convert the native people. They moved north, building missions and churches along the California coast, extending the lands of New Spain.

In 1540, Francisco Vázquez de Coronado (VAHS keh-s day koh roh NAH doh) organized an expedition into the northern territories. Coronado was searching for the legendary Golden Cities of Cíbola (SEE boh lah). Along with the men and supplies he brought five hundred longhorn cattle to supply meat and hides.



Review the map. What water sources run through the area known as New Spain?



An early vaquero lassoes a steer.

The expedition never found the city of gold. However, it did introduce the first longhorns to what is now the American Southwest. From those first five hundred longhorns, ten million had spread across the Texas plains by the 1800s.

The soldiers and priests of New Spain were already **acquainted** with raising cattle in Spain. Many were skilled horsemen. Even so, they needed help in rounding up the livestock on their **sprawling** lands.

At that time it was against the law for any native person to ride a horse. But the ranchers and priests needed help. They taught the native converts to ride and use the *lazo* (LAH soh), or lasso, a looped rope. These men who worked with horses and cattle were called *vaqueros* (vah KAY rohs). In Spanish, the word means “cow-men.” With the vaqueros, a new culture took root in the west. It lives on today.



ANALYZE THE TEXT

Main Ideas and Details

Summarize the sections “The Journeys” and “The Expanding Colony” on pages 698–701. What is the main idea of each section? What details does the author use to support these main ideas?

Coronado introduced the longhorn.



A herd of mustangs

A Way of Life

The vaquero's job was to keep tabs on cattle in the wild and round them up. It took many vaqueros to surround a herd so that it could be moved to the hacienda. These roundups are called *rodeos* (roh DEH ohs) in Spanish. Rodeo comes from a verb that means "to go around."

The vaqueros were also needed to capture the wild horses that flourished on the prairies and valleys of the large haciendas. The vaqueros called the horses *mesteños* (mehs TAY nyohs), a word that would become "mustangs."

Vaqueros spent most of their lives in the saddle, riding hard, in all kinds of weather. At night they sat around the fire where they cooked their meals. They told stories and sang songs about their lives. Then they rolled up into their ponchos to sleep. From California to Texas, native vaqueros were acknowledged to be the best horsemen in the world.



An early vaquero with his lariat



Doing the Job

A vaquero had to cope with a rough landscape and harsh weather. He needed the right tools to do his job.

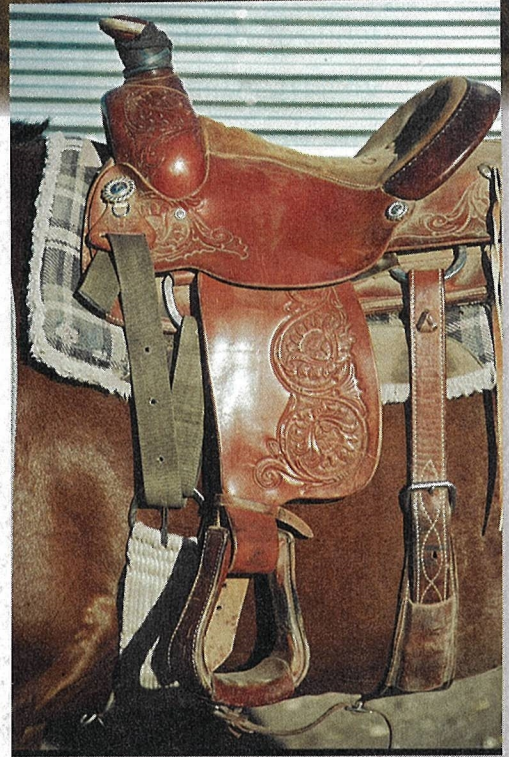
Vaqueros wore wide-brimmed hats called *sombreros* (sohm BRAY rohs). *Sombra* (SOHM brah) means “shade” in Spanish. The sombrero protected vaqueros from the burning sun.

A vaquero also wore *chaparreras* (chah pah REH rahs) or chaps. These were leather leggings, worn over trousers. They protected the vaquero from cactus, thickets of wild brush, and rope burns.

The horses belonged to the owner of the hacienda. The vaquero, however, owned the saddle that he put on the horse. The saddle had to be comfortable for both horse and rider. The vaquero’s feet slid into two wooden stirrups that hung from the saddle.

A vaquero’s most trusted tool was his lasso, also known as the lariat. Often a vaquero would have to gallop after a runaway steer. He would toss the loop of the lariat around the steer’s horns, neck, or foot. Then he would wrap the rope around his saddle horn and rein in his horse. This would hold the steer or bring it to the ground.

Once the herds were together they calmed down and began to graze. Mounted vaqueros would separate the calves from their mothers to brand them with the hacienda’s mark.

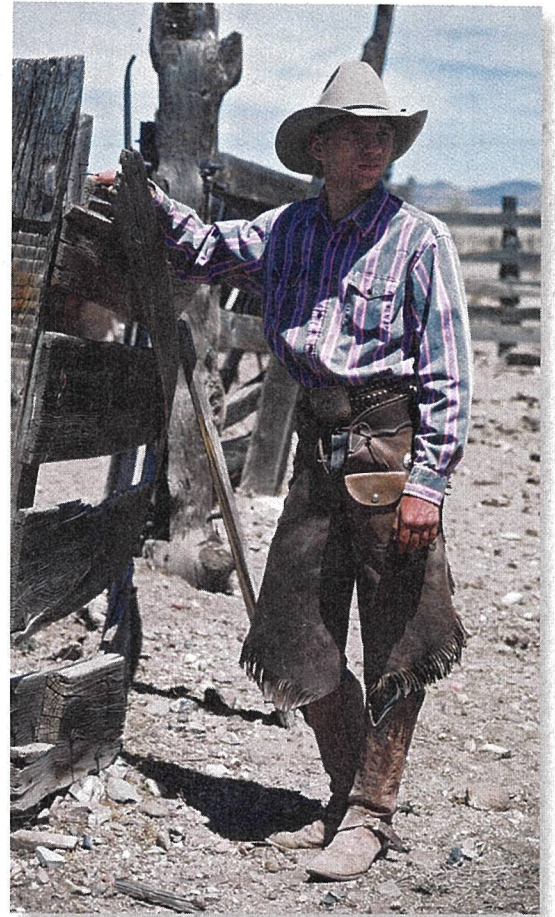


A modern saddle

The Vaquero Legend

In 1821 Mexico won its war of independence from Spain. All of New Spain became the independent nation of Mexico. The northern lands of Mexico, however, were difficult to govern. Many American immigrants crossed into the territory that would one day become Texas. Soon there was a large population of Americans in Texas. In fact, they outnumbered the Mexican residents who lived there for generations.

With the Americans came changes in the culture of the vaquero. Even the word changed. When the Americans tried to say *vaqueros* it came out “bukera.” Later the word became *buckaroo*. It was only after 1860 that men who worked with cattle were called cowboys.



Cowboys continued the culture of the vaquero.



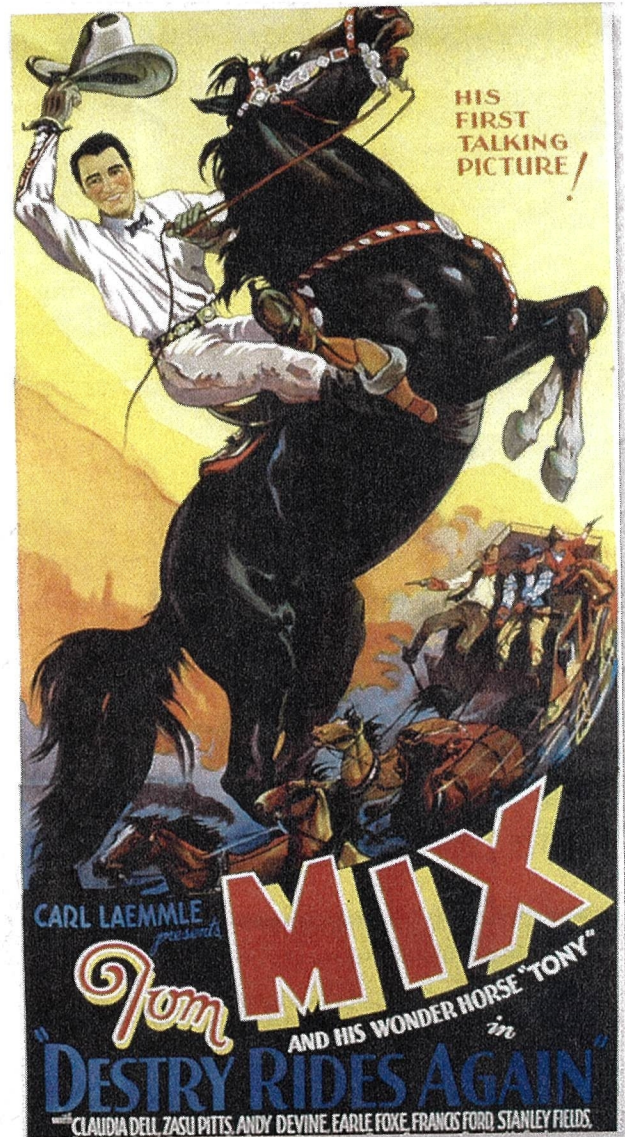
In 1836 Texas declared itself independent from Mexico. Nine years later it joined the United States. Then, in 1847, Mexico lost a war with the U.S. As a result, it lost its northern lands. They would become the states of California, Nevada, Utah and parts of Arizona, New Mexico, Colorado and Wyoming.

After the end of the Civil War, the vaqueros were joined by freed slaves and young men from the east. These newcomers wanted a new life in the wide-open spaces. They had to learn what the vaqueros had been doing for centuries.

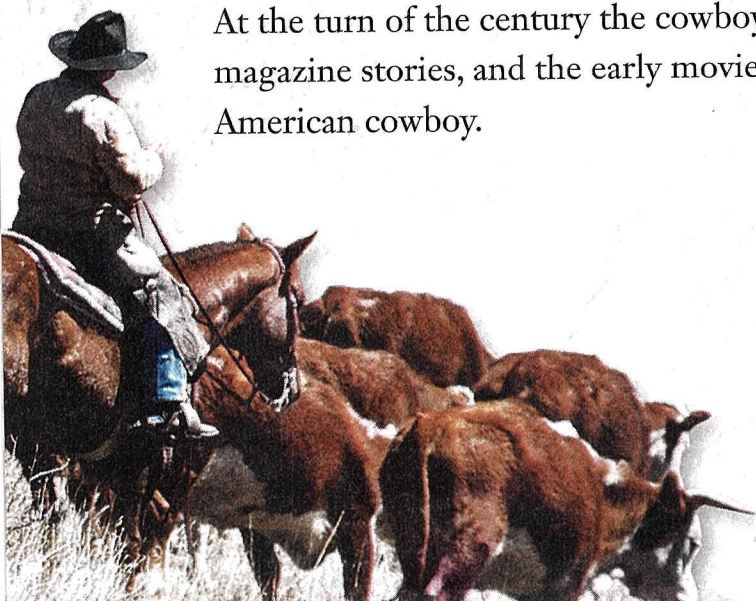
The large ranches needed many men to manage the huge herds of cattle on the vast prairies. Cattle drives would take weeks to travel from ranches to railroads. From there, the cattle traveled to the markets in eastern and western cities.

The invention of barbed wire made it possible to build fences to keep cattle in pastures. The vaquero was not needed to ride the wide-open spaces. Long cattle drives became unnecessary. The **decline** of the vaquero began.

Yet the vaquero's traditions did not fade from the American imagination. At the turn of the century the cowboy became the hero of the west. Books, magazine stories, and the early movies featured the brave exploits of the American cowboy.



Cowboy movies were among the first movies made.



ANALYZE THE TEXT

Text and Graphic Features

Identify the photos, illustrations, map, captions, and headings that the author uses on pages 698–705. What do these features help you understand about the vaqueros?

A horse rears, throwing
its rodeo rider.



Celebrating Traditions

Today the arts and skills of the vaquero can be seen in two countries. They appear in the *charrerías* (chah ray REE ahs) of Mexico and the rodeos of the United States. Both vaqueros and cowboys pride themselves in their skills. They keep alive the traditions and cultures of their past.

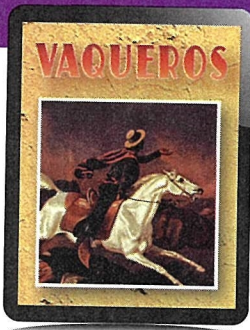
On September 14th, Mexicans celebrate *El día del charro*. It is a holiday of parades, church services, music and *charrerías*. The *charrería* is a rodeo where vaqueros can exhibit their skills. They perform with *charros* (CHAH rohs) and *charras* (CHAH rahs), gentlemen and women riders. The men dress in their elegant silver-buttoned outfits and large sombreros. The women wear the traditional dress of the *China Poblana* (CHEE nah poh BLAH nah).

Many of the events performed in rodeos and *charrerías* are similar. Both may include riding a bucking horse or bull and getting thrown off, for example. But like the first vaqueros, the riders are ready. There is an old saying in the corrals. It goes: "There's never been a horse that can't be rode. There's never been a cowman who hasn't been thrown."

The grammar may not be right, but the idea is pure cowboy.

ANALYZE THE TEXT

Adages The author uses an **adage**, or a traditional saying, in the third paragraph on this page. Why do you think he chooses to end the selection this way? What do you think the author means when he says "the idea is pure cowboy"?



Dig Deeper

Use Clues to Analyze the Text

Use these pages to learn about Text and Graphic Features, Main Ideas and Details, and Adages. Then read "Vaqueros" again to apply what you learned.

Text and Graphic Features

Informational texts such as "Vaqueros: America's First Cowboys" often include text and graphic features. **Text features**, such as titles and headings, help to organize a text. They also make it easier for readers to find important information. **Graphic features** include photographs and illustrations, such as maps or charts. These features support or explain complex ideas in the text. Briefly looking over the text and graphic features before you begin to read can help you understand what a selection will be about.

Look back at page 698. The italicized text at the top of the page makes a connection between Christopher Columbus and the cowboys. This note helps readers to see how the events and ideas in the first sections of the text are related to those that follow.

Text or Graphic Feature	Location and Purpose

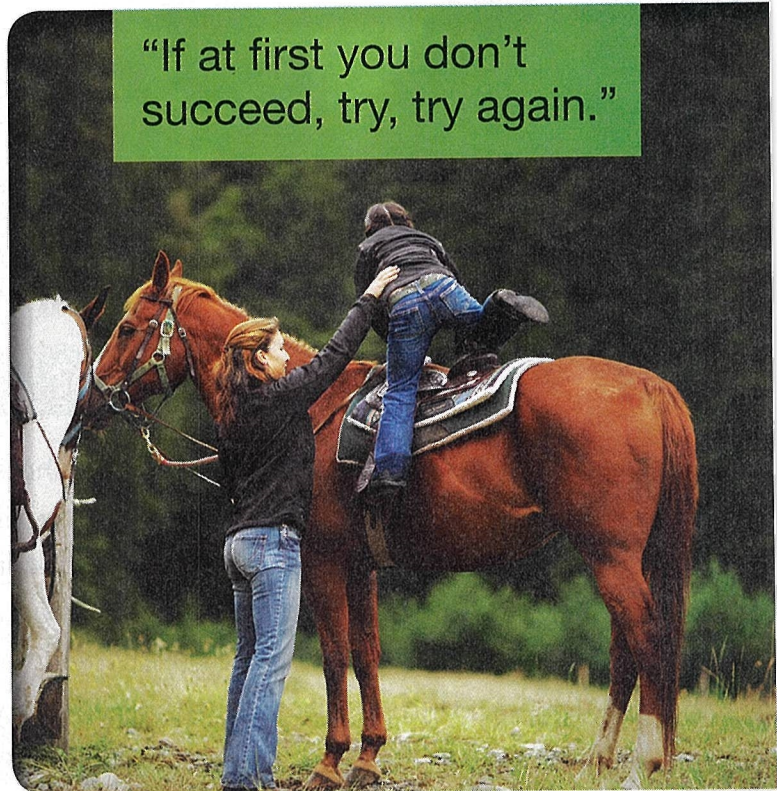
Main Ideas and Details

In informational texts such as “Vaqueros: America’s First Cowboys,” several **main ideas** are developed. These main ideas relate to the overall main idea of the selection. To identify a main idea, think about what point is being supported by the **details** in the paragraph or section. For example, on pages 702 and 703, the facts and descriptions support the idea that vaqueros played a vital part in the success of large ranches.



Adages

“Good things come in small packages” and “Don’t judge a book by its cover” are **adages** that warn people not to underestimate something or someone because of outer appearances. Adages are familiar sayings that pass on easy-to-understand advice. Authors may include adages in nonfiction texts to interest readers and to show them what they can learn from the information presented.



Your Turn

RETURN TO THE ESSENTIAL QUESTION



Review the selection to prepare to discuss this question: *What kinds of lessons were learned by people who lived in the old West?* After discussing this question with a partner, summarize your key points and share them with the class.



Classroom Conversation

Continue your discussion of “Vaqueros: America’s First Cowboys” by using text evidence to explain your answers to these questions:

- 1 What qualities did a vaquero need to be successful?
- 2 What specific event led to the decline of the vaqueros?
- 3 Why does the cowboy lifestyle and tradition still appeal to many Americans?

WHAT DOES IT MEAN?

Look It Up In the selection, the author uses domain-specific words, or terms directly related to the topic of vaqueros, including *lariat*, *mustang*, *sombrero*, *chaps*, and *ponchos*. Look up these words (or others you find in the text) in a print or digital dictionary. Then write a new sentence for each word. Share your sentences with a partner.

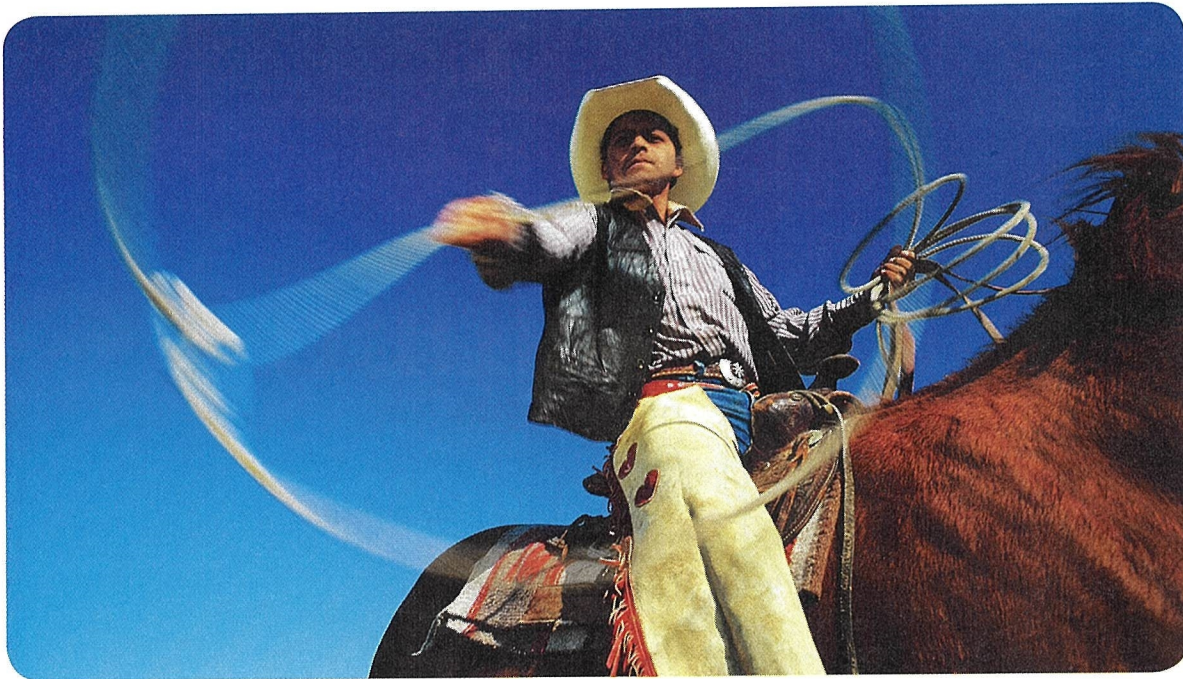


Performance Task

WRITE ABOUT READING



Response Although the lives of the vaqueros changed over time, they had a lasting effect on America. Write a paragraph in which you explain what changes the vaqueros went through and why they had a strong influence on culture in the United States. Use specific details, direct quotations, and other text evidence to support your explanation.

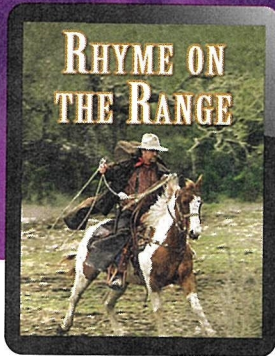


Writing Tip

As you write your explanation, be sure to use precise language. Include some of the domain-specific vocabulary about vaqueros that you learned in the selection.

Lesson 23

POETRY



✓ GENRE

Poetry uses the sound and rhythm of words to suggest images and express feelings in a variety of forms.

✓ TEXT FOCUS

Imagery Poets create vivid descriptions in their poems by using words and phrases that appeal to the senses.

RHyme ON THE RANGE

Cowboy poetry flourished in the 1800s when ranches and farms dominated the American West. These poems, which were sometimes sung, cover subjects like the sprawling landscape, hostile weather, and the loneliness of cowboy life.

The Cowboy's Life

Poet unknown, from *Songs of the Cowboys*

*The bawl of a steer
To a cowboy's ear
Is music of sweetest strain;
And the yelping notes
Of the gray coyotes
To him are a glad refrain.*

*For a kingly crown
In the noisy town
His saddle he wouldn't change;
No life so free
As the life we see
Way out on the Yaso range.*

*The winds may blow
And the thunder growl
Or the breeze may safely moan;
A cowboy's life
Is a royal life,
His saddle his kingly throne.*



The Cowboy's Meditation

Poet unknown, from *Songs of the Cowboys*

*At midnight, when the cattle are
sleeping,
On my saddle I pillow my head,
And up at the heavens lie peeping
From out of my cold grassy bed;—
Often and often I wondered,
At night when lying alone,
If every bright star up yonder
Is a big peopled world like our own.*



Cowboy poet N. Howard Thorp, better known as "Jack Thorp," lived from 1867 to 1940. He was well acquainted with the cowboys and other residents of the land extending throughout the Southwest. For over twenty years he collected their poems and songs. In 1908 he published them in a book called *Songs of the Cowboys*. Whenever possible, he acknowledged the poet or composer, but they were often unknown.



Home on the Range

by Brewster Higley

*Oh, give me a home where the Buffalo roam
Where the Deer and the Antelope play;
Where never is heard a discouraging word,
And the sky is not clouded all day.*

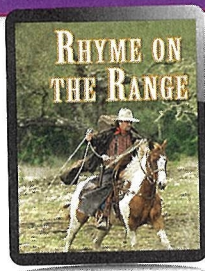
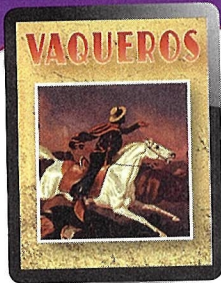
*Home, home on the Range
Where the Deer and the Antelope play,
Where never is heard a discouraging word,
And the sky is not clouded all day.*

*I love the wild flowers in this bright land of ours,
I love the wild curlew's shrill scream;
The bluffs and white rocks, and antelope flocks
That graze on the mountains so green.*

Write a Cowboy Poem

The cowboy lifestyle eventually went into a decline, but cowboy poetry has still prospered. Today, Cowboy Poetry Week is celebrated every April during National Poetry Month.

Review the poets' uses of imagery. Then write your own cowboy poem or song. Try to use imagery in similar ways.



Compare Texts

TEXT TO TEXT

Compare Poems With a partner, take turns reading each poem aloud. Discuss the sound of each poem, describing its rhythm and rhyme. How do these sound effects help bring out each poem's meaning? Then look at the language and imagery used by the speakers in the poems. Think about how each speaker expresses ideas about a topic. Explain how these elements contribute to the theme of each poem. Share key ideas from your discussion with the class.

TEXT TO SELF

Imagine Being a Vaquero Would you have enjoyed being a cowboy or cowgirl in the 1800s? What aspects of life during that time would you have liked or disliked? Explain your ideas in a short composition. Support your opinions with quotes and other text evidence from "Vaqueros."



TEXT TO WORLD

Connect to Social Studies "Vaqueros" gives information about cattle ranching. Work with a partner to research the impact cattle ranching had on the history of the western United States, using print and digital sources. Share your findings with the class in a brief presentation.



Grammar

Easily Confused Verbs Some pairs of verbs have such closely related meanings that they are easily confused. Most of these verbs are **irregular verbs**. A few are **helping verbs**. By studying the meanings of both verbs, you can avoid using the wrong one in your speaking and writing.

Easily Confused Verbs

can	able to do	may	allowed to do by someone or fairly likely to do
sit	to lower yourself onto a seat	set	to place an item onto something
teach	to give instruction to someone	learn	to receive instruction from someone
lie	to recline on something	lay	to put an item carefully on top of something
rise	to get up or to stand up	raise	to lift something up

Try This!

Work with a partner. Tell which sentences have verbs that are used incorrectly. Say each of these sentences, replacing the incorrect verb with the correct one.

- 1 The young cowboy sets in his saddle.
- 2 "We will learn you how to rope a steer," the vaquero says.
- 3 "I can capture cattle already," the cowboy replies.
- 4 The cowboy raises from his saddle and throws the rope.
- 5 Then he falls off his horse and lays on the ground.

You know that some pairs of verbs have meanings that are related but different. These verbs are easily confused with each other. When you proofread your writing, it is important to pay special attention to these verbs.



Incorrect Verbs

I **lie** the saddle on my horse gently. He **raises** his head and turns to look at me. I **jump up**, **set** on his back, and give him a nudge. We're ready to go.

Correct Verbs

I **lay** the saddle on my horse gently. He **raises** his head and turns to look at me. I **jump up**, **sit** on his back, and give him a nudge. We're ready to go.

Connect Grammar to Writing

As you edit your persuasive argument this week, look closely at each sentence for mistakes made with easily confused verbs, such as those above. Using verbs correctly is an essential part of good writing.

Opinion Writing

✓ Organization When writing a **persuasive argument**, begin with a point that you would like to prove to an audience. This point is called your **claim**. It is your position, or opinion, on a topic. Once you have decided on a position, build an argument using reasons that are supported by facts, details, and examples.

Sara drafted a persuasive argument about the importance of keeping traditions alive. Later, she presented her claim more clearly.

Use the Writing Checklist below as you revise your writing.

Writing Checklist

✓ Organization

Did I arrange my reasons in a logical order?

Did I provide a strong concluding paragraph?

✓ Evidence

Did I give reasons for my opinion and support them with facts, details, and examples?

✓ Elaboration

Did I use persuasive words?

✓ Purpose

Did I present my claim clearly?

✓ Conventions

Did I use correct spelling, grammar, and punctuation?

Did I use a variety of complete sentences?

Revised Draft

Think of what the world would be like if there were no traditions. There might be no art, music, or holidays. ~~Traditions are important.~~

In "Vaqueros: America's First Cowboys," we read that being a vaquero is a tradition that goes back over a hundred years.

It is important for people to celebrate their heritage and keep traditions alive.

Keeping Traditions Alive

by Sara Luna

Think of what the world would be like if there were no traditions. There might be no art, music, or holidays. It is important for people to celebrate their heritage and keep traditions alive.

In "Vaqueros: America's First Cowboys," we read that being a vaquero is a tradition that goes back over a hundred years. There are still cowboys today because they teach their skills to young people. If no one cared to keep this tradition alive, we would only be able to read about vaqueros in books or watch them on TV.

Many traditions are kept alive because a lot of people work together to celebrate them. For example, all the grades at my school work on a culture parade every year. It takes many months to plan and to make the floats. If only one grade worked on it, we wouldn't be able to finish on time.

It can be fun to start a new tradition in your city or with your friends, but old traditions are very important. They teach us about our history and about other cultures. They also show us the importance of working together.

Reading as a Writer

What does Sara do to express her ideas clearly? How can you clarify your opinion and make your argument more persuasive?

In my final paper, I used facts, details, and examples to support my claim. I also made sure I arranged my reasons in a logical order.

