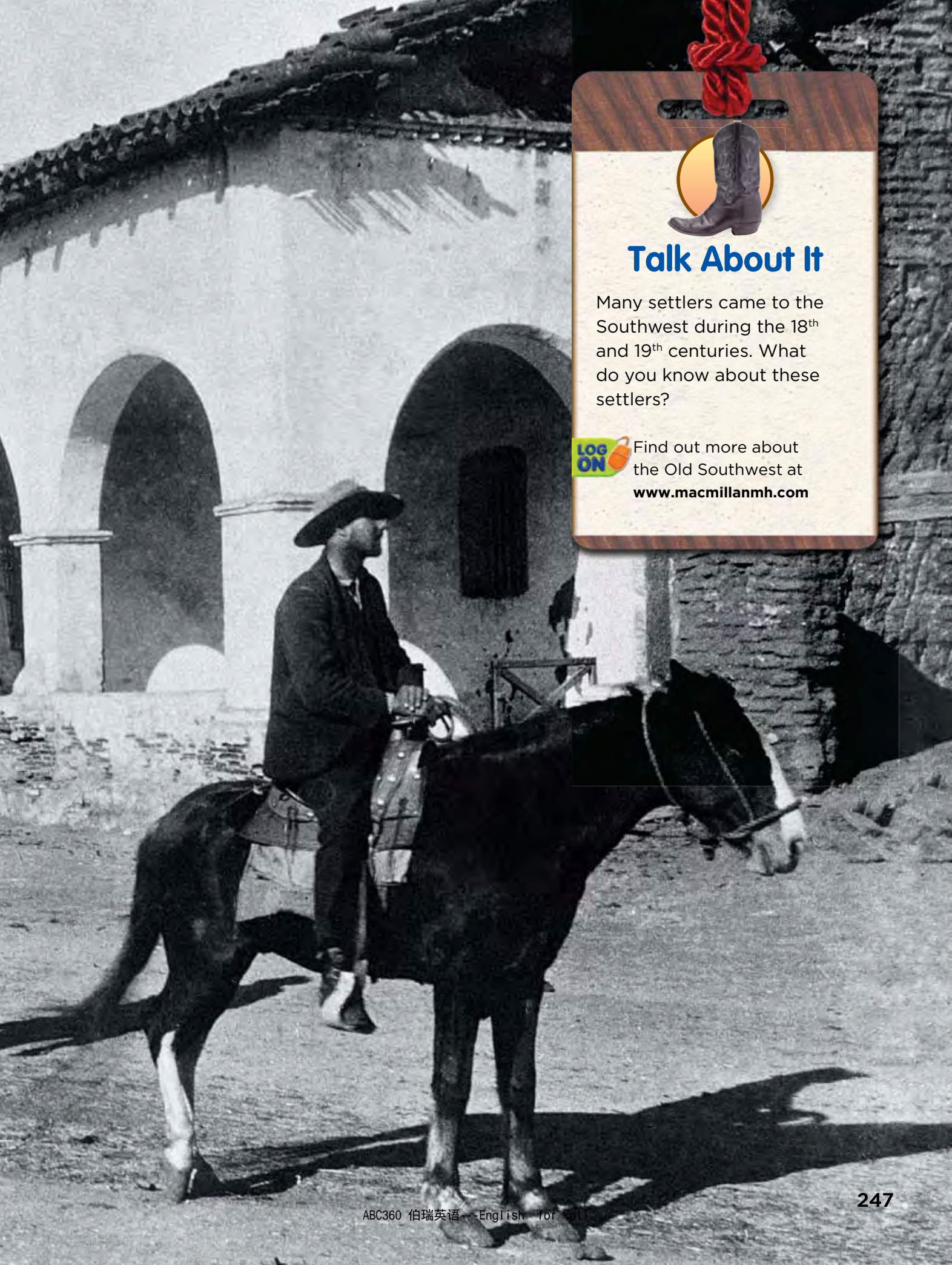


# The Old Southwest





## Talk About It

Many settlers came to the Southwest during the 18<sup>th</sup> and 19<sup>th</sup> centuries. What do you know about these settlers?



Find out more about the Old Southwest at [www.macmillanmh.com](http://www.macmillanmh.com)

# A Win-Win Week

by Victor Sanchez

## Vocabulary

foreman	gloated
employee	flourish
gritted	vigorously
fulfill	gleefully

## Word Parts

Prefixes are word parts added to the beginning of **Base Words**. Suffixes are added to the end of base words. Both prefixes and suffixes change the meanings of words.

*employ* = "hire"

*-ee* = "a person who is"

An *employee* is "one who has been hired."

## A Challenge

Maria's family had just arrived in Greensboro, North Carolina. Her father was going to take over as **foreman** in charge of a big building project. As an **employee** who worked for a large construction company, Maria's dad was sent to many places. This time his family had moved, too. Maria missed her life and friends back home.

Maria sighed and **gritted** her teeth. She bit down so hard it hurt. Then she entered the classroom. The first day of school was not easy for someone who was shy.

## A Team Player

Mr. Hall, the teacher, greeted the students with an announcement. They would research how different parts of the nation had changed over time. The group with the best report would win a prize.

Maria felt hopeful when she got her assignment. Her group was to learn about the Old Southwest. Maria and her family were from New Mexico. Perhaps she would be able to **fulfill** her role and be a real member of this team.



Anasazi bowl

Maria’s team met and made a list of the groups who had lived in the Old Southwest. The list included Native Americans, Spanish, Mexicans, and settlers from other parts of the United States and the world. The team also made notes about resources to use. “This is useful,” said Keith. “We also need some interesting information about the customs and the influence of these different groups.”

Maria spoke up. “My grandfather still lives in New Mexico,” she said. “He has collected many stories and examples of folk art of the region. We could e-mail him with questions.”

“Way to go, Maria!” **gloated** Sara with a big grin. “Now we have a real chance of winning.”

## A Wonderful Week

A week later, Maria’s team was ready. The result was a winning presentation about the Old Southwest. They showed slides of the old ranches, of the fiestas held there, and of Native American artifacts. Since the area was always known for abundant crops, they showed pictures of the ones that still **flourish** today. They even had a tape recording of a Mexican folk tale. The class applauded **vigorously** as the team finished the presentation. They clapped loudly and cheered.

For Maria it was fun to be in touch with her grandfather, and she was proud of their presentation.

“We couldn’t have done it without you,” Sara and Keith told Maria.

Maria smiled **gleefully**. She was very happy. “I enjoyed working with you too.”

## Reread for Comprehension



### Story Structure

#### Character, Plot, Setting

A Character, Plot and Setting Chart helps you understand the structure of a story. Recording key events in a story will help you recall what you have read. Take note of the narrator, the characters, the setting, and the events of the story.

Use the chart as you reread “A Win-Win Week.”

Character	Plot	Setting