

**A COMMON CORE STATE STANDARDS
ALIGNED CURRICULUM
GUIDE FOR**



WRITTEN BY JENNIFER BOHNHOFF

**A COMMON CORE STATE STANDARDS
ALIGNED CURRICULUM GUIDE FOR**
Where Duty Calls:
Book 1 of
Rebels Along the Rio Grande
A trilogy of novels about
the Civil War in New Mexico
Jennifer Bohnhoff

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Synopsis

Through alternating chapters, *Where Duty Calls* tells the story of Jemmy Martin, a Texas farm boy, and Raul Atencio, a New Mexico peon.

In his youth, Jemmy's father had been part of a Texan expedition to conquer New Mexico, the barren land to the west. The experience left him broken and bitter. Now the Confederacy is raising an Army in nearby San Antonio, Texas, with the intention of wresting the Southwestern Territories and the states of Colorado and California from the Union. Jemmy wants nothing to do with the Civil War that is tearing apart the United States. He wants to stay home, keep the farm running, and maintain peace among his family. Jemmy's brother, Drew, sells the family's mules to the Army. He then signs up to pack the wagons on the Confederate expedition but changes his mind and slips home. Jemmy, afraid that his brother will be shot as a deserter, takes Drew's place. He leaves, determined to return the mules safely home.

Raul Atencio is a poor peon with big dreams. He wants to follow in the footsteps of his uncle, an important leader in the small community of Socorro. Like many New Mexicans, Raul doesn't like foreigners attempting to control his country, but he recognizes the financial opportunity of selling supplies to the Union soldiers stationed at nearby Fort Craig. Raul accompanies his Uncle to the Fort to discuss a contract, and Raul sees a beautiful girl and becomes smitten. When his Uncle offers him a job supervising workers at the fort, he readily accepts.

The Confederate Army of New Mexico, raised by Major General Henry Hopkins Sibley leaves San Antonio in October 1861. By Christmas, the army had straggled into Fort Bliss, Texas. The journey has been long and hard. The Army had to string itself out, traveling in small units so as not to drain the watering holes along the route. This leads to vulnerability from Apache attacks and food distribution problems. Long anticipated supplies at Fort Bliss never materialize, and the Army continues into New Mexico poorly provisioned. Disease and malnutrition wreak havoc among both the troops, their horses, and pack

mules. Jemmy must bury one of his comrades who dies of pneumonia. Sibley assures his troops that the natives will welcome his force as liberators, and freely feed and provision them, but this is not the case.

As the Confederate Army nears Fort Craig, Union commander Colonel E. Canby halts traffic in and out of the heavily fortified fort. Raul finds himself assigned to the care of Colonel Kit Carson, the famous Indian Scout and mountain man. The Confederates try to entice the Union Army to leave the safety of the fort, but Canby cautiously keeps his troops and their ample supplies of food and ammunition safely within the Fort's strong walls. Captain James 'Paddy' Graydon, a Union spy, entices Raul to help in a crazy scheme to destroy the Confederate's mules. His plan doesn't work, but Jemmy's mules fall into the hands of the Union Army.

General Sibley abandons his plans to take Fort Craig. His forces continue north, cutting the Fort off from the rest of the Union forces. Canby sends out troops, and the two Armies clash at a ford crossing the Rio Grande at Valverde. Kit Carson uses Raul as a runner, sending messages back and forth between different Union companies. Jemmy, who as a packer and mule driver is not expected to fight, witnesses the slaughter of a company of Texas Lancers and is driven to pick up a shotgun and join the fray. In the heat of battle, he sees Raul crossing the river and shoots at him. In the smoke and chaos, he believes he has killed Raul, who slipped and was carried downstream. Jemmy feels great remorse for this, which leads him to volunteer to serve as an orderly under one of the doctors attending to the Confederate Army.

The morning after the battle, the Confederates bury their dead and marches north to the town of Socorro. Raul returns to Fort Craig, where Carson advises him to warn his family that the Confederate Army is on its way. He arrives at home and finds that his father has taken all the valuables and livestock into the hills, leaving Raul's mother, who is tending Raul's two sick siblings. When one dies, Raul takes the other to the Confederate hospital, where he commits the child to Jemmy's care. Raul and Jemmy recognize each other, and a spark of hope and trust is kindled between the two.

Historical Background

A number of conflicts, most prominent among them states' rights and the issue of slavery, had led some Southern leaders to discuss separating from the United States as early as 1858. By 1860, the majority of slave states publicly threatened to secede if anti-slave Republicans won the presidency. As soon as Abraham Lincoln was elected in November 1860, South Carolina began secession proceedings, leading to the "Ordinance of Secession" passed by its legislature on December 20. It stated "the Union now subsisting between South Carolina and other states, under the name of the United States of America, is hereby dissolved." South Carolina then began seizing forts, arsenals, and other strategic locations within its borders. By February, Mississippi, Florida, Alabama, Georgia, Louisiana, and Texas had followed South Carolina. When Abraham Lincoln was inaugurated on March 4, 1861, federal troops held only Fort Sumter in South Carolina, Fort Pickens off the Florida coast, and a handful of minor outposts in the South.

The threat of Civil War greatly affected the Southwestern Territories. In 1860, 70% of the United States Army was stationed in forts between Kansas City and Los Angeles, where their mission was to protect settlers from hostile Indians. As war loomed in the East, the Army pulled troops from the West. Forts Marcy, Stanton, and Defiance were abandoned for lack of manpower. As soldiers left the area, settlements increasingly suffered from Comanche, Apache, and Navajo raids.

Other soldiers left the territory to join the Confederacy, which promised immediate promotions to any man who resigned his commission in the United States Army. Nearly 60% of the officers who left the Union Army to serve in the Confederacy were from western bases, and they often took their soldiers and non-commissioned officers with them. Col. William W. Loring, the overall head of military operations in New Mexico, resigned his post in March of 1861 and headed south. The War Department replaced Loring with Henry Hopkins Sibley, who was then in charge of Fort Union, stripped several forts of arms, ammunition, and supplies before he also resigned. Edward R.S. Canby, the third man to take the position, found himself in charge of a tiny force spread over an enormous territory that stretched from Colorado to Mexico, and Texas to California. He immediately petitioned the Territorial Governor, Henry Connelly, to recruit and train regiments of New Mexican Volunteers and militia to bolster the regular army units.

The sympathies of the White population in New Mexico split along racial and regional lines. Whites in the more populated northern half of New Mexico had strong ties to the North via Missouri and the Santa Fe Trail. Much of the large Hispanic population didn't care much for Americanos from either the North or the South. New Mexico had only recently been annexed from Mexico, where their cultural alliances remained. Some, however, recognized the inevitability of the American ascension to power and allied themselves accordingly. Moreover, prior experiences such as the Texas Expedition of 1841, when a military force attempted to seize New Mexico, had created considerable animosity toward Texans. Instead of invoking a boogeyman, mothers warned children to be good, or the Tejanos (Texans) would get them.

Settlers in the south had close ties to the Southern United States, especially to Texas. In March of 1861, the Mesilla Convention, held in the largest city in the Southern half of New Mexico Territory, adopted an ordinance of secession for all land beneath the thirty-fourth parallel, effectively splitting the territory in half and creating a southern territory that they now called Arizona. Of course, the American government refused to recognize this. Political maps are only paper unless they are supported by military might.

In July 1861, a Confederate force of 400 Texans under the command of Lieutenant Colonel John R. Baylor rode unopposed into Mesilla. The next day he captured the Union troops that had abandoned nearby Fort Fillmore. The next month he issued "The Proclamation to the People of the Territory of Arizona," claiming the territory for the Confederacy and declaring Mesilla as the capital and himself as the governor.

Acquiring the Territory of Arizona was only the first step in a much larger Confederate plan. Like the United States, the Confederacy had dreams of Manifest Destiny. They envisioned a country stretching from the Atlantic to the Pacific. Furthermore, they needed the riches of the California and Colorado

goldfields to finance their military. They also wanted the deep harbors in California, since a Union naval blockade in the Atlantic limited the use of southern ports. After he resigned his commission in the U.S. Army and left New Mexico, Henry Hopkins Sibley traveled to Richmond, Virginia and convinced Jefferson Davis, the Confederate President, that he was just the man to accomplish this. Davis promoted Sibley to Major General and sent him back to San Antonio, Texas, where he would raise an Army and set in motion the events that would lead to the Battle of Valverde.

Historical People of Note

Pedro Baca was born in Belen, New Mexico on May 21, 1804. When he was twelve years old, his family moved to Socorro, a town that was being resettled after being abandoned at the time of the Pueblo Revolt in 1680. He married a woman named Doña Guadalupe Torres in 1834 and they had eight children. Pedro Baca was in the mercantile business and became quite rich. After New Mexico became a Territory of the United States, he was elected probate judge for the county, a position he held for four terms. He died on November 5, 1887, in Socorro, New Mexico and is buried in Old San Miguel Mission, under the nave. There is a plaque marking the place on the north wall of the church.

Edward R.S. Canby was born in Piatt's Landing, Kentucky on November 9, 1817. He graduated from the United States Military Academy in 1839. Canby served in the Second Seminole War in Florida, saw combat during the Mexican–American War, and served in Wyoming and Utah during the Utah War (1857–1858). In 1860 Canby coordinated a campaign against the Navajo while he was the commander of Fort Defiance, New Mexico Territory. In May 1861 he was promoted to colonel of the 19th U.S. Infantry. A month later, he became the commander of the Department of New Mexico. After the Battle of Glorieta Pass, he was promoted to brigadier general. He served in New York and Louisiana and commanded the campaign against Mobile, Alabama in the spring of 1865. After the war, Canby served in Louisiana, Washington, North and South Carolina. In August 1872, Canby was posted to command the Pacific Northwest. He was killed on April 11, 1873, during Peace Talks with the Modoc tribe and is the only general to be killed during the Indian Wars.

Christopher “Kit” Carson was born in Richmond, Kentucky on December 24, 1809. Carson was learning to be a saddle-maker, but he ran away from home when he was seventeen. He headed west and became a trapper, trader, and explorer. He guided both John C. Fremont and General Stephen Kearny to California. Carson was fluent in English, Spanish, Navajo, Apache, Cheyenne, Arapaho, Paiute, Shoshone, Ute, and Plains Indian sign language, but he never learned to read or write. He settled in Taos, New Mexico and married his third wife, Josefa Jaramillo, with whom he had eight children. His first two wives were Indian. Carson served in the New Mexico Volunteers during the Civil War and helped round up the Navajos when they were relocated to Bosque Redondo on what is known as The Long Walk. He died on May 23, 1868, at Fort Lyon, Colorado and is buried in Taos.

Edward N. Covey was born in Maryland. He served in the United States Army as an Assistant Surgeon, but he resigned on June 1, 1861, to join the Confederacy. Covey became the Medical Director of the Sibley Brigade. After the Battle of Valverde, he was placed in charge of the hospital in Socorro, New Mexico. He later commanded hospitals in Albuquerque and Santa Fe, where he was taken prisoner and then exchanged for Union doctors that the Confederacy had. He was then given parole and allowed to escort wounded Confederates back to Texas. Covey died in September 1867.

James “Paddy” Graydon Born in Ireland in 1832, Graydon immigrated to America to escape the Irish Potato Famine. He arrived in Baltimore in 1853 and joined the Army's 1st U.S. Dragoons. His unit, Company G, was stationed in Los Lunas, New Mexico Territory under the command of Captain Richard S.

Ewell, who would later achieve fame as a Confederate general. Graydon's company chased Apaches throughout the southwest. He learned to speak fluent Spanish. From 1854 to 1858, Graydon was posted at Forts Thorn, Craig, and Union in New Mexico, and Fort Buchanan, 60 miles south of Tucson. He then left the army and opened a hotel and saloon that attracted the toughest characters in the territory. He grew wealthy but continued to work as a guide, interpreter, and horse-thief-catcher. When the Civil War began, Graydon went to Santa Fe and got Territorial Governor Henry Connelly, to commission him as a captain in the newly organized New Mexico Volunteers. Graydon raised an independent spy company for scouting duties. In October 1862, an encounter with Mescalero Apache went bad, resulting in the death of Chief Manuelito. An Army surgeon named Dr. John Marmaduke Whitlock argued with him over this, and the two engaged in a duel in which Graydon was fatally shot before Graydon's men killed Whitlock. Graydon died on November 9, 1862, and is buried in the Santa Fe National Cemetery.

Thomas Green was born on June 8, 1814, in Virginia but moved to Tennessee when he was 3. He moved to Texas in 1836, to join the Texas revolt against Mexico. He served in the legislature and the Supreme Court of the new Republic of Texas and fought in the Mexican American War. When the Civil War began, he became colonel of the 5th Texas Cavalry Regiment and led the Battle of Valverde because Sibley was incapacitated. He fought at the Battle of Galveston, and was killed on April 12, 1864, while charging a fleet of Federal gunboats.

William Kemp According to John Taylor in *Bloody Valverde: A Civil War Battle on the Rio Grande*, William Kemp was a Private in Company I of Sibley's Fifth Regiment. He died of pneumonia at about noon of February 12, 1861, and was buried in a camp side grave.

Willis L. Lang was born on November 29, 1830, in Wayne County, Mississippi. In 1851 he took his seventy-five slaves and his agricultural implements and moved to Texas, where he ran a plantation and served in the Texas Rangers. When the Civil War started, Lang raised a company of lancers that became Company B of the Fifth Texas Mounted Volunteers. Lang became its captain. He led the first and last lancer charge of the Civil War at the battle of Valverde and was severely wounded. When the Army of New Mexico proceeded north up the Rio Grande, Lang remained at the Socorro Hospital. He was in intense pain and very depressed over the failure of the charge. On March 2, 1862, Lang ordered his body servant to bring him his revolver, with which he killed himself.

Samuel A. Lockridge's early history is obscure. Some sources say he was born in 1828 in Alabama, moved to Mississippi as a child, then on to Texas. However, other sources say he was born in 1829 and was named William Kissane. He was a partner in the merchant firm in Cincinnati, Ohio that was charged with conspiracy after a steamship on which it had taken out an insurance policy, burned. Kissane posted \$10,000 bail, then fled Ohio. He emerged in Texas as Samuel Lockridge in 1855, where he served as a colonel in the Texas Rangers when they went to Nicaragua to establish a colony. Lockridge joined the Fifth Texas Cavalry as major in July 1861. He was killed at the battle of Valverde on February 21, 1862, while taking the McCrae Battery.

John Elam Norvell was born on July 30, 1843 in Mississippi. His family moved to Texas when he was 10. Four years later his father died, and he began working at a store to support his family. He was 17 years old when the Civil War began and he joined co. H. 4th Regiment, Green's Brigade of the Texas Cavalry. After the war ended, he became a blacksmith. He married Keziah T. Ross in 1867. Norvell had received little, if any, schooling, but his wife was a schoolteacher who taught him to read and write in English and Latin. They had eight children. In 1871 he became a sheriff. After that he became a merchant, founding a company called J. E. Norvell & Sons, and a banker. He died in April 1923.

Peter W. L. Plympton came from an important Massachusetts family. He was born on February 23, 1827 and graduated from West Point. He served in the Mexican American War and was the commander of Fort Union for short periods of time in 1862 and 1863. He attained the rank of Lieutenant-Colonel and died on August 10, 1866, in Texas.

Henry Hopkins Sibley was born on May 25, 1816, in Natchitoches, Louisiana. He graduated from West Point and fought Seminole Indians in Florida, participated in the Mexican American War, and served in Texas, Utah, Kansas and New Mexico. He was also an inventor who received patents for the "Sibley tent", and the Sibley stove, which were used into the early years of World War II. When the Civil War began, Sibley resigned from the US Army and joined the Confederacy, who made him a Brigadier General. After the failure of the New Mexico campaign, he commanded troops in southern Louisiana. After the war he became a military adviser to the Egyptian army. He died in Fredericksburg, Virginia on August 23, 1886.

Ceran St. Vrain was born on May 5, 1802, in St. Louis, Missouri. He became a naturalized Mexican citizen in 1831 so that he could trade in New Mexico, then formed a partnership with American traders William, George, and Charles Bent so they could establish Bent's Fort, the only privately held fort in the West. After the U.S. took control of New Mexico, he settled in Mora, where he owned saw and flourmills which supplied the U.S. Army garrisons.

Frederick Sovereign Wade was born in Ontario, Canada November 5, 1836. His family moved to Illinois when he was a child, and then he moved to Texas in 1857. He was a schoolteacher until he enlisted with the Tom Green Brigade in San Antonio. In 1862 he was taken prisoner and finished the war in a POW camp. He returned to Texas after the war and went back to teaching. He died on June 3, 1925, in Elgin, Texas

Glossary of Spanish Words Used in *Where Duty Calls*

alcalde a local official: a combination of mayor and judge.

arroyo a dry stream bed. These can experience sudden floods when it rains upstream.

cantimplora canteen

champurrado a New Mexican version of hot chocolate.

cobarde cowardice.

fanega a unit of dry measure, or the scoop used to measure.

gringo A derisive word used to indicate an Anglo or White person.

la comida the mid-day meal. The largest meal of the day.

Las Posadas A nine-day festival leading up to Christmas. During this festival, a couple representing Mary and Joseph travel to each house in a town, asking for a room. They are refused entry until Christmas Eve, when they enter the church.

Los Pastores A drama that re-enacts the shepherds' search for the newborn Christ child. The shepherds experience temptation, human weaknesses and problems with the weather, but in the end, they encounter the holy family and rejoice. Los Pastores have been performed since the 16th-century.

luminarias small bonfires lit to guide the Holy Family to church on Christmas eve.

mijo short for *mi hijo*, my son

peon a person of low social status who does menial or unskilled work.

posole a stew made with pork and corn that has been preserved with lye (hominy).

sobrinito a diminutive form of the word 'nephew.'

tamales a traditional New Mexican dish made of cooked meat encased in a cornbread dough, and then steamed inside a corn husk

tia aunt

tio uncle

Glossary

Admiration (Chapter 9, pg. 123) [ad-muh-rey-shuh n] *noun* a feeling of wonder, pleasure, or approval.

Alcalde (Chapter 2, pg. 16) *noun* a local official: a combination of mayor and judge.

Animosity (Chapter 3, pg. 29) [an-uh-mos-i-tee] *noun* a feeling of strong dislike displayed in action

Arroyo (Chapter 11, pg. 133) [ah-roy-yoh] *noun* a dry stream bed. These can experience sudden floods when it rains upstream

Audacity (Chapter 21, pg. 220) [aw-das-i-tee] *noun* boldness or daring.

Auspicious (Chapter 13, pg. 157) [aw-spish-uh s] *adjective* favorable; indicating a good outcome

Banshee (Chapter 15, pg. 180) [ban-shee] *noun* from Irish folklore, a spirit of a wailing woman. When she appears, it indicates that someone is about to die.

Battery (Chapter 14, pg. 167) [bat-uh-ree] *noun* a unit of artillery usually consisting of six guns together with the artillerymen and equipment required to operate them

Besotted (Chapter 3, pg. 36) [bih-sot-id] *adjective* infatuated or obsessed

Bickering (Chapter 19, pg. 203) [bihk-ur-eeng] *noun* peevish argument

Bravado (Chapter 8, pg. 113) [bruh-vah-doh] *noun* an exaggerated display of courage

Britches (Chapter 5, pg. 65) [brich-iz] *noun* pants

Cantimplora (Chapter 2, pg. 12) *noun* canteen

Capitulate (Chapter 8, pg. 113) [kuh-pich-uh-leyt] *verb* to surrender

Careened (Chapter 7, pg. 106) [kuh-reen] *verb* to lean, sway, or tip while in motion

Cartridge box (Chapter 10, pg. 125) [kahr-trij bahks] *noun* a small box that can be attached to a soldier's belt for holding the bullets or shot for his rifle or other small arm.

Castanets (Chapter 14, pg. 165) [kas-tuh-net] *noun* a pair of concave pieces of wood held in the palm of the hand and clicked together, usually to accompany dancing.

Chagrined (Chapter 7, pg. 105) [shuh-grin-d] *adjective* ashamed or embarrassed

Chaos (Chapter 12, pg. 148) [kay-os] *noun* a state of utter confusion or disorder; a total lack of organization or order.

Clamber (Chapter 1, pg. 2) [klam-ber, klam-er] *verb* to climb using both feet and hands.

Comida see La comida

Condensed (Chapter 17, pg. 192) [kuh n-denst] *adjective* made thicker or more concentrated

Confrontation (Chapter 9, pg. 118) [kon-fruhn-tey-shuh] *noun* an open conflict of opposing ideas or forces

Dashing (Chapter 3, pg. 28) [dash-ing] *adjective* energetic and spirited; gallant

Debris (Chapter 12, pg. 149) [duh-bree] *noun* the remains of anything broken down or destroyed; ruins; rubble

Desecrated (Chapter 17, pg. 192) [des-i-krey-tid] *adjective* to defile, make less sacred

Desiccated (Chapter 17, pg. 192) [des-i-key-tid] *adjective* dried out

Dishonor (Chapter 18, pg. 200) [dis-on-er] *noun* lack or loss of honor; disgraceful

Dispiritedly (Chapter 8, pg. 113) [dih-spir-i-tid lee] *adjective* in a discouraged or gloomy way.

Dregs (Chapter 6, pg. 88) [dregz] *noun* the sediment at the bottom of a cup once the liquid is gone.

Ecstatic (Chapter 19, pg. 204) [ek-stat-ik] *adjective* relating to a state of intense emotional joy
Eddies (Chapter 6, pg. 86) [ed-eez] *noun* small currents of air or water that have a swirling motion.
Encampment (Chapter 8, pg. 113) [en-kamp-muh nt] *noun* camp, or the act of setting up a camp
Endured (Chapter 16, pg. 187) [en-dyoo r-d] *verb* to hold out against, undergo

Fanega (Chapter 2, pg. 11) *noun* a unit of dry measure, or the scoop used to measure.
Flailed (Chapter 16, pg. 184) [fleyl d] *verb* to beat or swing
Forage (Chapter 5, pg. 74) [fawr-ij] *noun* food for horses or cattle, or *verb* the act of seeking out provisions.

Guffawed (Chapter 1, pg. 8) [guh-fawd] *verb* laughed loudly.
Guidon (Chapter 13, pg. 161) [gahyd-n] *noun* a small military flag or banner that identifies individual units.
Gullet (Chapter 16, pg. 184) [guh-l-it] *noun* throat

Heroic (Chapter 9, pg. 118) [hi-roh-ik] *adjective* relating to, or characteristic of a hero or heroine.
Hollow (Chapter 7, pg. 105) [hol-oh] *noun* a valley

Incompetent (Chapter 4, pg. 64) [in-kom-pi-tuhnt] *adjective* not competent; lacking ability
Ingratiating (Chapter 11, pg. 134) [in-grey-shee-ey-ting] *verb* to act in a way that puts oneself in someone else's good favor

Kepi (Chapter 10, pg. 125) [kep-ee] *noun* a military cap with a flat circular top and a nearly horizontal visor.

La comida (Chapter 2, pg. 14) *noun* the mid-day meal. The largest meal of the day.
Languish(ed) (Chapter 5, pg. 75) [lang-gwish] *verb* to undergo neglect or experience prolonged inactivity

Maelstrom (Chapter 14, pg. 174) [meyl-struh m] *noun* disordered or chaotic
Malnutrition (Chapter 7, pg. 98) [mal-nyoo-trish-uh n] *noun* lack of proper, or adequate food
Materiel (Chapter 1, pg. 4) [muh-teer-ee-el] *noun* arms, ammunition, and other military equipment.
Muzzle (Chapter 14, pg. 165) [muhz-uh l] *noun* the mouth of the barrel of a gun or pistol

Nettle (Chapter 19, pg. 203) [net-l] *noun* a plant covered with stinging hairs.
Nimble (Chapter 21, pg. 221) [nim-buhl] *adjective* quick and light in movement

Ornery (Chapter 1, pg. 1) [awr-nuh-ree] *adjective* ugly and unpleasant in disposition or temper.
Outburst (Chapter 3, pg. 35) [out-burst] *noun* a sudden and violent release or outpouring
Outrageous (Chapter 11, pg. 134) [out-rey-juh s] *adjective* beyond reasonable bounds

Panniers (Chapter 11, pg. 143) [pan-yer z] *noun* a set of baskets that are slung across the back of a beast of burden.
Parapet (Chapter 11, pg. 135) [par-uh-pet] *noun* the protective wall that protects soldiers standing atop the rampart.

Pendulum (Chapter 9, pg. 119) [pen-juh-luh m] *noun* something that swings back and forth from one position.

Peon (Chapter 2, pg. 16) *noun* a person of low social status who does menial or unskilled work.

Persnickety (Chapter 20, pg. 213) [per-snik-i-tee] *adjective* snobbish and aloof.

Picket(s) (Chapter 12, pg. 147) [rev-uh-lee] *verb* to fasten or tether to a post or stake in order to keep an animal from moving away.

Procession (Chapter 6, pg. 95) [pruh-sesh-uh n] *noun* a line or body of persons or things moving along in an orderly manner.

Ramparts (Chapter 11, pg. 133) [ram-pahrtz] *noun* the thick defensive wall surrounding a fort.

Requisition (Chapter 11, pg. 142) [rek-wuh-zish-uh n] *noun* a formal demand for a supply or service.

Reveille (Chapter 10, pg. 125) [rev-uh-lee] *noun* the tattoo or signal for troops to arise in the morning.

Ruckus (Chapter 8, pg. 112) [ruhk-uh s] *noun* a noisy commotion

Ruse (Chapter 13, pg. 154) [rooz] *noun* a trick

Sentinel (Chapter 7, pg. 105) [sen-tn-l] *noun* a person or thing that watches or stands on guard.

Skedaddling (Chapter 1, pg. 2) [ski-dad-l-ing] *verb* running away hurriedly; fleeing.

Sobrinito (Chapter 2, pg. 12) *noun* a diminutive form of the word 'nephew.'

Sporadic (Chapter 13, pg. 158) [spuh-rad-ik -ted] *adjective* occasional; happening at irregular intervals

Stalemate (Chapter 10, pg. 125, title) [steyl-meyt] *noun* a situation in which no action can be taken or progress made; deadlock.

Suspicious (Chapter 13, pg. 157) [suh-spish-uh s] *adjective* questionable; something not to be trusted

Sympathizer (Chapter 4, pg. 63) [sim-puh-thahy-zer] *noun* a person who sympathizes, in this case with the opposition.

Tattoo (Chapter 10, pg. 125) [ta-too] *noun* a signal on a drum, bugle, or trumpet

Teamster (Chapter 5, pg. 75) [teem-ster] *noun* a driver of a team of horses or mules used to haul goods

Tremulous (Chapter 7, pg. 107) [trem-yuh-luhs] *adjective* in a trembling way, as from fear, nervousness, or weakness.

Tyrant (Chapter 6, pg. 88) [tahy-ruh nt] *noun* an authority figure who exercises power oppressively.

Vigil (Chapter 22, pg. 234) [vij-uh l] *noun* a watch or a period of watchful attention.

Wisp (Chapter 14, pg. 165) [wisp] *noun* a thin puff or streak of smoke

Wracking (Chapter 21, pg. 219) [rak-een] *adjective* damaging

Chapter Synopsis, Vocabulary and Discussion Questions

Chapter 1: God's Country

Setting: Thursday, July 25, 1861. The Martin Farm, two miles outside of San Antonio, Texas

Synopsis: Ma tells Jemmy to go out to the field and bring Pa and older brother Drew in for breakfast. Jemmy finds his father drunk and beating the mules. Drew is nowhere to be seen. Jemmy brings Pa home, then goes to San Antonio, where he finds his brother attempting to enlist in the Confederate Army. The enlisting officer recognizes Drew and knows that the boy is underage. Jemmy and Drew run home, where Pa whips Drew.

Fictitious Characters:

The Martin Family (Ma, Pa, Drew, Jemmy), The Martin Family's mules (Griffith and Golfin), The drummer boy (Willie)

Historical Characters of Note:

Major General Henry Hopkins Sibley (Identifying his picture is in Using Words to Form Mental Pictures)
Captain Lang (Leader of the Lancers, 5th regiment, co. B)

Vocabulary

1. Ornery (pg. 1) [awr-nuh-ree] *adjective* ugly and unpleasant in disposition or temper.
2. Skedaddling (pg. 2) [ski-dad-l-ing] *verb* running away hurriedly; fleeing.
3. Clamber (pg. 2) [klam-ber, klam-er] *verb* to climb using both feet and hands.
4. Materiel (pg. 4 [muh-teer-ee-el] *noun* arms, ammunition, and other military equipment.
5. Guffawed (pg. 8) [guh-fawd] *verb* laughed loudly.

Student work for ornery and guffawed is included in Using Context Clues
Skedaddling, clamber and materiel are included in the Crossword Puzzle

Chapter 1 Discussion Questions

1. What does Jemmy's treatment of the mules and of his Pa say about his character?
2. What is Pa's opinion of New Mexico? What does it imply about him?
3. What words describe the setting for this chapter? Is it a place you would like to visit?
4. What two reasons did the Corporal give for not enlisting Drew? What do they suggest about the Martin family, especially Mr. Martin?

Chapter 2: A Fanega of Trouble

Setting: Monday, July 29, 1861. Pedro Baca's Grain Warehouse in Socorro, New Mexico

Synopsis: Although they are related by blood, the class difference between the Atencios and the Bacas is very obvious. Raul and Crescenio shovel corn into the backs of Army wagons bound for Ft. Craig while Pedro balances the books. When the time for the midday meal comes, they all walk home to Pedro's spacious hacienda, where Pedro tells the story of how New Mexicans repelled the Texas Invasion of 1841. They are just finishing the meal when a messenger rushes in with news that a Confederate force, mostly comprised of Texans, has invaded the southern part of the state, taken Mesilla, the largest town, and routed the Union Army at Fort Fillmore. Raul, who hopes to rise in society and become like his uncle, vows to profit from the situation, not matter whether the Union or the Confederacy controls New Mexico.

Fictitious Characters:

Raul Atencio and his father, Crescenio, mother, Josephina, younger brother, Arsenio, and sister, Lupe.

Historical Characters:

Pedro Baca

Vocabulary

1. Fanega (pg. 11) *noun* a unit of dry measure, or the scoop used to measure.
2. Cantimplora (pg. 12) *noun* canteen
3. Sobrinito (pg. 12) *noun* a diminutive form of the word 'nephew.'
4. La comida (pg. 14) *noun* the mid-day meal. The largest meal of the day.
5. Peon (pg. 16) *noun* a person of low social status who does menial or unskilled work.
6. Alcalde (pg. 16) *noun* a local official: a combination of mayor and judge.

All words are included in the Spanish Glossary

Student work for sobrinito, peon and alcalde is included in Si Tu Puedes: Yes You Can!

Chapter 2 Discussion Questions

1. Why do you think Pedro Baca and Crescenio Atencio have such different opinions about Americans in New Mexico?
2. What does it mean when it says "like the Navajo, Raul knew his place."
3. Explain how Tio cheats the Americans.
4. Why does Raul believe that power is everything? Do you agree?

Chapter 3: The Invasion

Setting: Sunday, October 20, 1861. The Martin Farm

Synopsis: After offering his first-hand account of the Texas Invasion of 1841, Jemmy's father becomes violent. Jemmy escapes the house. Under a tree, in the darkness he vows to keep the peace at home. When Jemmy wakes just before dawn, he finds his brother's bed empty. Jemmy goes in search of his brother and discovers that Drew has sold the family's mules to the Confederate Army and has been hired as a packer, a worker on the supply train who packs supplies in wagons. The two spend the night in the Confederate camp. Just before dawn, Drew regrets his decision and slips away, bound for home.

Vocabulary

1. dashing (pg. 28) [dash-ing] *adjective* energetic and spirited; gallant
2. animosity (pg. 29) [an-uh-mos-i-tee] *adjective* a feeling of strong dislike displayed in action
3. outburst (pg. 35) [out-burst] *noun* a sudden and violent release or outpouring
4. besotted (pg. 36) [bih-sot-id] *adjective* infatuated or obsessed

Student work for dashing is included in What Part of Speech is That? Working with Homographs

Chapter 3 Discussion Questions

1. Who promised to win the Colorado and California goldfields for the Confederacy? What did he get in exchange for this promise?
2. Chapter 2 and 3 each has an account of the Texas Expedition of 1841. Create a chart or graph that compares the two accounts. Discuss how and why they differ, and why one account may be more detailed than the other.

Chapter 4: Ditches and Disasters

Setting: Friday, September 19, 1861. Fort Craig, New Mexico

Synopsis: Raul accompanies his Uncle to Fort Craig. He sees an American girl and is smitten by her golden hair and blue eyes, which are different from the dark hair and eyes he is accustomed to. He is overseeing a group of workers who are building ditches and embankments to improve the fort's defenses when news arrives that the Confederates have won a small skirmish 40 miles south of the fort.

Fictitious Characters:

The Major's daughter

Historical Characters:

Captain Plympton, Ceran St. Vrain

Vocabulary

1. sympathizer (pg. 63) [sim-puh-thahy-zer] *noun* a person who sympathizes, in this case with the opposition.
2. incompetent (pg. 64) [in-kom-pi-tuhnt] *adjective* not competent; lacking ability

Sympathizer is included in the Crossword Puzzle

Chapter 4 Discussion Questions

1. What attracts Raul to the Major's daughter?
2. What makes Raul question the Union Army's ability to protect New Mexico?

Chapter 5: His Brother's Keeper

Setting: Tuesday, October 22, 1861. Camp Manassas, outside San Antonio

Synopsis: In order to protect his brother, Jemmy takes Drew's place at morning roll call. He remains with the Army as it heads west, seeking but unable to find a way to safely extricate himself and his mules from the wagon train. Travel is dangerous and slow. At chapter's end, Christmas arrives with no festivities and little food. Jemmy realizes his birthday has passed unnoticed.

Historical Characters:

John Norvell, Frederick Wade, William Kemp

Vocabulary

1. britches (pg. 65) [brich-iz] *adjective* pants
2. forage (pg. 74) [fawr-ij] *noun* food for horses or cattle, or the act of seeking out provisions.
3. teamster (pg. 75) [teem-ster] *noun* a driver of a team of horses or mules used to haul goods
4. languish(ed) (pg. 75) [lang-gwish] *adjective* to undergo neglect or experience prolonged inactivity

Student work for forage is included in What Part of Speech is That? Working with Homographs
Teamster and languish are included in the Crossword Puzzle

Chapter 5 Discussion Questions

1. What does the sergeant imply when he asks Jemmy if he's shrunk? What does Jemmy's reply say about his character?
2. Try to find the places mentioned in Chapter 5 on a road map of Texas. What might make it hard to find the places?
4. Why is Jemmy so unhappy at the end of the chapter?

Chapter 6: Feliz Navidad

Setting: Wednesday, December 24, 1861. Pedro Baca's House, San Miguel Church, Socorro, New Mexico

Synopsis: Raul joins in the traditional New Mexican Christmas Eve celebrations of Pastorele and Posada, but his mind is on the Major's golden daughter and his allegiances remain confused.

Vocabulary

1. eddies (pg. 86) [ed-eez] *noun* small currents or air or water that have a swirling motion.
2. tyrant (pg. 88) [tahy-ruh nt] *noun* an authority figure who exercises power oppressively
3. dregs (pg. 88) [dregz] *noun* the sediment at the bottom of a cup once the liquid is gone.
4. procession (pg. 95) [pruh-sesh-uh n] *noun* a line or body of persons or things moving along in an orderly manner.

Students work with the word procession in the Using Affixes Worksheet
Tyrant and dregs are included in the Crossword Puzzle

Chapter 6 Discussion Questions

1. Why had New Mexicans in the southern part of the state wanted Confederate rule? Why were they not happy once they had it?
2. Explain what Las Posada is and why the people of New Mexico did it. What is one holiday tradition that people in your area do that might seem strange or different to people from elsewhere?

Chapter 7: Ghosts

Setting: Friday, February 7, 1862. Fort Thorn, North of Mesilla, New Mexico

Synopsis: The Confederate Army continues northward into New Mexico. The cold weather and lack of rations affects many, including William Kemp, who dies of pneumonia and is buried in a coffin made of old apple crates. Jemmy takes his mules to a watering hole and encounters an Indian.

Vocabulary

1. malnutrition (pg. 98) [mal-nyoo-trish-uh n] *noun* lack of proper, or adequate food
3. hollow (pg. 105) [hol-oh] *noun* a valley
4. sentinel (pg. 105) [sen-tn-l] *noun* a person or thing that watches or stands as if on guard.
5. chagrined (pg. 105) [shuh-grin-d] *adjective* ashamed or embarrassed
6. careened (pg. 106) [kuh-reen] *verb* to lean, sway, or tip while in motion
7. tremulous (pg. 107) [trem-yuh-luhs] *adjective* in a trembling way, as from fear, nervousness, or weakness.

Students work with the word hollow in What Part of Speech is That? Worksheet

Sentinel is part of the worksheet on Figurative Language

Students work with the word malnutrition in the Using Affixes Worksheet, pg. 43

Tremulous is included in the Crossword Puzzle, pg. 53

Chapter 7 Discussion Questions

1. Find a passage in this chapter that depicts the setting. What words make the depiction vivid?
2. Wade says that Jemmy had more to risk by running into a Union soldier than an Indian. Do you agree with him? What would have been possible outcomes from either encounter?
3. Why does Jemmy feel responsible for Kemp's death? What would you say to comfort Jemmy?
4. Of the 620,000 soldiers who died during the Civil War, around 400,000 of them died from disease. The most common diseases were dysentery, typhoid, malaria, and tuberculosis. Do some research to figure out what symptoms these diseases had and how they were spread.

Chapter 8: The Homespun Dress

Setting: Wednesday, February 12, 1862. Fort Thorn, 12 miles south of Ft. Craig, New Mexico

Synopsis: As the Confederate Army nears Ft. Craig, the soldiers become more excited about the coming battle. They spend an evening sitting around a campfire, listening to soldiers brag about what they intend to accomplish, but Jemmy, homesick and shaken by the death of his friend Kemp, doesn't join in the revelry.

Historical Characters:

Major Samuel A. Lockridge

Vocabulary

1. ruckus (pg. 112) [ruhk-uh s] *noun* a noisy commotion
2. dispiritedly (pg. 113) [dih-spir-i-tid lee] *adjective* in a discouraged or gloomy way.
3. Encampment (8, pg. 113) [en-kamp-muh nt] *noun* camp, or the act of setting up a camp
4. bravado (pg. 113) [bruh-vah-doh] *noun* an exaggerated display of courage
5. capitulate (pg. 113) [kuh-pich-uh-leyt] *verb* to surrender

Students work with the word ruckus in the Wordsearch Worksheet
Encampment and dispiritedly are in the Using Affixes worksheet

Chapter 8 Discussion Questions

1. Why doesn't Jemmy have to fight in the upcoming battle?
2. What does Major Lockridge boast that he's going to do with a U.S. flag?
3. Why isn't Jemmy as excited about the upcoming battle as the rest of the men?

Chapter 9: Trapped

Setting: Saturday, February 15, 1862. Fort Craig, New Mexico

Synopsis: When Raul, intent on impressing the Major's daughter, delivers a 70-wagon supply train to the fort, he learns that the Confederates are less than a dozen miles away and that all women and children have been evacuated. It being too dangerous to send him back to Socorro, the fort's commander, Colonel Edward Canby, consigns Raul and his drivers to the First New Mexico Volunteers, commanded by the legendary Colonel Kit Carson.

Historical Characters:

Colonel Edward Canby, Christopher "Kit" Carson

Vocabulary

1. confrontation (pg. 118) [kon-fruhn-tey-shuh] *noun* an open conflict of opposing ideas or forces
2. pendulum (pg. 119) [pen-juh-luh m] *noun* something that swings back and forth.
3. heroic (pg. 118) [he-roh-ik] *adjective* displaying the character of a hero; extraordinarily brave
4. admiration (pg. 123) [ad-muh-rey-shuh n] *noun* a feeling of wonder, pleasure, or approval.

Students work with the word pendulum in the Wordsearch Worksheet

Students work with the word heroic, confrontation, and admiration in the Using Affixes Worksheet

Chapter 9 Discussion Questions

1. What is Private Dominguez saying about Raul when he calls him "my little Napoleon?"
2. Based on what Private Dominguez tells Raul and what the Colonel says about himself, develop a short biography of Kit Carson. Do some research to see if you were correct.
3. What is a Quaker cannon and why it is called that?
4. Why is the Major's daughter not impressed when Raul returns to the fort?

Chapter 10: Stalemate and a Roundance on Yankeedom

Setting: Sunday, February 16, 1862. South of Ft. Craig, New Mexico

Synopsis: While Jemmy and another teamster watch from a mesa, the Confederate Army lines up in an arroyo facing Fort Craig, in the hopes of luring out the Union Army. After a day of waiting, Sibley tells his men that they are going to go around the fort and continue marching north.

Jemmy awakens to a drum tattoo calling the soldiers to assemble. He feels anxiety for his friends as they march off to encounter the enemy. An old packer leads Jemmy up to the top of a mesa where they can watch the action that never comes. Instead, most of the Union forces remain entrenched behind the thick walls of the fort, while the Confederates hide in an arroyo 800 yards away. After a long standstill, the Confederates return to camp, where John Norvell greets Jemmy's obvious relief with frustration.

Vocabulary

1. tattoo (pg. 125) [ta-too] *noun* a signal on a drum, bugle, or trumpet
2. reveille (pg. 125) [rev-uh-lee] *noun* the tattoo or signal for troops to arise in the morning.
3. stalemate (pg. 125, title) [steyl-meyt] *noun* a situation in which no action can be taken or progress made; deadlock
4. cartridge box (pg. 125) [kahr-trij bahks] *noun* a small box that can be attached to a soldier's belt for holding the bullets or shot for his rifle or other small arm.
5. kepi (pg. 125) [kep-ee] *noun* a military cap with a flat circular top and a nearly horizontal visor.

Students work with the word tattoo in the Working with Homographs Worksheet
Reveille and stalemate in the Wordsearch worksheet

Chapter 10 Discussion Questions

1. What did the Confederate Army hope to achieve in this chapter? Did it work?
2. What does General Sibley mean when he says his army is going to do "a roundance on Yankeedom?"
3. What is a "French Furlough?" What does John Norvell plan to do when taking one? What does this plan say about his character?
4. Why is John Norvell angry at the end of the chapter? Why is Jemmy relieved?

Chapter 11: Spywork

Setting: Sunday, February 16, 1862. Ft. Craig, New Mexico

Synopsis: The chapter begins by retelling the standoff in Chapter 10, but from the Union perspective. That night a violent sandstorm rolls in. When it finally subsides, Paddy Graydon, a Union spy, hires two of Raul's mules for a secret mission to destroy the Confederate Army.

Historical Characters:

Paddy Graydon

Vocabulary

1. arroyo (pg. 133) [ah-roy-yoh] *noun* a dry stream bed. These can experience sudden floods when it rains upstream.
2. ingratiating (pg. 134) [in-grey-shee-ey-ting] *verb* to act in a way that puts oneself in someone else's good favor
3. ramparts (pg. 84, 133) [ram-pahrtz] *noun* the thick defensive wall surrounding a fort.
4. outrageous (pg. 134) [out-rey-juh s] *adjective* beyond reasonable bounds
4. parapet (pg. 135) [par-uh-pet] *noun* the protective wall that protects soldiers standing atop the rampart.
5. requisition (pg. 142) [rek-wuh-zish-uh n] *noun* a formal demand for a supply or service.
6. panniers (pg. 143) [pan-yer z] *noun* a set of baskets that are slung across the back of a beast of burden.

Students work with the words arroyo and outrageous in the Wordsearch worksheet

Chapter 11 Discussion Questions

1. Why is there no battle? How do Jemmy and Raul each feel about the averted battle?
2. Compare the two accounts of the man falling from his house in Chapters 10 and 11. Which has more detail? Why do you think that is so?
3. Based on what Private Dominguez said about Paddy Graydon, what do you think Graydon's plan is? Do you think the plan will work?

Chapter 12: Graydon's Secret Mission

Setting: Wednesday, February 19, 1862. Ft. Craig, New Mexico

Synopsis: Paddy Graydon, a scout for the Union Army, "rents" two of Raul's mules. Thinking that an Army cannot travel without its supplies, he plans to load them with explosives, then drive them into the place where the Confederates have their mules and horses. Graydon's plan goes awry, and Raul is left behind enemy lines, and his mules are killed. Raul makes his way back to the Union side of the Rio Grande, where Kit Carson tells him that they are moving north to block the Confederate advance.

Raul meets up with Graydon and his men at midnight. They cross the Rio Grande and send two mules loaded with explosives into the Union corral intending to destroy the Confederate's herd of horses and mules. The action is not a complete success because Raul's mules turn back before they reach the corral, but the herd is spooked and stampedes to the river. Abandoned by Graydon, Raul makes his way back across the river after a brief encounter with a crying man. He meets up with Kit Carson, who takes him a few miles north to scout the advancing Confederates.

Vocabulary

1. picket(s) (pg. 147) [rev-uh-lee] *verb* to fasten or tether to a post or stake in order to keep an animal from moving away.
2. chaos (pg. 148) [kay-os] *noun* a state of utter confusion or disorder; a total lack of organization or order.
3. debris (pg. 149) [duh-bree] *noun* the remains of anything broken down or destroyed; ruins; rubble

Students work with the words paniers (from last chapter), picket, chaos and debris in the Wordsearch worksheet

Chapter 12 Discussion Questions

1. What was Graydon's plan to stop the Confederates? Why didn't it work?
2. Do you think Graydon treated Raul fairly?
3. After the blast, Raul sees a man. Who is he? Why is he crying?

Chapter 13: The Charge of the Lancers

Setting: Thursday, February 20, 1862. The Confederate Camp east of Ft. Craig, New Mexico

Synopsis: This chapter tells the outcome of Graydon's plot from Jemmy's point of view. Jemmy awakens to the explosions. He runs down to the mule pen where he finds a dismembered leg. His mules, Golfin and Griffith, are gone. As Jemmy cries over his lost mules, he and Raul come face to face. Jemmy must abandon his wagon. The Confederates march north, towards Valverde Ford, where they engage in battle. From an overlook, Jemmy and the old wagon driver watch the destruction of the Confederate lancers. Enraged by the death of horses and riders, Jemmy grabs a shotgun and joins Company H, Norvell and Wade's unit.

Vocabulary

1. ruse (pg. 154) [rooz] *noun* a trick
2. auspicious (pg. 157) [aw-spish-uh s] *adjective* favorable; indicating a good outcome
3. suspicious (pg. 157) [suh-spish-uh s] *adjective* questionable; something not to be trusted
4. sporadic (pg. 158) [spuh-rad-ik -ted] *adjective* occasional; happening at irregular intervals
5. guidon (pg. 161) [gahyd-n] *noun* a small military flag or banner that identifies individual units.

Auspicious, suspicious are in the worksheet on Affixes
Guidon and ruse are in the crossword puzzle

Chapter 13 Discussion Questions

1. Who is the dark-eyed boy Jemmy sees when he's crying? How do you know?
2. What is the one thing Jemmy wants in this chapter? Is he able to achieve it? Why or why not?
3. What drives Jemmy to take up a shotgun?

Chapter 14: Holding the Line

Setting: Thursday, February 20, 1862. Valverde Ford

Synopsis: As the battle for Valverde Ford rages, Raul runs back and forth along the line, gathering information for Kit Carson.

Vocabulary

1. muzzle (pg. 165) [muhz-uh l] *noun* the mouth of the barrel of a gun or pistol
2. wisp (pg. 165) [wisp] *noun* a thin puff or streak of smoke
3. castanets (pg. 165) [kas-tuh-net] *noun* a pair of concave pieces of wood held in the palm of the hand and clicked together, usually to accompany dancing.
4. battery (pg. 167) [bat-uh-ree] *noun* a unit of artillery usually consisting of six guns together with the artillerymen and equipment required to operate them
5. maelstrom (pg. 174) [meyl-struh m] *noun* disordered or chaotic

Chapter 14 Discussion Questions

1. Carson tells Raul “. “You can be the thread that holds the Volunteers together. Run back and forth through this battlefield like a needle through fabric.” Explain this metaphor.

Chapter 15: Charging the Battery

Setting: Friday, February 21, 1862. Valverde Ford

Synopsis:

Jemmy joins Wade and Norvell, who are waiting to advance on a battery of Union guns. He is part of the charge, but doesn't shoot because he realizes his gun might only have one shot, and he must make it worth it. At the end of the chapter, he sees Raul in the river and recognizes him as the boy who was there when his mules were run off by the explosion. He aims, fires, and shoots.

Vocabulary

1. Banshee (pg. 180) [ban-shee] *noun* from Irish folklore, a spirit of a wailing woman. When she appears, it indicates that someone is about to die.

Chapter 15 Discussion Questions

1. Why does Jemmy not want to be shot in the back? What does this say about his character?
2. Why is Jemmy reluctant to shoot? When he finally does shoot his shotgun, who is he aiming at? Why does he choose to shoot this person?

Chapter 16: Looking Death in the Eye

Setting: Friday, February 21, 1862. Valverde Ford

Synopsis: Jemmy shoots at Raul, who is halfway across the river, but Raul slips on a slippery rock and is carried away by the current. By the time he hauls himself to the shore he is far away from the battle. Despite the fact that he has lost one shoe and is cold and wet, Raul decides to walk the 30 miles to Socorro.

Vocabulary

1. flailed (pg. 184) [fleyl d] *verb* to beat or swing
2. gullet (pg. 184) [guh-l-it] *noun* throat
3. endured (pg. 187) [en-dyoo r-d] *verb* to hold out against undergo

Chapter 16 Discussion Questions

1. Raul is surprised to see Confederate soldiers marching in the gaps where he thinks the Union cannons have destroyed the men. He wonders if they are super human and cannot be shot. What is a more reasonable explanation for how the soldiers manage to continue?
2. Why did Jemmy's shot miss Raul?

Chapter 17: The Celebration

Setting: Friday, February 21, 1862. Valverde Ford

Synopsis: The battle ends after the Union retreats, running away from their own cannons that have turned against them. That evening while others feast and celebrate, Jemmy ruminates on the taking of another's life.

Vocabulary

1. condensed (pg. 192) [kuh n-denst] *adjective* made thicker or more concentrated
2. desiccated (pg. 192) [des-i-key-tid] *adjective* dried out
3. desecrated (pg. 192) [des-i-krey-tid] *adjective* to defile, make less sacred

Chapter 17 Discussion Questions

1. Why doesn't Jemmy see Raul get hit by the shot from his gun?
2. How does Jemmy feel after he shoots Raul? How are his feelings different from his fellow Confederate soldiers?

Chapter 18: Honor

Setting: Saturday, February 22, 1862. South, then West of Ft. Craig

Synopsis: Even though he has lost one shoe in the river, Raul begins his arduous journey home. He comes across a campfire with six deserters who help him because he's the alcalde's nephew, but rather than continue on with them, Raul decides to return to Fort Craig.

Vocabulary

1. dishonor (pg. 200) [dis-on-er] *noun* lack or loss of honor; disgraceful

Chapter 18 Discussion Questions

1. What reasons do the deserters give for leaving the battle? Are they valid?
2. Why does Raul decide to return to the fort? How does this decision show that Raul's perception of outsiders has changed?

Chapter 19: A Pyrrhic Victory

Setting: Saturday, February 22, 1862. Valverde Ford

Synopsis: Jemmy learns the emotional cost of war on the morning after the battle as he watches the men react to the horror they have witnessed in many different ways. He learns that the Confederate Army has no choice but to continue northward.

Vocabulary

1. nettle (pg. 203) [net-l] *noun* a plant covered with stinging hairs.
2. bickering (pg. 203) [bihk-ur-eeng] *noun* peevish argument
3. ecstatic (pg. 204) [ek-stat-ik] *adjective* relating to a state of intense emotional joy

Chapter 19 Discussion Questions

1. Explain what a pyrrhic victory is.
2. Why does the Confederate Army burn the lances?
3. How does his experience in the Battle of Valverde help Jemmy to understand his Pa better?

Chapter 20: Eyes

Setting: Sunday, February 23, 1862. Fort Craig

Synopsis: Rau returns to Fort Craig, where Kit Carson gives him the chance to confess that he ran away. Raul leaves for Socorro, hoping to arrive before the Confederate Army.

Vocabulary

1. persnickety (pg. 213) [per-snik-i-tee] *adjective* snobbish and aloof.

Chapter 20 Discussion Questions

1. What does Carson mean when he says “look what the cat dragged in?” What literary device is he using?
2. What do you think about Carson’s one piece of advice concerning the Major’s daughter? What does it say about Carson? What does it say about the society in which Carson lived? Is it good advice?

Chapter 21: Healing Hands

Setting: Sunday, February 23, 1862. Confederate Encampment, across the river from Fort Craig

Synopsis: Jemmy does some soul searching the morning after the battle. He finds Willie, the drummer boy, and takes him to Doctor Covey to have his broken arm set. While there, he volunteers to be an orderly.

Vocabulary

1. wracking (pg. 219) [rak-een] *adjective* damaging
2. audacity (pg. 220) [aw-das-i-tee] *noun* boldness or daring.
3. nimble (pg. 221) [nim-buhl] *adjective* quick and light in movement

Chapter 21 Discussion Questions

1. What happened to Willie during the battle? Why is he afraid of seeing Dr. Covey? Do some research on Civil War battlefield medicine to determine whether his fear was justified.
2. Where does Sibley's Army go after the Battle of Valverde Ford?

Chapter 22: Homecoming Horrors

Setting: Monday, February 24, 1862. Socorro

Synopsis: Raul comes home to find that everyone in his household has left town except his mother, who is nursing his two sick siblings. Early in the morning, Raul's sister Lupe dies and Raul makes the decision to take his brother, Arsenio, to the Confederate hospital.

Vocabulary

1. vigil (pg. 234) [vij-uh l] *noun* a watch or a period of watchful attention.

Chapter 22 Discussion Questions

1. Why didn't Raul's mother run for the hills when Tio did?
2. Why does Raul take Arsenio to Dionisio Jaramillo's home?

Chapter 23: Face to Face

Setting: Monday, February 24, 1862. Socorro

Synopsis: Raul entrusts Arsenio to Jemmy's care. The two recognize each other, and Jemmy is relieved to realize that he hadn't killed anyone in his anger at the Battle of Valverde. He promises to do his best for Arsenio.

Chapter 23 Discussion Questions

1. Consider the story arc of Jemmy and Raul. What did each character want at the beginning of the story? Did either character achieve his goal? Why or why not?
2. At this point, which Army is in the better position? Why?
3. Although you are at the end of a book, the story is not complete. The next book in this series is titled *Glorieta*, after the Battle at Glorieta Pass. Based on what you know of history, which Army will win that battle?

Worksheets

begin on the next page.

Name _____

Date _____ Period _____

KWL Chart

The Civil War in New Mexico

Use this chart before, during, and after reading *Where Duty Calls* to help you show how much history you learned while reading this novel.

In this column, write what you already KNOW	In this column, write what you WANT to learn while you read	In this column, write what you LEARNED by reading

Name _____

Date _____ Period _____

Opinions Can Change

Opinions change over time. What people believed 150 years ago may not be what people believe now. Your opinion can change over time, too, as you learn and understand more about the world around you. Read through these opinions. On the line below each, mark the place that shows your opinion with an X. Mark the place that you believe shows the opinion of people at the time of the Civil War with a O. After you have completed *Where Duty Calls*, you will go back and see whether your opinions have changed, and whether you had accurately guessed the opinions of the people in the book.

The Civil War was all about slavery.

agree completely

disagree completely

|-----|

Some ethnic groups are better than others.

agree completely

disagree completely

|-----|

New Mexico supported the North during the Civil War because it was a Union Territory.

agree completely

disagree completely

|-----|

New Mexicans did not support slavery of any kind.

agree completely

disagree completely

|-----|

Local groups of people should be allowed to govern themselves without any outside interference.

agree completely

disagree completely

|-----|

The soldiers in the Civil War fought because they believed in the ideals of their side.

agree completely

disagree completely

|-----|

Name _____

Date _____ Period _____

Using Context Clues

Sometimes, when you don't know a word, you can use context clues to help yourself understand its meaning. Context means the words around the one you don't know: what comes before and after it.

For instance, read the passage below:

Jemmy knew by the braying that Pa was drunk and whipping the mules again. They stood in their traces, ears back, refusing to budge. Mules will do that when faced with ornery behavior.

Even if you don't know what ornery means, you can see by where it is placed in the sentence that it must be an adjective modifying behavior. The mules are refusing to budge and their ears are back because of Pa's behavior. Look through the passage again and circle any words that show something about Pa's behavior.

Do the words you circled show good or bad behavior? (circle one) good bad

If you look up Ornery in the dictionary, you find that it means ugly and unpleasant in disposition or temper.

Do you agree that Pa's behavior is ugly and unpleasant? (circle one) yes no

Now read another passage:

"Sir?" Drew said to the sergeant.

The sergeant snorted. "Don't call me sir. I work for a living."

The privates guffawed, as if the sergeant's words were the wittiest thing they'd ever heard.

The word guffawed must be a verb: it is something the privates are doing. Based on context clues, circle the word that comes closest in meaning to guffawed. **Circle the words in the reading that helped you arrive at that conclusion.**

Cried Sang Exercised Fired their weapons Laughed Ate

Name _____

Date _____ Period _____

Sí tu puedes! Yes, you can!

Using context clues and cognates to understand foreign language in text

When you are reading, you may come across a word you don't know. Sometimes the word you don't know isn't even in English! But that doesn't mean you can't figure out what it means. Using context clues and cognates can help you.

Using context clues means using the words around the one you don't know.

Using cognates means considering if a word you don't know is related to a word you do know.

For instance, read the following excerpt from *Where Duty Calls* and see if you can figure out what the first word means:

"Sobrinito! Stop stalling and fill that last wagon," Tio Pedro called.

Raul cringed, but he went back to work. He hated when his uncle called him sobrinito, little nephew. He worked like a man, not a boy.

The words "little nephew" are a context clue that can help you figure out that the uncle is using a term of endearment, but Raul feels like Tio Pedro is not showing him enough respect.

What do you think the word "Tio" means? _____ In the reading above, circle the context clue that helped you determine this.

Now use context clues to determine what "peon" and "alcalde" mean. Circle any context clues you used to make your guess.

"You are a man of action," Tio said, "unused to negotiations or deals. You think with your fists. That is why you are the peon and I am the alcalde, Cresenio."

Raul winced. It hurt his pride when Tio reminded him that the Atencios were not from the same class as the Bacas. He was sure his father didn't like it, either, although Papa never complained. A peon did not complain to an alcalde, even if they were related by marriage.

peon means _____

alcalde means _____

Read the following paragraph and use context clues to determine the meaning of the phrase "¡Qué bonita!"

Outside again, Raul squinted against the midday sun. He stopped walking, entranced by a girl crossing the parade grounds. She was about his age, and wore a flouncy white dress that sashayed as she walked. Her golden hair hung in two thick plaits on either side of her face. As she passed, she looked at him with eyes the same dark blue as an evening sky. Raul felt his knees grow weak.

"¡Qué bonita!" Raul said in a tone so low that it was almost a prayer.

The interpreter chuckled. "Yes, she is a pretty little thing, isn't she? That's the Major's daughter. A wise boy would not think of her."

"¡Qué bonita!" means _____

Name _____

Date _____ Period _____

What Part of Speech is That?

Working with Homographs

Some words function in different ways, depending on how and where they are used. These words are called **homographs**. They are spelled alike, but are different words.

For example, consider the word “dashing.” It can be an adjective that means energetic and spirited; gallant. It can also be a verb that means running quickly. Both meanings are used in the sentence “The dashing young soldier was last seen dashing across the battlefield.”

Directions: Read the following sentences and determine whether the word in bold is a noun, an adjective, or a verb. Circle the correct answer. In your own words, write a definition for the word in bold.

N ADJ V 1. Jemmy could not **bear** to leave the mules in the Confederate camp.

Definition: _____

N ADJ V 2. The **bear** lifted his massive head and sniffed the air.

Definition: _____

N ADJ V 3. Willie **beat** the drum until the soldiers assembled for roll call.

Definition: _____

N ADJ V 4. Kemp was **beat** after marching all day in the hot sun.

Definition: _____

N ADJ V 5. You do not need to **bow** to the Commander when you enter his office.

Definition: _____

N ADJ V 6. The Apaches used **bow** and arrows against the soldiers.

Definition: _____

N ADJ V 10. Jemmy found good **forage** for his mules near a spring.

Definition: _____

N ADJ V 11. The Texans had to **forage** for firewood in the desert.

Definition: _____

N ADJ V 12. Jemmy woke to a different drum **tattoo** than the usual reveille.

Definition: _____

N ADJ V 13. Colonel Canby would never have a **tattoo** of a Texan flag on his forearm.

Definition: _____

Name _____

Date _____ Period _____

Vocabulary, Chapters 1-7

Directions: Find each word in the story on the page indicated. Write a bit of the sentence in which the word appears. Use enough words to show the word in context. Guess its part of speech based on how it is used in the sentence, then guess what the definition of the word is. Use a dictionary if you need help. The first word has been done for you.

word	page	portion of sentence	definition	part of speech
Ornery	1	ornery behavior	bad	adjective
Skedaddling	2			
Clamber	2			
Materiel	4			
Guffawed	8			
fanega	11			
cantimplora	12			
la comida	14			
peon	16			
alcalde	16			
dashing	28			
animosity	29			
outburst	35			

besotted	36			
sympathizer	63			
incompetent	64			
britches.	65			
forage	74			
teamster	75			
languish(ed)	75			
eddies	86			
tyrant	88			
dregs	88			
procession	95			
malnutrition	98			
hollow	105			
sentinel	105			
chagrinned	105			
careened	106			
tremulous	107			

Name _____

Date _____ Period _____

Using Affixes

A prefix is a letter or a group of letters that appears at the beginning of a word and changes the word's original meaning.

Prefix	meaning	examples
con-	together, with	Confront, condensed, conjoined
de-	remove, separate, not	Desecrated, desegregate
dis-	not	dishonor, dispirit
en-	in, within	Encampment, encase
in-/im-	not	Incompetent, independent, incomprehensible,
mal-	bad, wrongful, ill	Malnutrition, malady
pro-	forward, for	Procession, progress

A suffix is a letter or a group of letters that is usually added onto the end of words, to change the way a word fits into a sentence grammatically. Nouns, verbs, adjectives and adverbs all tend to use different suffixes.

Suffix	meaning	examples
-ent	Able to	incompetent
-ion, -tion, -sion	indicating an action, process, state, condition, or result	Confrontation, admiration

-ment	The action or result of	encampment,
-ic	Relating to	heroic
-ly	A characteristic of	Dispiritedly
-ible, -able	Can be done	incomprehensible
-ing	Present verb form	ingratiating

Collectively, prefixes and suffixes are known as 'affixes'.

After studying the Affixes, answer these questions on your own paper.

The word "parage" is an old word relating to parentage, or what family you were from. What would you do to disparage someone?

If something is sacred (a word related to secrete), what would it mean to desecrate it?

What does it mean to encase your guitar?

If "regress" means to go back, what does "progress" mean?

If heroic means having the qualities of a hero, what does photographic mean?

What could you do to change the condition of malnutrition?

How would someone who is dispirited show it?

To gratiate is to show favor. What would ingratiate mean?

If you need a lot of help, are you dependent or independent?

Name _____

Date _____ Period _____

Vocabulary, Chapters 8-12

Directions: Find each word in the story on the page indicated. Write a bit of the sentence in which the word appears. Use enough words to show the word in context. Guess its part of speech based on how it is used in the sentence, then guess what the definition of the word is. Use a dictionary if you need help.

word	page	portion of sentence	definition	part of speech
ruckus	112			
encampment	113			
dispiritedly	113			
bravado	113			
capitulate	113			
confrontation	118			
pendulum	119			
heroic	118			
admiration	123			

tattoo	125			
reveille	125			
stalemate	125			
kepi	125			
cartridge box	125			
arroyo	133			
ingratiating	134			
ramparts	133			
outrageous	134			
parapet	135			
requisition	142			
panniers	143			
picket	147			
chaos	148			
debris	149			

Name _____

Date _____ Period _____

Uniform Parts Identification

Many people refer to the Confederacy as the “gray” and the Union as the “blue” when they talk about the Civil War. However, soldiers didn’t exactly look “uniform” at the start of the war, especially in New Mexico. At the time of the New Mexico campaign, many of the uniforms were homemade. The materials, colors, and styles were all different. Many of the men in Sibley’s army wore Union army clothes that had been abandoned at Fort Bliss. Others had no uniforms at all and wore buckskins or their regular working clothes. The lack of consistent uniforms led to confusion on the battlefield. In some early battles soldiers often shot people from their own side. One Confederate soldier wearing a Union coat found during the Battle of Glorieta found that he had walked too far and crossed into Union Territory. He managed to get back to his own lines before anyone figured out that he wasn’t in the right place.



The typical Union uniform consisted of a dark blue coat with light blue trousers. The uniforms were mostly made from wool, which was very hot during the summers. The buttons on the coat often had markings that showed what state or unit they were with. Sharpshooters had black rubber buttons that didn’t reflect the light and give away their position. Their shoes often went up to their ankles and were called “brogans”.

Union soldiers in the New Mexico campaign had muskets. Some of which had bayonets at the end that they would use for close combat. There were no rifles in the territory. Slung on their belt or on a shoulder belt was a cartridge box that housed the ammunition for the musket. Soldiers also carried a knife or a sword for close combat. Officers had pistols and a sword to fight with.

Soldiers carried their other gear on their back in a knapsack. They carried a blanket, a fry pan for cooking, and a canteen for water. Other items often included a comb, silverware, a Bible, and a pocket knife. Most soldiers carried a sewing kit to repair their uniforms. They called their sewing kit a “housewife”.



The typical Confederate uniform (left) had a waist length grey coat and light blue trousers. Gray was cheaper to produce than blue, which is one reason their uniforms were gray. They were often accented with a mustard yellow color called butternut.

Both sides had companies of scouts, or spies (right). These men did not wear uniforms. Usually their discipline was very lax. Paddy Graydon was the captain of a company of spies.



Above (center) is a picture of Luther Wilson, who was a real person, but is also a character in *The Worst Enemy*, the sequel to *Where Duty Calls*.

Soldiers on both sides wore a variety of head coverings. The standard cap was called a kepi. A forage cap, or bummer, was like a kepi but deeper and could be used to collect berries and other foodstuffs.



US Kepi



Bummer



Hardee
Hat



Slouch
Hat



1. Is this man (left) Union or Confederate?
How do you know?

2. What kind of cap is he wearing?

3. What is it? _____

4. What is it? _____

5. What is it? _____

6. Is this man (left) Union or Confederate?
How do you know?

7. What kind of cap is he wearing?

8. What is it? _____

9. What is it? _____

10. What is it? _____





There were no color pictures at the time of the Civil War. If you see a colored picture, the color was either hand painted on or added by a computer a long time (a hundred years or more!) after the photograph was taken.

Do you think the person who colorized this photo (left) got it correct? Why or why not?

Here's a picture you've already seen, colorized in two different ways. Historians say that the picture on the right is more historically accurate.



Did you say that this man is a Confederate because he is wearing gray? This is a good example of how tricky Civil War uniforms can be. This is Sergeant Joseph Dore. He fought for the Union with the 7th New York Volunteer Militia. Like many regiments early in the war, they wore their old militia uniforms. The NY militia units wore gray. This is one of the reasons that there was a lot of friendly fire in early battles.



To read more about Sgt. Dore, go to <https://www.green-wood.com/2015/civil-war-biographies-deuschle-dunbar/>

Name _____

Date _____ Period _____

Vocabulary, Chapters 13-19

Directions: Find each word in the story on the page indicated. Write a bit of the sentence in which the word appears. Use enough words to show the word in context. Guess its part of speech based on how it is used in the sentence, then guess what the definition of the word is. Use a dictionary if you need help.

word	page	portion of sentence	definition	part of speech
ruse	154			
auspicious	157			
suspicious	157			
sporadic	158			
guidon	161			
muzzle	165			
wisp	165			
castanets	165			
battery	167			
wracking	219			

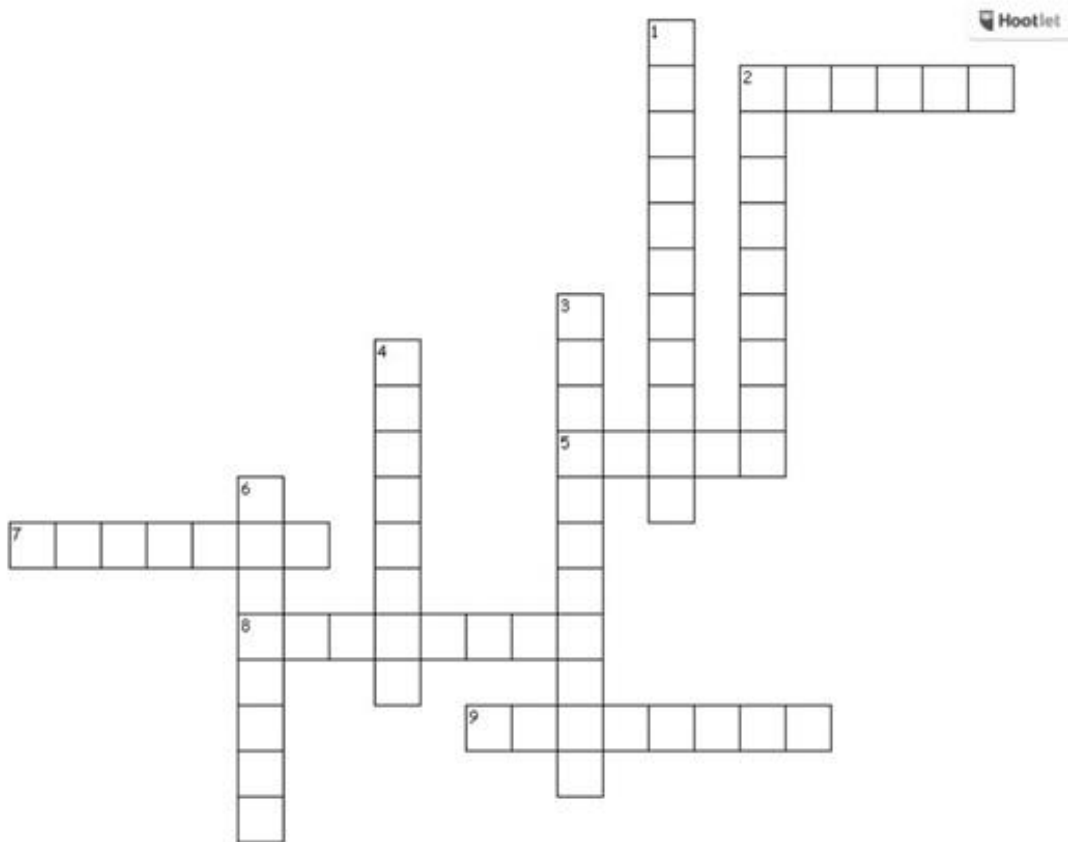
banshee	180			
maelstrom	174			
gullet	184			
flailed	184			
endured	187			
condensed	192			
desiccated	192			
desecrated	192			
dishonor	200			
nettle	203			
bickering	203			
ecstatic	204			

Name _____

Date _____ Period _____

Crossword Puzzle

Where Duty Calls, Chapters 1 - 7



Across

- 2. an oppressive leader or boss
- 5. the sediment at the bottom of a cup
- 7. climb using both feet and hands
- 8. military equipment
- 9. to not be able to do anything

Down

- 1. a person who supports the enemy
- 2. shaking from fear or nervousness
- 3. running away fleeing
- 4. wrote quickly and carelessly
- 6. the man who drives a wagon

Name _____

Date _____ Period _____

Vocabulary, Chapters 20-23

1. Look up the following words in a dictionary and provide a definition for each of them.

persnickety _____

audacity _____

nimble _____

vigil _____

2. Now look at how each word is used in *Where Duty Calls*. If your definition fits this usage, circle yes. If not, circle no and go back and rewrite a better definition for the word.

persnickety (Chapter 20, pg. 213) Yes No

audacity (Chapter 21, pg. 220) Yes No

nimble (Chapter 21, pg. 221) Yes No

vigil (Chapter 22, pg. 234) Yes No

3. Very close to the end of chapter 20, Kit Carson tells Raul "white women ain't for you. They're too formal and persnickety." Based on that quote, do you think the connotation of the word persnickety is positive or negative? Why do you think that?

4. Very close to the end of chapter 21, Doctor Covey raises one eyebrow and smiles at Jemmy's audacity. What did Jemmy do that was so audacious?

Name _____

Date _____ Period _____

5. Doctor Covey says that Jemmy has nimble fingers. Is the connotation of the word nimble positive or negative? Why do you think that?

6. Nimble means

- a. Graceful
- b. Big and clumsy
- c. Short and stubby
- d. Broken

7. Which of the following might you do if you are audacious?

- a. Eat all your broccoli even if you don't like it because your mother told you to
- b. Try out for the baseball team
- c. Look both ways before crossing the street
- d. Be too afraid to ask your teacher a question

8. Towards the end of chapter 22, Raul keeps vigil over his brother and sister. What does that mean?

- a. He prayed for them.
- b. He covered them with a blanket
- c. He sat with them.
- d. He went to get medicine for them.

9. Persnickety means

- a. Pretty
- b. Cruel
- c. Funny
- d. Picky

10. Be creative and correctly use all four of the vocabulary words in a short story. Your story must be written in complete sentences and the words must make sense in context.

Name _____

Date _____ Period _____

Where Duty Calls Word Search

Chapters 8-12

Directions: Ten vocabulary words are hidden in this puzzle. Circle them, then write the words next to their definitions.

M J U O A W M J Q W B Y I U X Z J P Q Q V H Q Y W D N A F A
P B Y L P O E O W F U N Q Q M J V I K G J M D Q D F H C U H
M N T P P V S X T T L T S M R Z L U D I O F U D D C C F G I
R M R O S I F Z Z A F Y T R O C Z Z H I T V P Q E O L V M B
G F J A U M C E Y V Q C A L M H R H Q Q W B S P B P U I W K
B M S J B B K K J H F I L Z V A C X T T P C S K R T Y V Z L
I V O E I X Z A E Z P N E E P O P X N W X G H O I R L Z K G
K G Z P G K W Z T T P W M H W S K E R A Y P J U S U P B F A
L R W B C R T L Z Q T W A F I R V E D J X E M T H E Y T O B
S Y W S U I U J R H N I T R E V E I L L E D P R I K Z R F E
J S U F F F E P X N Z O E H Z J M N W I I X H A I X T H P M
C B O K U B L T F U D S V Q U G V A J N O Q S G N H L Y W A
M J X B J U T D A L Q D M H U B K L K Q A V B E J N B E T Y
H P I S A M O H R M U R D O R E R O E J R W R O O Y I X S W
F U O V F N T R Z G Y J G A N M W R E R R R L U J I T E A P
L W G K Q N D B I V T C L P O E G A V K O S W S C D C R R X
Y G D L F L I Q Z M C I Y S T U M M U P Y L A A Q K L J S S
Q E Q F J I Z T T W F K V S A C L B N C O B M B E X U W K C
L O K Z N I P V F W F D H O W C Q H J I H S W Y F G E S Y T
I N P J P Y E X C W H Z R R W R G L W Q P M M F M P O A I U
Q M E Z M X J O C C K K L U I P Y Y S A G S O N V M W R H V
R Z C S B D F O E V P S J N D J L P Z N K C N O H Q S P B G
Q G W V S P D F T X S W G I W Q H O U E A X C M W K Z Z W W
C U P X M A J S B K C B U U D I M P E N D U L U M V J A E H
N J X V C V A O X P A Q M V U R C G F I C D C X G Z Y U O L
N U B H B S M E C P X V K S O C D B A G I M D J M U J I O Q
G O X L V Z S F K K C L P Y D D S K V T U R F E C K Z A S B
I D G Z Q R W H B L S A S U A Y H U X P P N D A Q W I F N G
I N V J I B U I K U Z T R M O R V B V S V L U F M J P B B G
C F L C V W N A Y N S D S N Q Y F V R X K A B P V Q L M E N

Baskets slung across a mule's back. (8 letters) _____

To tether a horse to a stake to keep him from getting lost. (6 letters) _____

Confusion and disorder (5 letters) _____

What is left when something is destroyed. (6 letters) _____

A Spanish word for a dry stream bed. (6 letters) _____

Something that is way beyond reasonable (10 letters) _____

A noisy commotion (6 letters) _____

The round thing that swings back and forth in a clock (8 letters)

The signal for troops to arise in the morning (9 letters) _____

A deadlock (8 letters) _____

Name _____

Date _____ Period _____

Vocabulary, Chapters 13-19

FindaTruth Puzzle

Directions: Use the hints to discover the words that go in part 1, then use the numbers under the words to help you uncover a truth in part 2.

Part 1

dried out

13	4	15	11	9	9	8	5	4	13

six guns and the men it takes to operate them

19	8	5	5	4	7	19			

irregular occurrence

15	16	14	7	8	13	11	9		

damaging

6	7	8	9	10	11	12	1		

plant with stinging hairs

12	4	5	5	3	4				

hand held musical rattles

9	8	15	5	8	12	4	5	15	

really, really happy

4	9	15	5	8	5	11	9		

Military banner

1	2	11	13	14	12				

throat

1	2	3	3	4	5				

not to be trusted

15	2	15	16	11	9	11	14	2	15

the mouth of the barrel of a gun or pistol

17	2	18	18	3	4

60 minutes

20	14	2	7

a trick

7	2	15	4

Number after three

21	14	2	7

Favorable sign that things are going to work out

8	2	15	16	11	9	11	14	2	15

Part 2

3	8	12	9	4	7	15		8	7	4	
12	14		17	8	5	9	20		21	14	7
	17	14	13	4	7	12		8	7	17	15

Name _____

Date _____ Period _____

Figurative Language

Similes, Metaphors, and Personification

Directions: In these excerpts, highlight similes with blue, metaphors with yellow, and personification with pink. Use a black pen to circle words that help you identify what type of figurative language is present. Be ready to discuss your answers.

About a mile out of camp, the valley turned, and Jemmy found himself in a little hollow where a couple of stunted cottonwoods stood sentinel over a tiny spring.

Dawn turned the entire sky as pink and orange as a peach.

Jemmy's legs felt like jelly.

That night Raul stood on the eastern ramparts and listened to the voices of Texans floating across the water from the campfires that twinkled on the eastern plains like stars in the heavens.

The Rio Grande gleamed like silver in the moonlight.

The fat sliver of moon hanging in the eastern sky gave them light to guide their mounts.

I need you to be the thread that holds this army together. Run back and forth through this battlefield like a needle through fabric.

The other limbers held cannons, their open muzzles gaping at him like surprised mouths. Soon, he knew, those guns would belch fire and chunks of metal.

The men walked with hunched shoulders as if through a rainstorm.

The guns mowed down rebels like a scythe through a cornfield.

Name _____

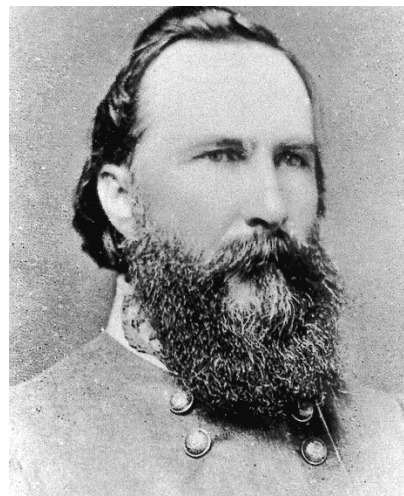
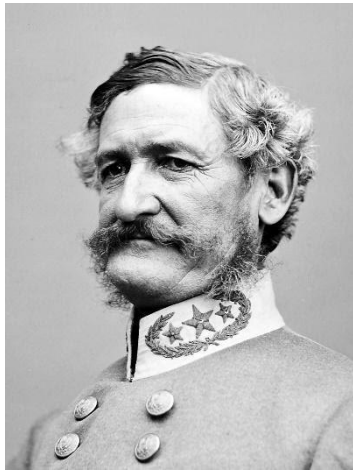
Date _____ Period _____

Using Words to Form Mental Pictures

Read the description of Major General Henry H. Sibley from *Where Duty Calls* and circle words that help you gain a mental picture of him:

At the center of the horsemen was a fine-looking man with silver hair that caught the morning sun like a halo. He had a great, bushy mustache and sideburns, and his eyes drooped as if he had survived all the sorrow the world had to offer. Jimmy felt as if he could follow the man anywhere.

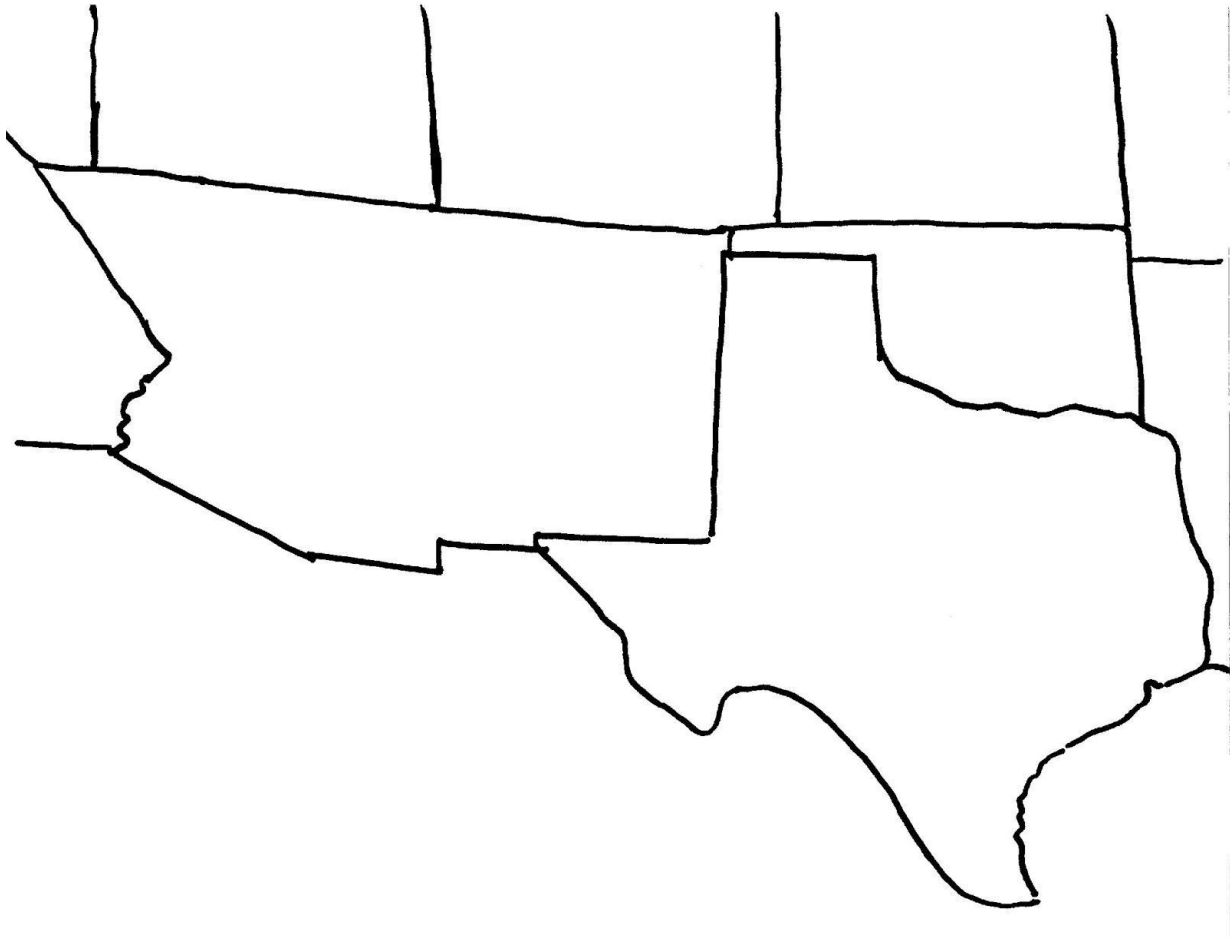
Look at these pictures. Use the descriptions above to determine which is of Major General Henry H. Sibley. Be ready to defend your decision.



Name _____

Date _____ Period _____

New Mexico at the Time of the Civil War



Use the maps provided to fill in your own map, following these directions.

Draw a green line dividing present day Arizona from present day New Mexico.

Draw a red line dividing Confederate Arizona from Union New Mexico.

Put a red dot where Mesilla would be. Label it with the word "Mesilla."

Put an orange dot where San Antonio, Texas is. Label San Antonio.

Draw a blue line where the Rio Grande is.

Put a yellow dot where Fort Fillmore would be and a green dot where Fort Craig would be. Label them.

Draw a black line that follows Sibley's path from San Antonio to Mesilla. Continue that line up the Rio Grande to Fort Craig.

Name _____

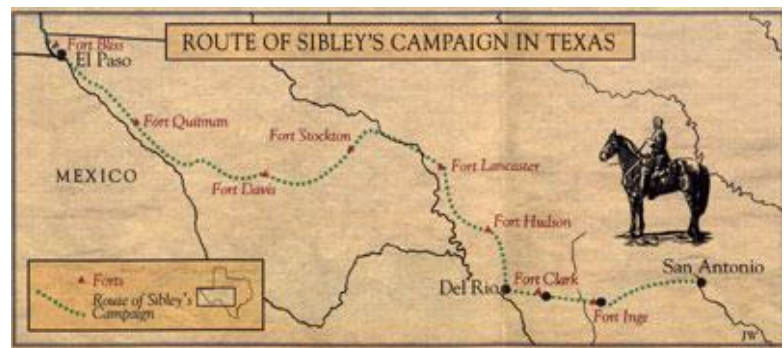
Date _____ Period _____



- Arizona Territory (CSA)
- Other Confederate Areas
- New Mexico Terr. (USA)
- Arizona Territory (USA)
- Other Union Areas



C. CUNNINGHAM/JOURNAL



https://en.wikipedia.org/wiki/New_Mexico_Territory_in_the_American_Civil_War
<https://www.abqjournal.com/640456/headli.html>, <http://www.forttours.com/pages/peralta.asp>,
<http://www.forttours.com/pages/confed.asp>,
https://en.wikipedia.org/wiki/Rio_Grande#/media/File:Riograndeivermap.png

Name _____

Date _____ Period _____

Chronology: Developing an Historical Timeline

Match the date in column 1 to the event in column 2.

1.	_____	March 2, 1836	a.	Battle of Valverde
2.	_____	June-October 1841	b.	Confederate Army enters New Mexico
3.	_____	December 29, 1845	c.	Battle of Fort Sumter
4.	_____	September 9, 1850	d.	New Mexico becomes a territory of the U.S.
5.	_____	December 20, 1860	e.	Standoff between Armies outside Fort Craig
6.	_____	March 1861	f.	Confederates enter Socorro
7.	_____	April 12–13, 1861	g.	Battle of Mesilla
8.	_____	July 25, 1861	h.	Texas becomes a Republic, declares independence from Mexico
9.	_____	October 28, 1861	i.	Confederates leave San Antonio
10.	_____	December 20, 1861	j.	Paddy Graydon attempts to destroy rebel herd
11.	_____	February 16, 1862	k.	South Carolina first state to leave the Union
12.	_____	February 20, 1862	l.	Mesilla Conference
13.	_____	February 21, 1862	m.	Santa Fe Pioneers try to take New Mexico
14.	_____	February 23, 1862	n.	Texas becomes a state

Name _____

Date _____ Period _____

Interpreting Primary Sources

Just before entering New Mexico on December 20, 1861, General Sibley issued a proclamation to the people. Jemmy listened to the speech and was impressed by all the big words, even though he understood very little of it. William Kemp says that because Sibley is well-schooled, he “can say in a dozen words what a regular man can say in five.” (See pages 47-48 in Chapter 5 to review this portion of the story)

Sometimes a reader can understand what’s being said without understanding all the words. Using context clues and cognates can help. So can watching the reaction of the characters to what has been said.

Jemmy Martin asks what Sibley means when he says “liberate the people of New Mexico from the yoke of military despotism erected by usurpers upon the ruins of the former free institutions of the United States,” and Frederick Wade says that what the General means is “that the citizenry of New Mexico finds the Union occupation burdensome, and that we intend to free them.”

Read the following portion of Sibley’s Proclamation and restate it in simpler words: The existing war is one most wickedly waged by the United States against the Confederate States for the subjugation and oppression of the latter by for of arms.

Is Sibley’s statement fact or opinion? How do you know? _____

Name _____

Date _____ Period _____

Sibley's Proclamation to the Citizens of New Mexico

December 20, 1861

An army under my command enters New Mexico, to take possession of it in the name and for the benefit of the Confederate States. By geographical position, by similarity of institutions, by commercial interests, and by future destinies, New Mexico pertains to the Confederacy. Upon the peaceful people of New Mexico the Confederate States wage no war. To them we come as friends, to reestablish a governmental connection agreeable and advantageous both to them and to us; to liberate them from the yoke of a military despotism erected by usurpers upon the ruins of the former free institutions of the United States; to relieve them from the iniquitous taxes and exactions imposed upon them by that usurpation; to insure and to revere their religion, and to restore their civil and political liberties.

The existing war is one most wickedly waged by the United States against the Confederate States for the subjugation and oppression of the latter by force of arms. It has already failed. Victory has crowned the arms of the Confederate States wherever an encounter worth of being called a battle has been joined. Witness the battles of Bull Run, of Manassas, of Springfield, of Lexington, of Leesburg, of Columbus, and the capture in the Mesilla valley of the whole force of the enemy by scarcely half their number.

The army under my command is ample to seize and to maintain possession of New Mexico against any force which the enemy now has or is able to place within its limits. It is my purpose to accomplish this object without injury to the peaceful people of the country. Follow, then, quietly your peaceful avocations, and from my forces you have nothing to fear. Your persons, your families, and your property shall be secure and safe. Such forage and supplies as my army shall require will be purchased in open market and paid for at fair prices. If destroyed or removed to prevent me from availing myself of them, those who so cooperate

with our enemies shall be treated accordingly and must prepare to share their fate.

It is well known to me that many among you have already been forced by intimidation or inveigled by fraud into the ranks of our foes. The day will soon arrive when you can safely abjure their service. When it comes, throw down your arms and disperse to your homes, and you are safe. But persist in the service, and you are lost.

When the authority of the Confederate States shall be established in New Mexico, a government of your best men, to be conducted upon principles with which you are familiar and to which you are attached, will be inaugurated. Your religious, civil, and political rights and liberties will be reestablished and maintained sacred and intact. In the meantime, by virtue of the powers invested in me by the President and Government of the Confederate States, I abrogate and abolish the law of the United States levying taxes upon the people of New Mexico.

To my old comrades in arms, still in the ranks of the usurpers of their government and liberties, I appeal in the name of former friendship: Drop at once the arms which degrade you into the tools of tyrants, renounce their service, and array yourselves under the colors of justice and freedom! I am empowered to receive you into the service of the Confederate States; the officers upon their commissions, the men upon their enlistments. By every principle of law and morality you are exonerated from service in the ranks of our enemies. You never engaged in the service of one portion of the old Union to fight against another portion, who, so far from being your enemies, have ever been your best friends. In the sight of God and man, you are justified in renouncing a service iniquitous in itself and in which you never engaged.

Plot Map

Name _____

Date _____ Period _____

Climax: The high point of the story, when the protagonist makes a decision that changes everything.

Rising Action: Events that make the conflict more complex; problems upon problems build up.

Falling Action: How the characters seek to solve their conflicts and achieve their goals.

Exposition: The introduction that tells you what the story is going to be about.

Resolution: How everything works out (or doesn't work out.)

Jemmy: _____

 Raul: _____

Jemmy: _____

 Raul: _____

Jemmy: _____

 Raul: _____

Jemmy: Setting: _____ What he wants: _____ What's standing in his way: _____	Raul: Setting: _____ What he wants: _____ What's standing in his way: _____
---	--

Jemmy: _____

 Raul: _____



Where Duty Calls Plot Diagram

Creating a Summary:

Use the information in your plot map and Historical Chronology to develop a 5-7 paragraph summary of Where Duty Calls.

Quizzes and Tests

Begin on next page

Name _____

Date _____ Period _____

Where Duty Calls, Chapters 1-2 Quiz

1. In what time period does Where Duty Calls take place?
 - a. In the 1770's
 - b. In the 1860's
 - c. In the 1920's
 - d. In the present

2. What historical event is taking place at the time when Where Duty Calls is set?
 - a. The American Revolution
 - b. The Civil War
 - c. The Great Depression
 - d. World War II

3. The older, irresponsible brother who causes trouble on the farm is named
 - a. Jemmy
 - b. Drew
 - c. Raul
 - d. Sobrinito

4. The Martin farm is outside of
 - a. San Antonio, Texas
 - b. Sibley, Texas
 - c. Socorro, New Mexico
 - d. Mesilla, New Mexico

5. When Jemmy finds Drew in San Antonio, he is
 - a. harvesting potatoes
 - b. buying feed for the mules
 - c. enlisting in the Confederate Army
 - d. drunk

6. Raul lives in his uncle's house because this person died
 - a. his father
 - b. his mother
 - c. his aunt
 - d. his uncle

7. The slaves in Tio Pedro's household are
 - a. Navajos captured in raids
 - b. African Americans captured in Africa and sold in slave markets
 - c. Texicans captured in their invasion of New Mexico
 - d. Gringos who used to be in the Army

8. How do Pedro and Cresenio differ in their attitudes towards outsiders?
- a. Pedro thinks they should leave, while Cresenio thinks he can profit from them.
 - b. Cresenio thinks they should leave, while Pedro thinks he can profit from them.
 - c. Pedro supports the Confederates, while Cresenio supports the Unionists.
 - d. Both men welcome newcomers to New Mexico with open arms.
9. When he grows up, Raul wants to be
- a. an alcalde like his uncle.
 - b. a peon like his father.
 - c. a Union soldier.
 - d. a Texican.
10. The Santa Fe Pioneers were
- a. an army of Texans who invaded New Mexico in 1841.
 - b. a group of New Mexicans who founded Santa Fe in 1861.
 - c. a group of Lancers from Camp Sibley
 - d. soldiers at Fort Fillmore.

Name _____

Date _____ Period _____

Quiz #2

Where Duty Calls, Chapters 3-4 Quiz

Part One: Match the name to the description which best defines the person.

- | | |
|-------------------------|---|
| _____ 1. H.H. Sibley | a. farm boy from San Antonio, Texas |
| _____ 2. Pedro Baca | b. the nephew of a rich New Mexican merchant |
| _____ 3. Jemmy Martin | c. a merchant in Socorro, New Mexico |
| _____ 4. Raul Atencio | d. leader of the Confederate Army invading New Mexico |
| _____ 5. William Martin | e. a participant in the 1841 Santa Fe expedition |

Part Two: True or False. Read the statement carefully then circle T if it is true and F if it is false.

- T F 6. The Confederates wanted New Mexico because they had to pass through it to get to Colorado.
- T F 7. Pa Martin thinks New Mexico is a wonderful place and he would like to go back.
- T F 8. Drew Martin sold the family mules to the Confederate Army to help his father buy a new plow.
- T F 9. Raul Atencio wants to grow up to be rich and powerful like his uncle.
- T F 10. Some Union soldiers actually sympathized with the Confederacy.

Name _____

Date _____ Period _____

Quiz #3

Where Duty Calls, Chapters 5-6 Quiz

1. Why did Jemmy stay at the Confederate camp when his brother went home?
 - a. He wanted more roast beef.
 - b. He worried about who would watch after the mules.
 - c. He liked Army life.
 - d. He was afraid to go home to an alcoholic father.
2. When the sergeant asks Jemmy if he's shrunk since yesterday, what is he implying?
 - a. Jemmy is smaller than Drew.
 - b. Confederates are taller than most people.
 - c. Jemmy is too small to be a packer.
 - d. Sleeping near the campfire made Jemmy look smaller.
3. Why was William Kemp going through Drew's kit?
 - a. To steal the soap.
 - b. To see if Drew bought good equipment.
 - c. Because Drew's clothes are too big for Jemmy.
 - d. To see if Jemmy had everything he needed.
4. Why does Jemmy need to have someone help him address envelopes?
 - a. He can't remember his address
 - b. He doesn't know how to read or write.
 - c. He doesn't send mail very often.
 - d. He's too lazy to do it himself.
5. What important events happen in Socorro on Christmas Eve?
 - a. Raul gets to meet the Major's daughter and learn her name.
 - b. The Americanos beat the Confederates, who leave the state.
 - c. The town has a play and then a procession to church.
 - d. Raul and Tio Pedro get the contract to sell flour to Fort Craig, and become rich.
6. Los Pastores is
 - a. a play about shepherds going to find the baby Jesus.
 - b. the town in Southern New Mexico that is now occupied by the Confederates.
 - c. the dance where Raul meets the Major's daughter.
 - d. The pasture where Confederates keep their mules.

7. In complete sentences and using evidence from the story, explain which boy, Raul or Jemmy, have a better Christmas Eve.

Name _____

Date _____ Period _____

Quiz #4

Where Duty Calls, Chapters 7-9 Quiz

1. What frightens Jemmy at the oasis?
 - a. He's afraid the water is poisoned.
 - b. He sees the Union scouts
 - c. He sees an Indian
 - d. He's worried about the upcoming battle.

2. What kills William Kemp?
 - a. an Indian arrow.
 - b. a Union Scout
 - c. food poisoning
 - d. pneumonia

3. Major Lockridge wants to turn a Union flag into
 - a. a dress for his wife
 - b. a covering for a casket
 - c. a victory flag
 - d. a bonfire

4. Raul cannot go back to Socorro after delivering supplies because
 - a. His wagon broke down.
 - b. the enemy may be too close.
 - c. He needs to protect the Major's daughter.
 - d. he can't remember the way

5. What surprises Raul about Colonel Canby's attitude about New Mexicans?

Name _____

Date _____ Period _____

Quiz #5

Where Duty Calls, Chapters 10-11 Quiz

Open Book Extended Response.

Use full paragraphs to answer each of the following questions on your own paper. Begin with a topic sentence, include several sentences that explain your argument and support it using quotations from the text. End with a conclusion.

1. Use clues in Chapters 10 and 11 to explain what happened to Private Benjamin Baum.
2. Why is Jemmy so relieved at the end of Chapter 10?
3. On page 81, Jemmy sees one person waving a hat atop Fort Craig's parapet. Who is this person, and what is he feeling? Cite evidence from Chapter 11 to support your argument.
4. General Sibley wanted Colonel Canby to send his troops out of the fort and engage in battle. Why didn't Canby do so? In your opinion, did Canby make the right choice? Why or why not?
5. For what does Paddy Graydon offer Raul \$20?

Name _____

Date _____ Period _____

Quiz #6

Where Duty Calls, Chapters 12-14 Quiz

1. Paddy Graydon works for
 - a. the Confederates
 - b. the Union
 - c. the Texicans
 - d. the mules

2. Raul goes on Graydon's mission because
 - a. he doesn't trust Graydon to return the mules
 - b. he wants to help defeat the Union
 - c. he wants to escape Fort Craig
 - d. he like secret missions

3. What does Graydon say is the greatest invention of the nineteenth century?
 - a. artillery shells
 - b. panniers
 - c. phosphorus friction matches
 - d. mules

4. The explosion that wakes Jemmy is
 - a. Shells fired from the Quaker guns at Fort Craig
 - b. The artillery shells in Raul's mules' panniers
 - c. the beginning of the battle for Valverde Ford
 - d. a confederate ordnance box

5. The term "roundance on Yankeedom" means
 - a. go around Fort Craig, where the Yankees are
 - b. get around to capturing the town of Yankeedom
 - c. round up all the dumb Yankees
 - d. shoot a round of ammunition into Fort Craig

6. What happened when the Lancers charged?
 - a. They won the battle. No one can stand up to a Lancer.
 - b. Colonel Green stopped them from going by countermanding the order.
 - c. Most men and horses were shot before they reached the Union line.
 - d. They were all killed and the Union captured their horses.

7. Kit Carson has Raul change into a Union uniform because
- a. Carson wanted Raul to fight for the Union
 - b. Raul's clothes were wet and cold
 - c. Carson didn't want Raul to join the Confederate
 - d. Everyone should be in uniform for the upcoming battle

8. Which group shows cowardice at the Battle of Valverde?
- a. Confederate Company H
 - b. the 2nd New Mexico Volunteers
 - c. Captain Lang's Lancers
 - d. Captain Dodd's Colorado Volunteers

9. In complete sentences, explain what Graydon means when he states that an Army is only as strong as its supply chain. (4 points)

10. What does Carson mean when he tells Raul that "I need you to be the thread that hold the Army together?" (4 points)

Name _____

Date _____ Period _____

Quiz #7

Where Duty Calls, Chapters 15-17 Quiz

1. When John Norvell finally gets a chance to fight, he is
 - a. heroic and brave
 - b. frightened and tearful
 - c. angry and cruel
 - d. so sick he doesn't participate
2. Why does Jemmy want to fight?
 - a. to avenge the animals that were slaughtered in the Lancer Charge and in Graydon's attack.
 - b. to get the Texicans out of New Mexico so the people can rule themselves.
 - c. to prove his bravery to his father, who thinks he's a coward.
 - d. to help the Confederacy take New Mexico and all the gold.
3. Who shot Captain McCrae?
 - a. Jemmy Martin
 - b. Raul Atencio
 - c. Samuel Lockridge
 - d. Kit Carson
4. Who shot Raul Atencio?
 - a. Jemmy Martin
 - b. Samuel Lockridge
 - c. Kit Carson
 - d. no one did
5. How does Jemmy feel about his part in the battle?
 - a. He feels like he's proven himself and he's finally a man.
 - b. He feels happy because he defeated the enemy and now they'll leave New Mexico.
 - c. He feels sad that he may have killed someone.
 - d. His feelings haven't changed at all.
6. Who do you think won the Battle of Valverde? Why do you think so?

Name _____

Date _____ Period _____

Quiz #8

Where Duty Calls, Chapters 18-20 Quiz

1. When Raul climbs out of the Rio Grande, he decides
 - a. to return to the battle
 - b. to go home to Socorro
 - c. to go back to Fort Craig
 - d. to go south to Texas
2. The six men Raul finds seated around a campfire are
 - a. Confederate deserters
 - b. Apache warriors
 - c. New Mexico Volunteers
 - d. Texans
3. The men offer Raul a new pair of boots because he is
 - a. the nephew of an alcalde
 - b. a runner for Kit Carson
 - c. completely barefoot
 - d. a personal friend of Colonel Canby
4. The Lancers burn their lances because
 - a. they realize lances aren't effective against modern weapons
 - b. they needed firewood
 - c. they didn't want such a powerful weapon to fall into enemy hands
 - d. they wanted to smoke out the Union Army
5. Because Sibley did not capture the supplies within Fort Craig, the Confederate Army must
 - a. go back to Texas
 - b. resume the battle
 - c. lay siege to the fort
 - d. continue north
6. A pyrrhic victory is
 - a. when an army holds the field, but the victory is too costly
 - b. when an army lies about winning when it really loses
 - c. when an army retreats back into its fort
 - d. when there is fire involved in the battle
7. Raul decides to return to Fort Craig because
 - a. he left his shoes there
 - b. he wants to get paid for his mules
 - c. he has learned to respect Americans
 - d. he is afraid of the Apaches

8. The Battle of Valverde is considered a Confederate victory because
 - a. the Union Army left the battlefield and retreated back to the fort.
 - b. the Confederates captured Fort Craig.
 - c. the Union Army surrendered.
 - d. Raul died but Jemmy didn't.

9. Because of his experience as a tracker, Kit Carson was able to
 - a. figure out what had happened to Raul.
 - b. understand why the Confederates lost the battle.
 - c. predict that the Confederates will retreat to Texas
 - d. argue that Colonel Canby should attack the Confederate army again.

10. Carson advises Raul to
 - a. continue fighting for the Union Army
 - b. warn his family about the Confederates
 - c. save the Major's daughter
 - d. buy more mules

Name _____

Date _____ Period _____

Where Duty Calls Final Exam

Part One: Is the following person historical or fictitious? **Circle the correct answer.**

1. **Historical** **Fictitious** Jemmy Martin
2. **Historical** **Fictitious** Pedro Baca
3. **Historical** **Fictitious** H.H. Sibley
4. **Historical** **Fictitious** Colonel R. H. Canby
5. **Historical** **Fictitious** Raul Atencio
6. **Historical** **Fictitious** Kit Carson
7. **Historical** **Fictitious** Captain Willis Lang
8. **Historical** **Fictitious** Paddy Graydon
9. **Historical** **Fictitious** Colonel Thomas Green

Part Two: Match the Person's name to his or her description

- | | |
|-------------------------------|--|
| 10. _____ Captain Willis Lang | a. An Irish immigrant who worked for the Union as a spy |
| 11. _____ William Kemp | b. He left the Union Army to become a Confederate officer |
| 12. _____ Drew Martin | c. He led the only lancer charge in the Civil War |
| 13. _____ Paddy Graydon | d. A private in the Confederate Army, he died of pneumonia |
| 14. _____ Jemmy Martin | e. A rich merchant and local official in Socorro, New Mexico |
| 15. _____ H.H. Sibley | f. The Commander of Union forces in New Mexico |
| 16. _____ Colonel R. H. Canby | g. He sold his family's mules to the Confederate Army |
| 17. _____ Pedro Baca | h. This Colonel led the Confederates at the Battle of Valverde |
| 18. _____ Thomas Green | i. He worked in the Confederate supply chain, packing wagons |

Part Three: Match the place name to its description

19. In July, 1861, Lieutenant Colonel John R. Baylor rode a battalion of the 2nd Texas Mounted Rifles into this town. He later declared that it was the capitol of the Confederate Territory of Arizona.

- a. Socorro
- b. San Antonio
- c. Mesilla
- d. Santa Fe

20. This fort, located on the border between Confederate Arizona and Union New Mexico territories, was where the majority of the Union troops were waiting.

- a. Fort Craig
- b. Fort Bliss
- c. Fort Fillmore
- d. Fort Ified

21. This town in Texas is where Sibley recruited the men who formed the Army of New Mexico

- a. Santa Fe
- b. San Antonio
- c. El Paso
- d. Socorro

22. After the Battle of Valverde, the Union Troops went into this fort to protect the stores of food and ammunition.

- a. Fort Craig
- b. Fort Bliss
- c. Fort Fillmore
- d. Fort Union

23. The Confederate Army went to this town after the Battle of Valverde to establish a hospital for their wounded and get food and supplies.

- a. Santa Fe
- b. San Antonio
- c. El Paso
- d. Socorro

Part Four Circle the letter of the best answer

24. Willie joined The Army of New Mexico because
- a. he wanted to ride with the lancers
 - b. he was an orphan and wanted food and shelter
 - c. he liked being with Jemmy
 - d. he believed in the Confederacy
25. Jemmy went with The Army of New Mexico because he wanted
- a. to ride with the lancers
 - b. adventure
 - c. to escape an alcoholic father
 - d. to watch after the family mules
26. Pedro Baca didn't mind the Union Army's occupation of New Mexico because
- a. he could make money selling supplies to them
 - b. he wanted New Mexico to become part of the United States
 - c. he was afraid of what the Confederates would do
 - d. he was a part of the Union Army himself
27. At the time of the Civil War, New Mexico was
- a. ruled by Spain
 - b. ruled by Mexico
 - c. a territory of the United States
 - d. a territory of Arizona
28. The Santa Fe Expedition of 1841 was
- a. a group of Texans who tried to conquer New Mexico
 - b. a group of American soldiers who tried to capture New Mexico
 - c. a group of Spanish conquistadors who tried to establish Santa Fe
 - d. a group of explorers trying to find the city of gold
29. What is significant about the Lancer Charge at the Battle of Valverde?
- a. It was the first time lances were used in battle
 - b. It was the first time lances succeeded against modern arms
 - c. It was the last time lances were ever used in battle
 - d. It was the last time lances were used in the Civil War

Part Five: Identifying fact vs. opinion. Factual statements may be true (like the sky is blue) or false (like the sky is green.) Some of the following statements are factual and either true or false. Other statements are opinion. (Like the sky would be prettier if it was green)

Circle the FT if the statement is factual and true, FF if factual but false, and O if an opinion.

30. **FT** **FF** The Battle of Valverde was part of the Civil War.
31. **FT** **FF** The Union Army won the Battle of Valverde and was able to push the Confederates out of New Mexico.
32. **FT** **FF** New Mexico wasn't worth capturing.
33. **FT** **FF** R.H. Canby was the commander of Union forces in New Mexico.
34. **FT** **FF** Thomas Green was a better commander than R. H. Canby
35. **FT** **FF** The Battle of Valverde was fought in February 1862.
36. **FT** **FF** Raul's father didn't want any Americans trying to control New Mexico.
37. **FT** **FF** New Mexico would have been better off under Spanish or Mexican Rule.

Part Six: Identifying elements of fiction

38. "Jemmy found himself in a little hollow where a couple of stunted cottonwoods stood sentinel over a tiny spring." What is the word sentinel an example of?
- Metaphor
 - Personification
 - Simile
 - Hyperbole
39. When Kit Carson tells Raul that he is the thread that holds the army together, what is he using?
- Metaphor
 - Personification
 - Simile
 - Hyperbole
40. "The men walked with hunched shoulders as if through a rainstorm" is an example of?
- Metaphor
 - Personification
 - Simile
 - hyperbole

Part Seven: Vocabulary

41. Jemmy's Pa said that the more Germans joined the Confederacy, the more jobs would be available for real Americans, and although Jemmy felt no animosity towards these new immigrants, he kept his mouth shut, lest he agitate his Pa into drinking more than he should. The word animosity shows that Jemmy:

- a. likes the Germans and supports the idea of their joining the Army.
- b. hates the Germans even more than his Pa does.
- c. doesn't dislike the Germans, but won't say so because he doesn't want to get his Pa mad.
- d. doesn't think they belong in the Army since they're foreigners.

42. Jemmy and John Norvell go to Major Lockridge's campfire and find the men in his spirits, filled with bravado and bluster. That means that they are:

- a. acting scared because they know a battle is coming.
- b. acting brave and making claims about how good they will do in battle
- c. acting tired because of the long march and the blisters they have
- d. hungry and in need of food and drink.

43. After the battle, Jemmy finds that some men were in overly bright spirits, ecstatic and relieved beyond reason at having survived their first battle. What does ecstatic mean?

- a. They were filled with joy because they were still alive
- b. They were as fast as lightning and made sparks like static electricity
- c. They were disappointed that they hadn't taken the fort
- d. They wanted to fight some more.

44. John Norvell asks Jemmy to let William Kemp ride in the wagon because he is feeling peaked. That means that he is feeling:

- a. footsore since he lost his shoe in the river
- b. more important than the others, and that is why he wants to ride
- c. lonely, and Jemmy is good company and will cheer him up
- d. sick, maybe even deathly ill.

45. When he returns to Socorro, Raul holds a silent vigil over his little brother and sister. That means that he:

- a. sits quietly by them and watches them
- b. covers them up with a blanket.
- c. gives them money to pay off the Confederates to leave them alone.
- d. waits for them to return from hiding.

CORE CURRICULUM STATE STANDARDS ALIGNMENT

For more information on which activities support each standard, see the Teaching Plan

Speaking and Listening:

CCSS.ELA-LITERACY.SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Activities that Support this Standard: Discussions after reading each chapter

CCSS.ELA-LITERACY.SL.7.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Activities that Support this Standard: Historical Background in Prereading Activities, Battle of Mesilla Presentation and blog in Chapter 2, Lockridge Blog in Chapter 8, Outside reading in Chapter 13

Writing:

CCSS.ELA-LITERACY.W.7.1 Write arguments to support claims with clear reasons and relevant evidence

Activities that Support this Standard: Discussions after reading each chapter if done in essay format rather than in discussion.

CCSS.ELA-LITERACY.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Activities that Support this Standard: Uniform Parts Identification Worksheet, Quizzes on Chapters 5-6, 10-11, 12-14

Key Ideas and Details:

CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

Activities that Support this Standard: Uniform Parts Identification Worksheet, The Homespun Dress YouTube Video, Using Words to Form Mental Pictures.

CCSS.ELA-LITERACY.RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Activities that Support this Standard: Quizzes on Chapters, 5-6, 10-12, 12-14

CCSS.ELA-LITERACY.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Activities that Support this Standard: Historical Background, Battle of Mesilla, Lockridge Blog and other blogs at the beginning of Ch. 13.

CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Activities that Support this Standard: Historical Background, Battle of Mesilla, Lockridge Blog and other blogs at the beginning of Ch. 13.

CCSS.ELA-LITERACY.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Activities that Support this Standard: Opinions Can Change, Plot Map, Summary

CCSS.ELA-LITERACY.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies

Activities that Support this Standard: Chronological Timeline of Historical Events

CCSS.ELA-LITERACY.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Activities that Support this Standard: various discussion questions, plot map

Craft and Structure:

CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Activities that Support this Standard: Vocabulary worksheets, crossword puzzle, wordsearch, FindaTruth, Quizlets

CCSS.ELA-LITERACY.RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Activities that Support this Standard: Using Context Clues, Si Tu Puedes, What Part of Speech is That? Homographs Quiz, Affixes, Figurative Language (Similes, Metaphors and Personification) Worksheet, various discussion questions

CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Activities that Support this Standard: various discussion questions

CCSS.ELA-LITERACY.RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Activities that Support this Standard: various discussion questions

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Activities that Support this Standard: Pictures, chapters 1,2, Civil War Map, Using Words to Form Mental Pictures, Uniform Parts Identification, various discussion questions

CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

CCSS.ELA-LITERACY.RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Activities that Support this Standard: various discussion questions, blogs

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

CCSS.ELA-LITERACY.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Activities that Support this Standard: Chapter 7, Q4, Chapter 9, Q2

CCSS.ELA-LITERACY.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

CCSS.ELA-LITERACY.RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Students will demonstrate proficiency of these standards by performance on the final exam.

Teaching Plan

Of course, you are the teacher and you know what works best for your students. That being said, here is a possible schedule for how to present the material related to this book. Want the pictures, pear deck presentations and google doc and form files mentioned in the plans? Email me at Jennifer@jenniferbohnhoff.com and I can give you the information on how to get them.

Prereading Activities

KWL Chart (As a paper copy or sharing the google doc file electronically)

Opinion Chart (As a paper copy, sharing the google doc file electronically, or as a Pear Deck. This helps meet CCSS.ELA-LITERACY.RL.7.2, CCSS.ELA-LITERACY.RH.6-8.8

Historical background - printed or Pear Deck Presentation (or both!) This meets CCSS.ELA-LITERACY.RI.7.1, CCSS.ELA-LITERACY.RH.6-8.2

Some useful sites to reinforce this information are

https://www.ducksters.com/history/civil_war/causes_of_the_civil_war.php

and

https://www.ducksters.com/history/confederation_of_the_united_states.php

Both have short quizzes. Teachers could have students take the quizzes and submit a screen shot of their score for credit or extra credit. This supports CCSS.ELA-LITERACY.SL.7.2 and CCSS.ELA-LITERACY.RH.6-8.7

Quizlet has all the vocabulary for Chapters 1-7 here https://quizlet.com/_8f3mIs?x=1qgt&i=2mxf17

These sets are called Valverde, but the vocabulary is the same. You can give this to students now, or wait until you have read Chapter 7. A worksheet on these words is also available, and listed in the materials for Chapters 1-7. You may also distribute the **glossary** for the entire book before you begin reading if you want students to have it as a reference. This meets CCSS.ELA-LITERACY.RH.6-8.4

Chapter 1

Complete the **Using Context Clues** Worksheet. (either as a Pear Deck or Google Doc) Remind students to use context clues whenever they come to a word they don't know. This meets CCSS.ELA-LITERACY.RL.7.4

Read Chapter 1 (if you are sending individual chapters to students over the internet and they have Read&Write for Google Chrome extension with the TextHelp PDF Reader you can have them highlight and/or read to them)

Answer **discussion questions** (this can be done either through a chat, a meet up, in person, or as essay questions depending on your situation and desire. You can also post the questions before students read

to help guide their reading. Oral or online discussions help meet CCSS.ELA-LITERACY.SL.7.1. Written responses will meet CCSS.ELA-LITERACY.W.7.1

1. What does Jemmy's treatment of the mules and of his Pa say about his character? This meets CCSS.ELA-LITERACY.RH.6-8.6

2. What is Pa's opinion of New Mexico? What does it imply about him? This meets CCSS.ELA-LITERACY.RH.6-8.6, CCSS.ELA-LITERACY.RH.6-8.8

3. What words describe the setting for this chapter? Is it a place you would like to visit? This meets CCSS.ELA-LITERACY.RL.7.3

4. What two reasons did the Corporal give for not enlisting Drew? What do they suggest about the Martin family, especially Mr. Martin? Meets CCSS.ELA-LITERACY.RH.6-8.8

Fill out the **Vocabulary Chart** for Chapter 1 Words. Discuss answers. This meets CCSS.ELA-LITERACY.RH.6-8.4

Share **pictures** of the Menger Hotel, Sibley, and lancer and a drummer boy for discussion. This meets CCSS.ELA-LITERACY.RH.6-8.7

Complete the **Using Words to Form Mental Pictures** Worksheet (either on paper or using Google forms) This supports [CCSS.ELA-LITERACY.RH.6-8.1](#) , This meets CCSS.ELA-LITERACY.RH.6-8.7 and the Using Context Clues Worksheet This meets CCSS.ELA-LITERACY.RL.7.4

Chapter 2

Complete the **Si Tu Puedes** Worksheet This meets CCSS.ELA-LITERACY.RL.7.4

Make or post a copy of the **Spanish Glossary** for each student.

Share **pictures** of fanega. This meets CCSS.ELA-LITERACY.RH.6-8.7

Read Chapter 2

Answer **discussion questions**. Oral or online discussions help meet CCSS.ELA-LITERACY.SL.7.1. Written responses will meet CCSS.ELA-LITERACY.W.7.1

1. Why do you think Pedro Baca and Crescenio Atencio have such different opinions about Americans in New Mexico? This meets CCSS.ELA-LITERACY.RL.7.6, CCSS.ELA-LITERACY.RH.6-8.8

2. What does it mean when it says "like the Navajo, Raul knew his place."

3. Explain how Tio cheats the Americans.

4. Why does Raul believe that power is everything? Do you agree?

Fill out **Vocabulary Chart** for Chapter 2 Words and discuss answers. This meets CCSS.ELA-LITERACY.RH.6-8.4

Quiz #1 (paper or google form)

Distribute **Google Slide Presentation on The Battle of Mesilla**. Students who are interested and/or need enrichment can also receive this link to a blog on the battle:

<https://emergingcivilwar.com/2018/05/11/ecw-weekender-battles-of-mesilla/>. This supports CCSS.ELA-LITERACY.SL.7.2, CCSS.ELA-LITERACY.RI.7.1 , CCSS.ELA-LITERACY.RH.6-8.2

Chapter 3

Read Chapter 3

Answer **discussion questions**. Oral or online discussions help meet CCSS.ELA-LITERACY.SL.7.1. Written responses will meet CCSS.ELA-LITERACY.W.7.1

1. Who promised to win the Colorado and California goldfields for the Confederacy? What did he get in exchange for this promise?
2. Chapter 2 and 3 each has an account of the Texas Expedition of 1841. Create a chart or graph that compares the two accounts. Discuss how and why they differ, and why one account may be more detailed than the other. This meets CCSS.ELA-LITERACY.RL.7.3, CCSS.ELA-LITERACY.RL.7.6

Social Studies teachers may want to give this **primary document** to gifted or advanced students for discussion or further study: <http://www.sonsofdewittcolony.org//santafalconer.htm> (This is a first hand account of the Texas Expedition)

Fill out **Vocabulary Chart** for Chapter 3 words. This meets CCSS.ELA-LITERACY.RH.6-8.4

Complete Homographs Worksheet **What Part of Speech is That?** (Note: the google form version of this is a quiz that students cannot fail: they cannot submit it until they've gotten all the questions right. Therefore, I suggest you not use this as a grade, or grade it as a participation grade.) This meets CCSS.ELA-LITERACY.RL.7.4

Take **Homographs Quiz** This meets CCSS.ELA-LITERACY.RL.7.4

Chapter 4

Read Chapter 4

Answer **discussion questions**. Oral or online discussions help meet CCSS.ELA-LITERACY.SL.7.1. Written responses will meet CCSS.ELA-LITERACY.W.7.1

1. What attracts Raul to the Major's daughter?
2. What makes Raul question the Union Army's ability to protect New Mexico? Meets CCSS.ELA-LITERACY.RH.6-8.8

Fill out **vocabulary chart** for Chapter 4 words

Quiz #2 (on paper or google forms) Note: This quiz is available with questions from the Battle of Mesilla Google Slide Presentation and without. This supports CCSS.ELA-LITERACY.RH.6-8.1

Chapter 5

Read Chapter 5

Answer **discussion questions**. Oral or online discussions help meet CCSS.ELA-LITERACY.SL.7.1. Written responses will meet CCSS.ELA-LITERACY.W.7.1

1. What does the sergeant imply when he asks Jemmy if he's shrunk? What does Jemmy's reply say about his character?

2. Try to find the places mentioned in Chapter 5 on a road map of Texas. What might make it hard to find the places? This meets CCSS.ELA-LITERACY.RH.6-8.7
4. Why is Jemmy so unhappy at the end of the chapter?

Fill out **vocabulary chart** for Chapter 5 words. This meets CCSS.ELA-LITERACY.RH.6-8.4

Complete the Interpreting **Primary Sources Worksheet** either on paper or online as a Google Form or divide the class into six groups and give each group a paragraph from the full speech to “translate” into easier to understand language, then share with the rest of the class.

Complete the **New Mexico Civil War Map Activity** either on paper or online as a Google Doc. This meets CCSS.ELA-LITERACY.RH.6-8.7

Chapter 6

Read Chapter 6

Share 3 **pictures** of Los Pastores

Fill out **vocabulary chart** for Chapter 6 words. This meets CCSS.ELA-LITERACY.RH.6-8.4

Answer **discussion questions**. Oral or online discussions help meet CCSS.ELA-LITERACY.SL.7.1. Written responses will meet CCSS.ELA-LITERACY.W.7.1

1. Why had New Mexicans in the southern part of the state wanted Confederate rule? Why were they not happy once they had it?
2. Explain what Las Posada is and why the people of New Mexico did it. What is one holiday tradition that people in your area do that might seem strange or different to people from elsewhere?

Quiz #3 This supports CCSS.ELA-LITERACY.W.7.2, CCSS.ELA-LITERACY.RH.6-8.1 ,CCSS.ELA-LITERACY.RL.7.1

Chapter 7

Read Chapter 7

Fill out **vocabulary chart** for Chapter 7 words. This meets CCSS.ELA-LITERACY.RH.6-8.4

Answer **discussion questions**. Oral or online discussions help meet CCSS.ELA-LITERACY.SL.7.1. Written responses will meet CCSS.ELA-LITERACY.W.7.1

1. Find a passage in this chapter that depicts the setting. What words make the depiction vivid?
2. Wade says that Jemmy had more to risk by running into a Union soldier than an Indian. Do you agree with him? What would have been possible outcomes from either encounter? This meets CCSS.ELA-LITERACY.RL.7.3
3. Why does Jemmy feel responsible for Kemp’s death? What would you say to comfort Jemmy? Of the 620,000 soldiers who died during the Civil War, around 400,000 of them died from disease. The most common diseases were dysentery, typhoid, malaria, and tuberculosis. Do some research to figure out what symptoms these diseases had and how they were spread. Meets CCSS.ELA-LITERACY.W.7.7, CCSS.ELA-LITERACY.W.7.8

Quizlet has all the vocabulary for Chapters 1-7 here <https://quizlet.com/8f3m1s?x=1qqt&i=2mxf17>. These sets are called Valverde, but the vocabulary is the same.

Crossword Puzzle (The Crossword Puzzle in the Google Slide can be done online: the squares going down are clickable individually and the words going across are clickable by word.) This meets CCSS.ELA-LITERACY.RH.6-8.4

Vocabulary Test: Have students go to Quizlet and take the test on the Chapter 1-7 words, then take a screen shot of their score and send it to you. You can make this an assignment on Google Classroom to help yourself keep organized. This meets CCSS.ELA-LITERACY.RH.6-8.4

Chapter 8

Read Chapter 8

Answer **discussion questions** Oral or online discussions help meet CCSS.ELA-LITERACY.SL.7.1. Written responses will meet CCSS.ELA-LITERACY.W.7.1

1. Why doesn't Jemmy have to fight in the upcoming battle?
2. What does Major Lockridge boast that he's going to do with a U.S. flag? This meets CCSS.ELA-LITERACY.RH.6-8.6
3. Why isn't Jemmy as excited about the upcoming battle as the rest of the men?

Fill out the **Vocabulary Chart** for Chapter 8 words. Discuss answers. This meets CCSS.ELA-LITERACY.RH.6-8.4

Share **blog** on Samuel A Lockridge <https://jenniferbohnhoff.com/thin-air-my-blog-about-writing-and-my-books/samuel-a-lockridge-civil-war-scalawag> This supports CCSS.ELA-LITERACY.SL.7.2, CCSS.ELA-LITERACY.RI.7.1, CCSS.ELA-LITERACY.RH.6-8.2

Share **YouTube video** of The Homespun Dress. <https://www.youtube.com/watch?v=YLnYYdn8xw>, This supports CCSS.ELA-LITERACY.RH.6-8.1

Quizlet has all the vocabulary for Chapters 8-12 here <https://quizlet.com/8f0g4a?x=1qqt&i=2mxf17>. These sets are called Valverde, but the vocabulary is the same. You can give this to students now, or wait until you have read Chapter 12 and use it as a review. This meets CCSS.ELA-LITERACY.RH.6-8.4

Chapter 9

Read Chapter 9

Answer **discussion questions**. Oral or online discussions help meet CCSS.ELA-LITERACY.SL.7.1. Written responses will meet CCSS.ELA-LITERACY.W.7.1

1. What is Private Dominguez saying about Raul when he calls him "my little Napoleon?"
2. Based on what Private Dominguez tells Raul and what the Colonel says about himself, develop a short biography of Kit Carson. Do some research to see if you were correct. This meets CCSS.ELA-LITERACY.RL.7.9, CCSS.ELA-LITERACY.W.7.7, CCSS.ELA-LITERACY.W.7.8
3. What is a Quaker cannon and why it is called that?

4. Why is the Major's daughter not impressed when Raul returns to the fort?

Fill out **Vocabulary Chart** for Chapter 9 Words and discuss answers.

Quiz #4 (paper or google form) on Chapters 7-9

Chapter 10

Read Chapter 10

Answer **discussion questions**. Oral or online discussions help meet CCSS.ELA-LITERACY.SL.7.1. Written responses will meet CCSS.ELA-LITERACY.W.7.1

1. What did the Confederate Army hope to achieve in this chapter? Did it work?
2. What does General Sibley mean when he says his army is going to do "a roundance on Yankeedom?"
3. What is a "French Furlough?" What does John Norvell plan to do when taking one? What does this plan say about his character?
4. Why is John Norvell angry at the end of the chapter? Why is Jemmy relieved? This meets CCSS.ELA-LITERACY.RH.6-8.6

Fill out **Vocabulary Chart** for Chapter 10 Words and discuss answers. This meets CCSS.ELA-LITERACY.RH.6-8.4

Complete the Using **Uniform Parts Identification** Worksheet (either on paper or using Google forms) or as a class discussion. This worksheet is available as a google slide presentation here

<https://docs.google.com/presentation/d/1kJV2IsSGsaFQjt7-DI8jDfRIS804fk4hanfUwVkyaj4/edit?usp=sharing>

This supports CCSS.ELA-LITERACY.W.7.2, CCSS.ELA-LITERACY.RH.6-8.1 , CCSS.ELA-LITERACY.RH.6-8.7

Chapter 11

Read Chapter 11

Answer **discussion questions**. Oral or online discussions help meet CCSS.ELA-LITERACY.SL.7.1. Written responses will meet CCSS.ELA-LITERACY.W.7.1

1. Why is there no battle? How do Jemmy and Raul each feel about the averted battle?
2. Compare the two accounts of the man falling from his house in Chapters 10 and 11. Which has more detail? Why do you think that is so?
3. Based on what Private Dominguez said about Paddy Graydon, what do you think Graydon's plan is? Do you think the plan will work? Meets CCSS.ELA-LITERACY.RH.6-8.8

Fill out **Vocabulary Chart** for Chapter 11 Words and discuss answers.

Quiz #5 (paper or google form) on Chapters 10-11 This supports CCSS.ELA-LITERACY.W.7.2, CCSS.ELA-LITERACY.RL.7.1

Chapter 12

Read Chapter 12

Answer **discussion questions**. Oral or online discussions help meet CCSS.ELA-LITERACY.SL.7.1. Written responses will meet CCSS.ELA-LITERACY.W.7.1

1. What was Graydon's plan to stop the Confederates? Why didn't it work?
2. Do you think Graydon treated Raul fairly? Meets CCSS.ELA-LITERACY.RH.6-8.8
3. After the blast, Raul sees a man. Who is he? Why is he crying?

Fill out the **Vocabulary Chart** for Chapter 12 Words and discuss answers.

Complete **Wordsearch** for Vocabulary from on Chapters 8-12 This meets CCSS.ELA-LITERACY.RH.6-8.4

Have students take the **quiz on Quizlet** for Chapters 8-12 vocabulary, then take a screenshot of their score and send it to you. <https://quizlet.com/8f0g4a?x=1qqt&i=2mxf17> These sets are called Valverde, but the vocabulary is the same. This meets CCSS.ELA-LITERACY.RH.6-8.4

Chapter 13

Some outside reading that might be helpful for students: These support CCSS.ELA-LITERACY.SL.7.2, CCSS.ELA-LITERACY.RI.7.1, CCSS.ELA-LITERACY.RH.6-8.2, CCSS.ELA-LITERACY.RL.7.9

<https://jenniferbohnhoff.com/thin-air-my-blog-about-writing-and-my-books/henry-hopkins-sibley-would-be-conqueror-of-new-mexico>

<https://jenniferbohnhoff.com/thin-air-my-blog-about-writing-and-my-books/grape-and-canister>

<https://jenniferbohnhoff.com/thin-air-my-blog-about-writing-and-my-books/manuel-armijo-new-mexican-hero>

<https://jenniferbohnhoff.com/thin-air-my-blog-about-writing-and-my-books/the-only-lancer-charge-in-the-civil-war>

Read Chapter 13

Answer **discussion questions**. Oral or online discussions help meet CCSS.ELA-LITERACY.SL.7.1. Written responses will meet CCSS.ELA-LITERACY.W.7.1

1. Who is the dark-eyed boy Jemmy sees when he's crying? How do you know?
2. What is the one thing Jemmy wants in this chapter? Is he able to achieve it? Why or why not?
3. What drives Jemmy to take up a shotgun?

Distribute new **Vocabulary Chart** Fill out the section for Chapter 13 words. Discuss answers. This meets CCSS.ELA-LITERACY.RH.6-8.4

Quizlet has all the vocabulary for Chapters 13-19 <https://quizlet.com/8fs6mz?x=1qqt&i=2mxf17>

These sets are called Valverde, but the vocabulary is the same. You can give this to students now, or wait until you have read Chapter 12 and use it as a review. This meets CCSS.ELA-LITERACY.RH.6-8.4 These sets are called Valverde, but the vocabulary is the same.

Chapter 14

Read Chapter 14

Answer **discussion questions**. Oral or online discussions help meet CCSS.ELA-LITERACY.SL.7.1. Written responses will meet CCSS.ELA-LITERACY.W.7.1

1. Carson tells Raul that he is the thread stitching together the Union line. Explain this metaphor. This meets CCSS.ELA-LITERACY.RL.7.4

Fill out **Vocabulary Chart** for Chapter 14 Words and discuss answers. This meets CCSS.ELA-LITERACY.RH.6-8.4

Quiz #6 (paper or google form) on Chapters 12-14 This supports CCSS.ELA-LITERACY.W.7.2, CCSS.ELA-LITERACY.RL.7.1

Chapter 15

Read Chapter 15

Answer **discussion questions**. Oral or online discussions help meet CCSS.ELA-LITERACY.SL.7.1. Written responses will meet CCSS.ELA-LITERACY.W.7.1

1. Why does Jemmy not want to be shot in the back? What does this say about his character?
2. Why is Jemmy reluctant to shoot? When he finally does shoot his shotgun, who is he aiming at? Why does he choose to shoot this person?

Fill out **Vocabulary Chart** for Chapter 15 Words and discuss answers. This meets CCSS.ELA-LITERACY.RH.6-8.4

Chapter 16

Read Chapter 16.

Answer **discussion questions**. Oral or online discussions help meet CCSS.ELA-LITERACY.SL.7.1. Written responses will meet CCSS.ELA-LITERACY.W.7.1

1. Raul is surprised to see Confederate soldiers marching in the gaps where he thinks the Union cannons have destroyed the men. He wonders if they are super human and cannot be shot.
2. What is a more reasonable explanation for how the soldiers manage to continue?
3. Why did Jemmy's shot miss Raul?

Fill out **Vocabulary Chart** for Chapter 16 Words and discuss answers. This meets CCSS.ELA-LITERACY.RH.6-8.4

Quiz #7 (paper or google form) on Chapters 15-16

Chapter 17

Read Chapter 17

Answer **discussion questions**. Oral or online discussions help meet CCSS.ELA-LITERACY.SL.7.1. Written responses will meet CCSS.ELA-LITERACY.W.7.1

1. Why doesn't Jemmy see Raul get hit by the shot from his gun?
2. How does Jemmy feel after he shoots Raul? How are his feelings different from his fellow Confederate soldiers?

Fill out the **Vocabulary Chart** for Chapter 17 Words and discuss answers. This meets CCSS.ELA-LITERACY.RH.6-8.4

Enrichment Activity: Chapters 15, 16 and 17 all relate the incident when Jemmy fires at Raul. Have students rewrite that scene from a 3rd person POV, writing as if a witness to the two boys' encounter.

Chapter 18

Read Chapter 18

Answer discussion questions. Oral or online discussions help meet CCSS.ELA-LITERACY.SL.7.1. Written responses will meet CCSS.ELA-LITERACY.W.7.1

1. What reasons do the deserters give for leaving the battle? Are they valid? This meets CCSS.ELA-LITERACY.RH.6-8.6
2. Why does Raul decide to return to the fort? How does this decision show that Raul's perception of outsiders has changed?

Fill out the **Vocabulary Chart** for Chapter 18 Words and discuss answers. This meets CCSS.ELA-LITERACY.RH.6-8.4

Do Worksheet on **Affixes**. This meets CCSS.ELA-LITERACY.RL.7.4

Chapter 19

Read Chapter 19

Answer **discussion questions**. Oral or online discussions help meet CCSS.ELA-LITERACY.SL.7.1. Written responses will meet CCSS.ELA-LITERACY.W.7.1

1. Explain what a pyrrhic victory is.
2. Why does the Confederate Army burn the lances?
3. How does his experience in the Battle of Valverde help Jemmy to understand his Pa better?

Fill out the **Vocabulary Chart** for Chapter 19 Words and discuss answers.

Complete **FindaTruth** Worksheet (paper or google doc) This meets CCSS.ELA-LITERACY.RH.6-8.4

Have students take the **quiz on Quizlet** for Chapters 13-19 vocabulary, then take a screenshot of their score and send it to you. <https://quizlet.com/8fs6mz?x=1qqt&i=2mxf17> This meets CCSS.ELA-LITERACY.RH.6-8.4 These sets are called Valverde, but the vocabulary is the same.

Chapter 20

There are only four vocabulary words from this point to the end of the book, and the worksheet for these four words is to be completed after chapter 23. Sometime between then and now, teachers should **discuss the difference between connotation and denotation** with their students.

Read Chapter 20

Answer **discussion questions**. Oral or online discussions help meet CCSS.ELA-LITERACY.SL.7.1. Written responses will meet CCSS.ELA-LITERACY.W.7.1

1. What does Carson mean when he says “look what the cat dragged in?” What literary device is he using? This meets CCSS.ELA-LITERACY.RL.7.4
2. What do you think about Carson’s one piece of advice concerning the Major’s daughter? What does it say about Carson? What does it say about the society in which Carson lived? Is it good advice? Meets CCSS.ELA-LITERACY.RH.6-8.8

Quiz #8 (paper or google form) on Chapters 18-20

Chapter 21

Read Chapter 21

Answer **discussion questions**. Oral or online discussions help meet CCSS.ELA-LITERACY.SL.7.1. Written responses will meet CCSS.ELA-LITERACY.W.7.1

1. What happened to Willie during the battle? Why is he afraid of seeing Dr. Covey? Do some research on Civil War battlefield medicine to determine whether his fear was justified.
2. Where does Sibley’s Army go after the Battle of Valverde Ford?

Figurative Language Worksheet This meets CCSS.ELA-LITERACY.RL.7.4 This would be good to project on the board and do together as a class, discussing answers, or as a Pear Deck

Chapter 22

Read Chapter 22

Answer **discussion questions**. Oral or online discussions help meet CCSS.ELA-LITERACY.SL.7.1. Written responses will meet CCSS.ELA-LITERACY.W.7.1

1. Why didn’t Raul’s mother run for the hills when Tio did?
2. Why does Raul take Arsenio to Dionisio Jaramillo’s home?

Chapter 23

Read Chapter 23

Answer **discussion questions**. Oral or online discussions help meet CCSS.ELA-LITERACY.SL.7.1. Written responses will meet CCSS.ELA-LITERACY.W.7.1

1. Consider the story arc of Jemmy and Raul. What did each character want at the beginning of the story? Did either character achieve his goal? Why or why not?
2. At this point, which Army is in the better position? Why?
3. Although you are at the end of a book, the story is not complete. The next book in this series is titled Glorieta, after the Battle at Glorieta Pass. Based on what you know of history, which Army will win that battle?

Complete the **Vocabulary Chapters 20-23 Worksheet**

Chronological Timeline of Historical Events Worksheet This helps meet CCSS.ELA-LITERACY.RH.6-8.3

Plot Map Worksheet. This helps meet CCSS.ELA-LITERACY.RL.7.2, CCSS.ELA-LITERACY.RL.7.3

Developing a Summary (using chronology worksheet and plot map worksheet) CCSS.ELA-LITERACY.RL.7.2

Go back and revisit **Opinions Can Change**. Discuss differences. This helps meet CCSS.ELA-LITERACY.RL.7.2, CCSS.ELA-LITERACY.RH.6-8.8

Revisit the **KWL** chart.

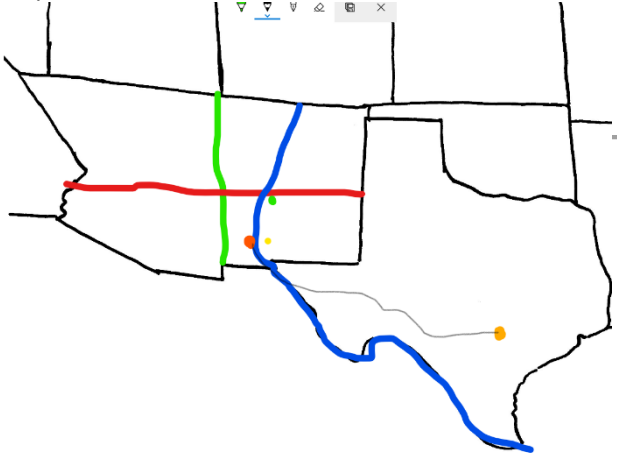
A really good overview for interested students is available at

<http://exploringoffthebeatenpath.com/Battlefields/ForgottenFront/index.html>

Final Exam

Answer Key: Worksheets

<p>KWL</p> <p>Answers will Vary</p>	<p>Working with Homographs</p> <p>1. V</p> <p>2. N</p>	<p>Word Search</p> <pre> M I U O A W H I Q W B Y I U X Z J P O O V H Q Y W D N H A F A P B Y L P O E O F W F U N Q Q M I V I K G J M D O D F H C U H M N T P Q V S X T T L T S M R Z L U D I O F U D D C C F G I R M R O S N Z Z A F T T R O C Z Z H I T V P O E O L V M B G F J A U M C E Y V Q C A L M H R H Q O W B S P B P U I W K B M S I B B K K H F I L Z V A C X T T P C S K R T Y V Z L I V O E I X Z A C P N E E P P K N W X G H O I R L Z K G K G Z P G K W Z T D P W M H W S K E R A Y P J U S U R B F A L R W B C R T L Z Q T W A F L R V E D J X E M T H E Y T O B S Y W S U I U J R H N I T R E F F I T T D O R I K Z R F E J S U F F E P X N Z O E H Z J M N W I X H A N X T H P M C B O K U B L T F U D S V Q U G V A J N Q O S O N H L Y W A M I X E J U T D A L Q D M H U B K L K O A V R E J W R E T Y H P I S A M O H R M U R D O R E R O E J R W R Q O Y Y X S W F U O V F N T R Z G Y J G A N M W R E R R R L U N I T E A P L W G K O N B I V T C L P O E G A V K S W S C O C R N K Y G D L F L I O Z M C I Y S T U M M U P Y L A A O K L J S O Q E O F J I Z T W F K V S A C L N C O B M B E X U W K C L O K Z N I P V R W F D H O W C O H I I S W Y F G S Y T I N P J P Y E X C W H Z R R W R G L W Q P M M F M P O A I U Q M E Z M X I O C C K L U I P Y S A G S O N V M W R H V R Z C S B D F O E Y P S J I N D J L P Z N C N O H O S P B G O G W V S P D F T X S W G I W O H O U E A X C H W K Z Z W W C U P X M A I S B K C B U U D I M E E N D I I M V J A E H N I X V C V A O X P A O M V U A C G F I C D C X G Z Y U O L N U B H S M E C P X V K S O C D B A G I M D I M U J I O O G O X L V Z S F K K C L P Y D D S K V T U R F E C K Z A S B I D G Z O R W H B L S A S U A Y H U X P P N D A Q W I F N G I N V J I B U I K U Z T R M O R V B V S V L U F M J P B B G C F L C V W N A Y N S D S N Q Y F V R X K A B P V Q L M E N </pre>
<p>Opinions Can Change</p> <p>Answers will Vary</p>	<p>3.V</p> <p>4.ADJ</p> <p>5.V</p> <p>6.N</p> <p>7. ADJ</p> <p>8. V</p>	<p>Word Search</p>
<p>Using Context Clues</p> <p>circled words: drunk, whipping bad behavior, yes, laughed</p>	<p>9. N</p> <p>10. N</p> <p>11. V</p> <p>12. N</p> <p>13. N</p> <p>Definitions will vary</p>	<p>Figurative Language</p> <p><u>cottonwoods stood sentinel</u> is personification.</p> <p><u>sky as pink and orange as a peach</u> is simile</p> <p><u>legs felt like jelly</u> is a simile</p> <p><u>campfires that twinkled on the eastern plains like stars in the heavens.</u> Is a simile</p>
<p>Using Affixes</p> <p>Answers will Vary</p>	<p>Plot Map and Creating a Summary</p> <p>Answers will Vary</p>	<p><u>The Rio Grande gleamed like silver</u> is a simile.</p> <p><u>The fat sliver of moon</u> is a metaphor.</p> <p><u>be the thread</u> is a metaphor. <u>Run back and forth through this battlefield like a needle through fabric</u> is a simile</p> <p><u>cannons, their open muzzles gaping at him like surprised mouths</u> is both a simile and personification. <u>guns would belch</u> is personification.</p> <p><u>walked with hunched shoulders as if through a rainstorm.</u> Is a simile.</p> <p><u>guns mowed down rebels like a scythe through a cornfield</u> is a simile.</p>

<p>Sí tu puedes!</p> <p>Use the Spanish glossary to help yourself and your students with tio, peon and alcalde. Que bonita means how beautiful</p>	<p>Vocabulary, Chapters 1-7</p> <p>Vocabulary, Chapters 8-12</p> <p>Vocabulary, Chapters 20-23</p> <p>Use the full book glossary or vocabulary in each chapter’s teaching guide to determine answers.</p> <hr/> <p>Interpreting Primary Sources</p> <p>Answers will vary</p>	<p>Using Words to Form Mental Pictures</p> <p>Sibley is in the upper left corner. The picture in the upper right corner is of A.E. Burnside, a Union General. The picture in the lower left corner is of George Armstrong Custer, and the picture in the lower right corner is of James Longstreet.</p> <p>Enrichment: Research each of these men.</p>
<p>Chronology: Timeline of Historical Events</p> <ol style="list-style-type: none"> 1. i 2. n 3. o 4. d 5. l 6. m 7. c 8. g 9. j 10. b 11. e 12. k 13. a 14. f 	<p>Map Work</p> 	<p>Plot Map and Creating a Summary</p> <p>Answers will Vary</p> <p>Vocabulary, Chapters 13-19</p> <p>Use the full book glossary or vocabulary in each chapter’s teaching guide to determine answers.</p>
<p>FindaTruth Puzzle</p> <p>Desiccated Battery Sporadic Wracking Nettle Castanets Ecstatic Guidon Gullet Suspicious</p>		

Muzzle Hour
Ruse Four
Auspicious

Lancers are no match for modern arms

Crossword Puzzle

Across

- 2. tyrant
- 5 dregs
- 7 clamber
- 8 materiel
- 9 languish

Down

- 1 sympathizer
- 2 tremulous
- 3 skedaddling
- 4 scrawled
- 6 teamster

Uniform Parts Identification

Colorized versions of these pictures are available [here](#)

Union. The dark coat.

kepi

bedroll

knapsack

canteen

Students will guess Confederate because of the gray uniform. He is actually Union.

kepi

cartridge box

shoulder belt

bayonet

pg. 50. Some soldiers on both sides, especially sharpshooters, wore green.

Answer Key: Quizzes and Tests

Chapter 1-2	Chapter 3-4	Chapter 5-6
1. b 2. b 3. b 4. a 5. c 6. c 7. a 8. b 9. a 10. a	1. d 2. c 3. a 4. b 5. e 6. T 7. F 8. F 9. T 10. T	1. b 2. a 3. d 4. b 5. c 6. a 7. answers will vary. Since this is opinion, there is no wrong answer provided that it is supported with evidence from the text.

<p>Chapter 7-9</p> <p>1. c 2. d 3. a 4. b 5. Raul doesn't realize that anyone is prejudiced against New Mexicans. He had always believed that everyone though they were superior, as he himself did.</p>	<p>Chapter 10-11</p> <p>Answers will vary. What's really important is that students can support their answers with evidence from the text.</p>	<p>Chapter 12-14</p> <p>1. b 2. a 3. c 4. b 5. a 6. c 7. b 8. b 9. answers will vary 10. answers will vary</p>
<p>Chapter 15-17</p> <p>1. b 2. a 3. c 4. d 5. c 6. answers will vary</p>	<p>Chapter 18-20</p> <p>1. b 2. c 3. a 4. a 5. d</p>	<p>For Further Reading</p> <p>A list of related books and websites is available on the author's website: www.jenniferbohnhoff.com</p> <p>You can also contact the author there with any questions or comments. She would love to hear from you if you need help or can improve this guide.</p>