

Instructional Recipe

What Do Vaqueros, Amarillo and the Rio Grande Have In Common?

Grade 7, Texas History

Step 1 – Ask

Objectives:

Students will identify examples of Spanish influence on place names such as Amarillo and Rio Grande and on vocabulary in Texas, including words that originated from the Spanish cattle industry.

Introduction:



Edwards, Janet. *[Tools of the cowboy on Edwards' fence]*. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metapth39548/>. Accessed August 12, 2009.

Ask:

- ★ What do vaqueros, Amarillo and the Rio Grande River have in common?
- ★ Can you think of landmarks in your community that have Spanish names? What are they?
- ★ Why do you think they are named in Spanish?
- ★ What are some tools that cowboys use that have Spanish names? Why?

Vocabulary:

- ★ **Amarillo** – Spanish word for yellow
- ★ **Rio Grande** – Spanish word for big river
- ★ **vaquero** – cowboy
- ★ **rodeo** – roundup or surrounding

TEKS:

(7.19C) identify examples of Spanish influence on place names such as Amarillo and Rio Grande and on vocabulary in Texas, including words that originated from the Spanish cattle industry.

(7.21 A) differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas.

(7.21B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

(7.21C) organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps.

Technology Application TEKS:

3A. Discuss copyright laws/issues and models, ethical acquisition and use of digital information, citing sources using established methods

4B Apply appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies

6A Determine and employ methods to evaluate the electronic information for accuracy and validity

6B Resolve information conflicts and validate information through accessing, researching, and comparing data

6C Demonstrate the ability to identify the source, location, media type, relevancy, and content validity of available information

7A Plan, create, and edit documents created with a word processor using readable fonts, alignment, page setup, tabs, and ruler settings

10A Use productivity tools to create effective document files for defined audiences such as slide shows, posters, multimedia presentations, newsletters, brochures, or reports

Step 2 – Investigate

Texas Heritage Online Resources:

- ★ Texas Historical Foundation. "Texas Cowboys: Riding the Trails." *Heritage, Spring 2003*. Austin, Texas. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph45378/>. Accessed August 11, 2009.
- ★ Gannett, Henry. *A gazetteer of Texas, by Henry Gannett.*. Washington, D.C.. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph6578/>. Accessed August 11, 2009.
- ★ Texas Historical Foundation. *Heritage, Volume 19, Number 01, Winter 2001*. Austin, Texas. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph45384/>. Accessed August 11, 2009.
- ★ Texas Historical Foundation. "Mapping West Texas Between the War with Mexico and the Civil War." *Heritage, Fall 2002*. Austin, Texas. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph45383/>. Accessed August 12, 2009.
- ★ Olmsted, Frederick Law. *Journey through Texas, or, A saddle-trip on the southwestern frontier : with a statistical appendix*. New York. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph2407/>. Accessed August 12, 2009.
- ★ *[Buildings near Rio Grande River]*. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph13252/>. Accessed August 12, 2009.
- ★ Texas Historical Foundation. *Heritage, Volume 18, Number 03, Summer 2000*. Austin, Texas. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph45389/>. Accessed August 12, 2009.

EBSCO Resources:

- ★ Chapter II: Posadas, Pastores, and Piñatas: THE SPANISH-MEXICAN HERITAGE. Christmas in Texas, 1993, p20-31, 12p; (AN 28005780)
<<http://search.ebscohost.com/login.aspx?direct=true&db=tih&AN=28005780&site=src-live>>
- ★ Hispanic heritage. Hispanic Times Magazine, Aug/Sep1994, Vol. 15 Issue 4, p52, 2p, 1 bw; Reading Level (Lexile): 1200; (AN 9412207709)
<<http://search.ebscohost.com/login.aspx?direct=true&db=ulh&AN=9412207709&site=src-live>>
- ★ San Antonio relishes Spain By: McBride, Jane. Beaumont Enterprise, The (TX), 11/19/2006; (AN 2W62W61225035696)
<<http://search.ebscohost.com/login.aspx?direct=true&db=nfh&AN=2W62W61225035696&site=src-live>>
- ★ The Spaniards. Texas Panhandle Frontier, 1998, p45-66, 22p; (AN 26982376)
<<http://search.ebscohost.com/login.aspx?direct=true&db=tih&AN=26982376&site=src-live>>

Additional Websites:

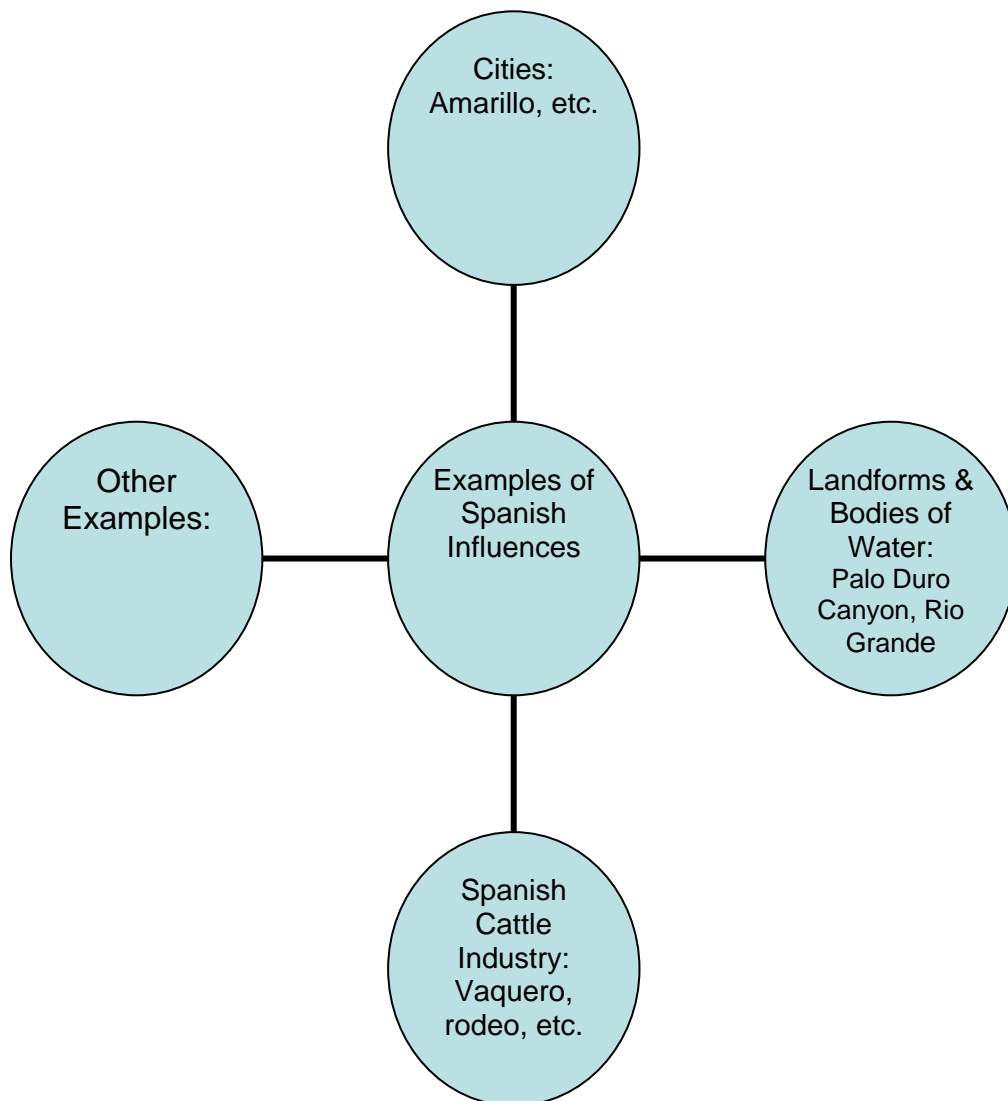
- ★ <http://tshaonline.org/handbook/online/articles/AA/hda2.html>
- ★ <http://tshaonline.org/handbook/online/articles/RR/rnr5.html>
- ★ <http://www.spanishdict.com/>

Step 3 – Create

Students can work individually or with partners to create a concept map that organizes the information they learned about Texas. Here are some suggested topics that could be included:

🔗 Technology Link – Students may use a graphic organizer software program, such as Inspiration or <http://bubbl.us>, or create a diagram using a word processing program, such as Microsoft Word.

Allow students to share their information with another group or as a whole class.



Step 4 – Discuss

Students may choose one of the following projects to complete:

- ★ **Create an illustrated dictionary** that includes vocabulary of Spanish influences in Texas as well as illustrations to help explain the vocabulary. Be sure to include examples of a variety of Spanish influences, especially the Spanish cattle industry.
- ★ Pretend you are a vaquero who works in the Spanish cattle industry. **Write a diary** of your experiences working with cattle. Be sure to include tools, places, landforms, and bodies of water that you experience that have Spanish names.

🔗 Technology Link - Students can use Microsoft Word or Publisher to develop their products. Use the EBSCO image collection to help you find images of Texas.



Step 5 – Reflect

Allow students to present their projects to the rest of the class. Use the following suggested rubric to assess the students' work. Make sure that the students are familiar with the rubric *before* they begin creating their project. They should refer to the rubric repeatedly to monitor their progress in creating their project.

🔗 Technology Link: You can also create your own rubric with your students at <http://rubistar.4teachers.org/index.php>.

Illustrated Dictionary: Spanish Influences in Texas

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Knowledge Gained	All students in the group can accurately answer all questions related to facts in the dictionary and to technical processes used to create the dictionary.	All students in the group can accurately answer most questions related to facts in the dictionary and to technical processes used to create the dictionary.	Most students in the group can accurately answer most questions related to facts in the dictionary and to technical processes used to create the dictionary.	Several students in the group appear to have little knowledge about the facts or technical processes used in the dictionary.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the dictionary seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.
Writing - Organization	Each section in the dictionary has a clear beginning, middle, and end.	Almost all sections of the dictionary have a clear beginning, middle and end.	Most sections of the dictionary have a clear beginning, middle and end.	Less than half of the sections of the dictionary have a clear beginning, middle and end.
Writing - Vocabulary	The authors correctly use several new words and define words unfamiliar to the reader.	The authors correctly use a few new words and define words unfamiliar to the reader.	The authors try to use some new vocabulary, but may use 1-2 words incorrectly.	The authors do not incorporate new vocabulary.

Diary: Spanish Influences in Texas

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Accuracy of Facts	All facts presented in the diary are accurate.	Almost all facts presented in the diary are accurate.	Most facts presented in the diary are accurate (at least 70%).	There are several factual errors in the diary.
Organization	The diary is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The diary is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The diary is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
Focus on Assigned Topic	The entire diary is related to the assigned topic and allows the reader to understand much more about the topic.	Most of the diary is related to the assigned topic. The diary wanders off at one point, but the reader can still learn something about the topic.	Some of the diary is related to the assigned topic, but a reader does not learn much about the topic.	No attempt has been made to relate the diary to the assigned topic.
Requirements	All of the written requirements (# of pages, # of graphics, type of graphics, etc.) were met.	Almost all (about 90%) the written requirements were met.	Most (about 75%) of the written requirements were met, but several were not.	Many requirements were not met.