

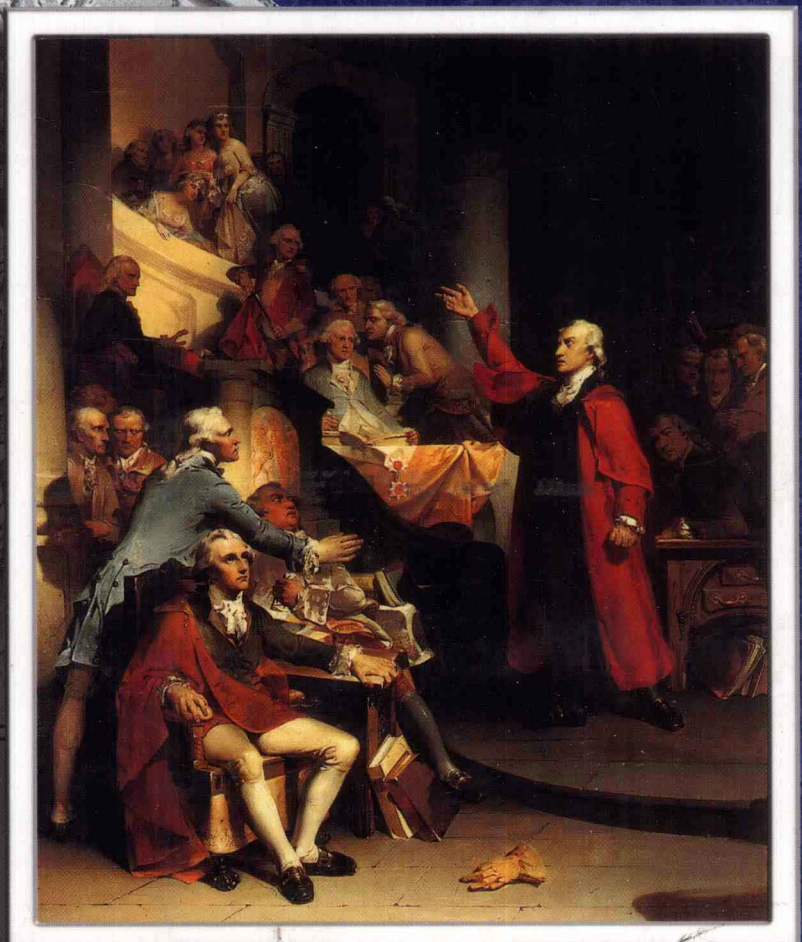
Texas Edition with World Literature Selections



GLENCOE

# LITERATURE

The Reader's Choice



American  
Literature



# GLENCOE LITERATURE

The Reader's Choice

 Texas Edition

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Beverly Ann Chin

Denny Wolfe

Jeffrey Copeland

Mary Ann Dudzinski

William Ray

Jacqueline Jones Royster

Jeffrey Wilhelm



American  
Literature



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*Acknowledgments continued on page R132.*



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**Jeffrey S. Copeland** is Professor and Head of the Department of English Language and Literature at the University of Northern Iowa, where he teaches children's and young adult literature courses and a variety of courses in English education. A former public school teacher, he has published many articles in the professional journals in the language arts. The twelve books he has written or edited include *Speaking of Poets: Interviews with Poets Who Write for Children and Young Adults* and *Young Adult Literature: A Contemporary Reader*.

**Mary Ann Dudzinski** is a former high school English teacher and recipient of the Ross Perot Award for Teaching Excellence. She also has served as a member of the core faculty for the National Endowment for the Humanities Summer Institute for Teachers of Secondary School English and History at the University of North Texas. After fifteen years of classroom experience in grades 9–12, she currently is a language arts consultant.

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# Theme 1: Beginnings and Change

*The history of the Southwest is a series of changes and new beginnings. It includes the displacement of Native Americans by European settlers. Then it moves to the settlers themselves, who had to adjust to the new landscape. The literature in Theme 1 includes recollections of these changes. The following two selections offer a glimpse into the world of Texas Native Americans.*

## The Beginnings

nonfiction by W. W. Newcomb Jr.—from *The Indians of Texas*



**William Wilmon Newcomb Jr.** has written many books about Native Americans. His

award-winning *Indians of Texas* (1961) and *Rock Art of Texas Indians* (1967) are considered classics in their subjects. Newcomb is Professor Emeritus of Anthropology at the University of Texas.

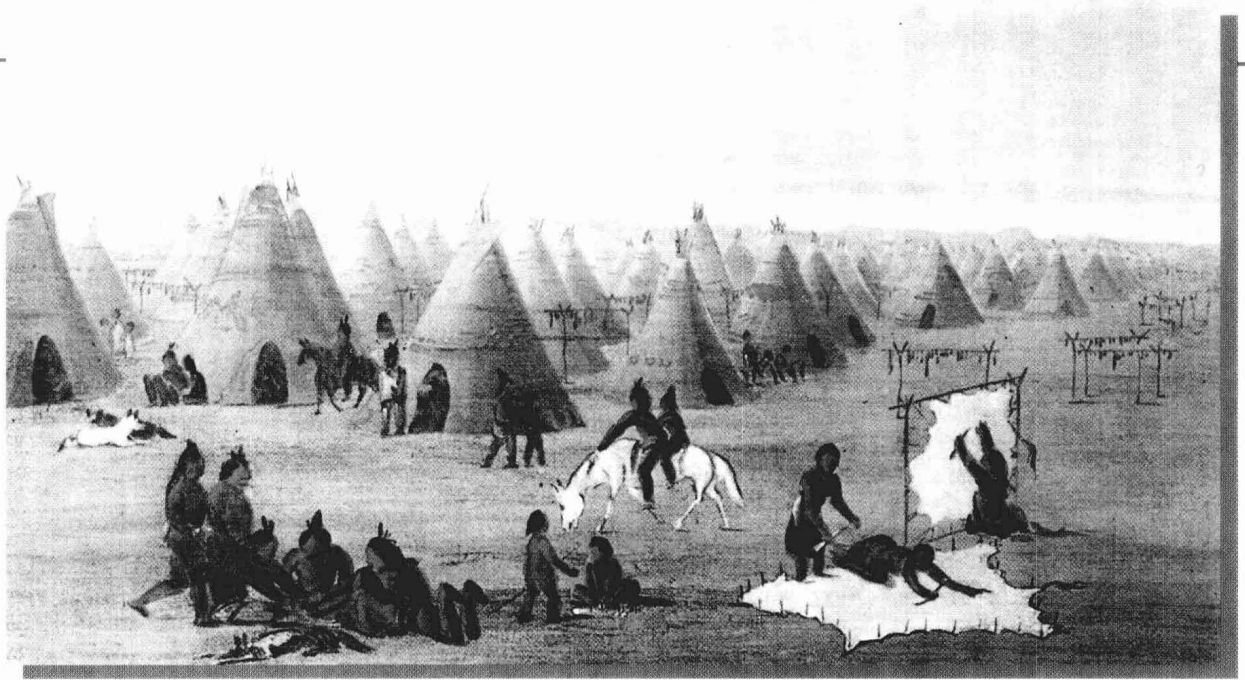
The sprawling state of Texas remains the meeting ground and melting pot of the Old South, the Spanish Southwest, and the Midwest. So it was in Indian times, but magnified then many times over. The various tribes and nations of Texas Indians were not fashioned from the same cloth; in some cases they were not even vaguely similar. Some differed in the modes of living about as much as Texans do from Tibetans. Accidentally, so far as the rambling political boundaries of Texas are concerned, Texas Indians were members of one or another of four different cultural traditions. These regionally distinctive cultural types varied from each other in a manner roughly parallel to the differences in custom and tradition which distinguish modern Japan, China, Australia, and Pakistan.



### RESPOND

What facts, if any, in this selection surprised you? Why?





*Comanche Village, Women Dressing Robes and Drying Meat, 1834–1835.* George Catlin. Oil on canvas, 20 x 27¼ in. National Museum of American Art, Smithsonian Institution, Gift of Mrs. Joseph Harrison Jr. (1985.66.346)

## FACT FILE

Over the centuries, the native peoples of the land that became Texas developed into four distinct cultures.

- The Southeastern Culture lived in permanent settlements in an area extending from north of present-day Beaumont to the Red River. The Caddoes, Wichitas, Cherokees, Alabamas, and Couchattas are among the Southeastern peoples. Agriculture was important to their way of life. For example, the Caddoes cultivated beans, pumpkins, and corn.
- The Puebloan Culture included the Jumanos, who built individual homes in the low river valleys of the western Rio Grande region. The Jumanos developed and used irrigation to raise vegetables. The culture also included the Tiguas, who moved to Ysleta near El Paso, where their descendants live today.
- The Gulf Culture included the Coahuiltecas, a nomadic people of the South Texas Plain. They hunted small game and gathered nuts, cactus, and other plants. It also included the Karankawas, who gathered nuts and berries, hunted deer and bear, and fished from dugout canoes along the Gulf Coast.
- The Plains Culture way of life depended on the horse and the buffalo. These people included the Tonkawas, Apaches, Comanches, and Kiowas, who lived on the plains of Central and West Texas. The Plains peoples were hunters in peace and dangerous foes in war.

# The Legend of the State Flower

legend recorded by Robyn Montana Turner—from *Texas Traditions*



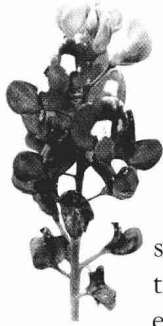
*Texas author Robyn Montana Turner has written several children's books, including a series called Portrait of Women Artists for Children.*

Long ago in Texas, Comanche dancers called upon the Great Spirits to help them. Winter was over, yet no rains had come from the sky to feed the crops. Plants and animals were dying from the drought. Some Comanches were losing their lives on the hot, dry land. So the Comanche dancers danced. Drummers drummed, and the shaman stood on the mountaintop. Everyone waited for healing rains.

Girl-of-the-Blue-Feather held a doll in her lap. She loved the doll with its beaded buckskin robe. The bright blue feathers in its headdress had been taken from the blue jay.

Legends from many cultures surround the Texas bluebonnet, the state flower since 1901. This wildflower is also known by the names lupine, wolf flower, buffalo clover, and *el conejo*, or jackrabbit. It earned the name bluebonnet from European settlers because the petal formations reminded them of the bonnets women wore for protection against the hot Texas sun.





The girl told the doll not to worry. She stroked the blue headdress, remembering that her father had given her the feathers. Then she looked into the doll's eyes, made of ancient seashells. She cried softly and wished the famine hadn't taken away her parents.

Suddenly the shaman came running down the mountain-side. The Great Spirits had spoken. The shaman explained that for too long the people had stolen resources from the earth. Now they must give back a special offering.

The people thought of valuable possessions they could give up to make the drought go away. A corn grinder, bow and arrow, buffalo hide, turquoise ring—each was considered special.

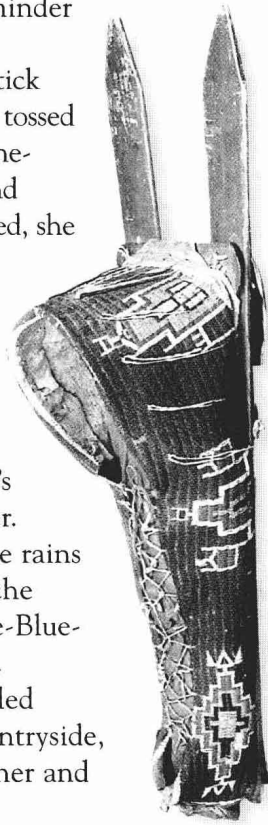
When everyone had gone to sleep, the young Comanche girl took a glowing stick from the campfire. She carried it with the doll to the top of the hill, where the stars lit the sky. She held the doll up to the heavens. Then she told the Great Spirits that the doll was her most special gift because it was the only reminder of her parents.

The girl gathered twigs and with her glowing stick built a fire. Before she could change her mind, she tossed the doll into the flames. For many hours, Girl-of-the-Blue-Feather watched the flames rise up, dance, and flicker until they turned to ashes. When they cooled, she scattered them to the four winds and fell asleep.

When the sun rose, Girl-of-the-Blue-Feather could hardly believe her eyes. Where the ashes had fallen, fields of beautiful bright blue flowers popped up from green grass that now covered the hills. She remembered the bright blue feathers that had decorated the doll's headdress. She thought of her mother and father.

Suddenly the sky cracked wide open, and the rains came pouring down. The people of the Comanche group walked up the hill in the rain. Girl-of-the-Blue-Feather and her people sang and danced all day.

Each spring, rains come to the land now called Texas. Covering the rolling hills and desert countryside, beautiful wildflowers—as blue as a blue jay feather and shaped like bonnets—blossom in the rain.



Comanche cradleboard, worn on women's backs to transport infants.



## RESPOND

What is your reaction to the message of this story?

## Theme 2: Breaking Free

During the 1700s, the cry for independence from Great Britain inspired the American colonists to fight for their ideals. The selections in Theme 2 focus on the causes and consequences of this struggle. In the 1800s, Texas colonists replayed the struggle in smaller—but no less critical—terms. The selection that follows recalls critical moments of the Texas Revolution.

### Father of the Texas Declaration of Independence

George Campbell Childress,  
Washington-on-the-Brazos, 1836

nonfiction by Ann Ruff—from *Unsung Heroes of Texas*

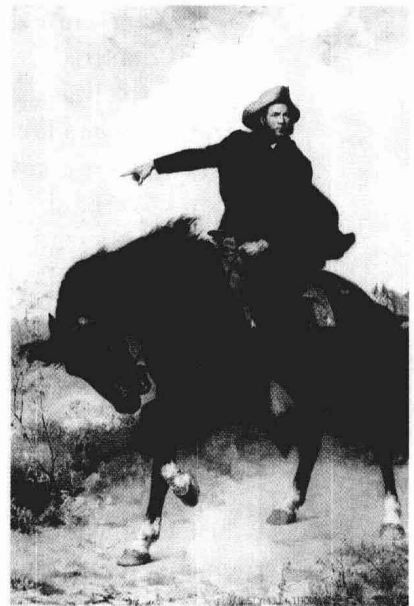
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**Ann Ruff is the author of many travel books, including *Traveling Texas Borders and Amazing Texas Monuments and Museums*.**

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In so many incidents, the Texas Revolution seems a replay of the American Revolution. In the American upheaval the “shot heard round the world” was fired at Lexington in April of 1775, but it was July of 1776 before the colonies made their Declaration of Independence. After the “shot heard round the bayou” at Gonzales, there was continual fighting, but for some reason the Texans seemed reluctant to proclaim their independence. From the time the men of Gonzales defied General Urquiza to “come and take it” in October of 1835 until the actual Declaration of Independence, six months elapsed.

Finally, a call for a convention to meet March 1, 1836, was issued. All logic dictated that they must declare independence [from Mexico]. The United States would not send aid unless Texas made its intentions clear. No one in the States wanted to finance a civil war, but if Texas declared independence, then the big financiers might be willing to gamble in return for large grants of Texas soil. This was similar to France telling Benjamin Franklin during the American Revolution there would be no alliance unless the colonies declared themselves free.



*General Sam Houston (equestrian portrait), 1882–1893. Stephen Seymour Thomas. 12 x 9 ft. San Jacinto Museum of History, Houston, TX.*





*Reading of the Texas Declaration of Independence.* Charles and Fanny Normann. Collection of the Joe Fultz Estate, Navasota, TX. Courtesy Star of the Republic Museum, Washington-on-the-Brazos, TX.

There was serious work to be done. The patriots' conference table was nothing but rough planks about forty feet wide with barely enough space for all the men to sit. Buckskin, linen, and broadcloth rubbed shoulders as Richard Ellis from Pecan Point on the Red River presided. Names destined for fame were present: Robert Potter, David Burnet, and Thomas Jefferson Rusk. Also there were four Mexicans loyal to the revolutionists' cause, Lorenzo de Zavala, Jose Antonio Navarro, Francisco Ruiz, and Juan Seguin.

All eyes were on a newcomer to Texas as he rose to present his document at this auspicious meeting. George Campbell Childress had been in Texas less than a month, yet this man from Tennessee would go down in Texas history as the Father of the Declaration of Independence. The thirty-year-old lawyer looked every bit the man who knew how a declaration of independence should be written. In fact, he probably wrote it before he ever arrived at the convention, and it leans heavily on the United States Declaration of Independence.

After describing the state of the Mexican government, the document then listed the grievances the Texans had. The document ended with a final declaration of independence. Sam Houston strode forward and spoke for the document's acceptance. Within an hour the fifty-nine delegates adopted Childress' masterpiece. Committees were appointed to write a constitution and create an army, design a flag, and all the business of forming a republic. Texas had finally taken an irrevocable step for freedom. There was no turning back.



George Campbell Childress



## RESPOND

What are your thoughts on the comparison between the Texas and American revolutions?



## Theme 3: Gaining Insight

*Newfound freedoms, abundant resources, and unexpected challenges accompanied our nation's infancy. The selections in Theme 3 focus on writers' insights into these developments during the 1800s. The challenge of settling Texas gave its many newcomers a fresh perspective of their lives and surroundings. In the article and letter that follow, two pioneers reflect upon their arrival in Texas.*

### Texas

article by Theodore-Frederic Gaillardet—from *Journal des Debats*, October 26, 1839;  
reprinted in 1995 in Jerry Flemmons's *Texas Siftings*

Texas is on the whole a flat country. More prairie lands than wooded areas are to be found there. The prairies are magnificent, the most delightful sight an eye can hope to behold. For nine months of the year Texas is a green carpet decorated with wild flowers. It is a garden, where the hand of man has nothing to do but gather. Nature alone is sufficient to reproduce the treasures of this vast, fertile park in which every adornment and every fruit of the earth grow without cultivation. The Americans call Texas their Italy, their Andalusia.<sup>1</sup> This praise is no exaggeration.

Although mountains are rare in Texas, hills abound. In most places the terrain offers to the eye irregular and picturesque undulations, which extend like solid waves on a troubled sea . . .

The forests which Texas possesses are usually located on river banks. More than in any other part of America one finds there those secular giants precious for ship building when their timber has been hardened by the elements. Forests of future masts rise up to the sky as they await the axe of the Americans, who have so far left them untouched. The products of Texas will, as time goes on, become infinitely more varied.

The fertility of the soil, which, in all of North America, is perhaps unequaled except in the states of Indiana and Illinois; the mildness of the climate, Texas's heat being tempered by a steady cool breeze; these factors make it suitable for all types of agriculture, whether colonial or European.

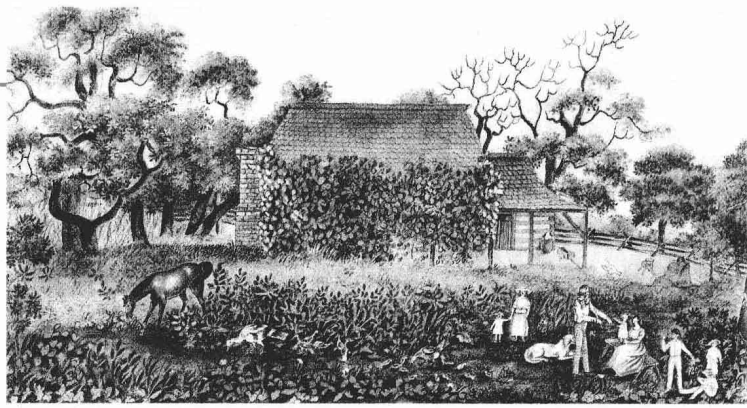


The Medina River outside of Bandera, Texas, in the Hill Country.

### RESPOND

Based on what you know about Texas during the 1800s, do you think Gaillardet's description is fitting? Explain.

1. *Andalusia* is a region of southern Spain.



*Julius Meyenberg's Farm, c. 1864. Louis Hoppe. Opaque and transparent watercolor on toned paper, 8¼ x 11¼ in. Courtesy The Witte Museum, San Antonio, TX.*

## Letter XII

letter by Mary Austin Holley—from *Letters of an Early American Traveller*



**Mary Austin Holley (1784–1846) was a cousin of Stephen F. Austin, the Father of Texas. Holley kept a journal of her thoughts and observations about life in Texas. Her journal has been credited with influencing immigration to Texas during the 1800s.**

*Bolivar, Texas, December, 1831.*

One's feelings in Texas are unique and original, and very like a dream or youthful vision realized. Here, as in Eden, man feels alone with the God of nature, and seems, in a peculiar manner, to enjoy the rich bounties of heaven, in common with all created things. The animals, which do not fly from him; the profound stillness; the genial sun and soft air,—all are impressive, and are calculated, both to delight the imagination, and to fill the heart, with religious emotions.

It will take some time for people gathered from the north, and from the south, from the east, and from the west, to assimilate, and adapt themselves to the new situations in Texas. The people are universally kind and hospitable, which are redeeming qualities. Every body's house is open, and table spread, to accommodate the traveler. There are no poor people here, and none rich; that is, none who have much money. The poor and the rich, to use the correlatives, where distinction, there is none, get the same quantity of land on arrival, and if they

do not continue equal, it is for want of good management on the one part, or superior industry and sagacity on the other. All are happy, because busy; and none meddle with the affairs of their neighbours, because they have enough to do to take care of their own. They are bound together by a common interest, by sameness of purpose, and hopes. As far as I could learn, they have no envyings, no jealousies, no bickerings, through politics or fanaticism. There is neither masonry, anti-masonry, nullification nor court intrigues.

The common concerns of life are sufficiently exciting to keep the spirits buoyant, and prevent everything like ennui. Artificial wants are entirely forgotten, view of real ones, and self, eternal self, does not alone, fill up the round of life. Delicate ladies find they can be useful, and need not be vain. Even privations become pleasures: people grow ingenious in overcoming difficulties. Many latent faculties are developed. They discover in themselves, powers, they did not suspect themselves of possessing. Equally surprised and delighted at the discovery, they apply to their labours with all that energy and spirit, which new hope and conscious strength, inspire.



**RESPOND**

How does Holley's view of Texas compare with your own ideas about the state today?

## Theme 4: The Union Is Tested

The Civil War seared tales of moral conflict, heroic feats, and horror into the national consciousness. The selections in Theme 4 include accounts from a variety of individuals who experienced the war—enslaved people, combat heroes, and those who watched and worried as their nation was torn apart. Few Civil War battles were fought in Texas, but Texans played a large part in the war. The following selections show how the war tested Texas soldiers and their families.

### One Vacant Chair

song lyrics from *Singin' Texas*—Anonymous

We shall meet but we shall miss him,  
There will be one vacant chair;  
We shall linger to caress him,  
When we say our ev'ning pray'r;  
When a year ago we gathered,  
Joy was in his mild blue eye,  
But a golden chord's been severed,  
And our hopes in ruin lie.

#### Chorus

We shall meet but we shall miss him,  
There will be one vacant chair,  
We shall linger to caress him  
When we say our ev'ning pray'r.

True, they tell us wreaths of glory  
Ever more will deck his brow,  
But this soothes the anguish only,  
Sweeping o'er our heartstrings now.  
Sleep today, Oh early fallen,  
In thy green and narrow bed,  
Dirges from the pine and cypress  
Mingle with the tears we shed.



#### RESPOND

Which lines from the song linger in your mind? Why?



# Memories of the Civil War

memoir by Eudora Inez Moore—from *Texas Tears and Texas Sunshine: Voices of Frontier Women*

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**Eudora Inez Moore was a baby when her family moved to Indianola, Texas, in 1849. Her Recollections of Indianola, published in the Indianola Scrap Book, includes her descriptions of life during the Civil War.**

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After the Federals<sup>1</sup> evacuated Indianola a vessel would occasionally come up the bay and land a few troops at Old Town, they would march down from there in order to capture any confederate that might be in town. Our house was searched twice by them. Once father was hidden in a loft over the gallery. He took a notion that they might carry him off. Well for him they did not find him for they would probably have made him a prisoner under the circumstances.

During the Federal occupation of the town we never learned a word from our soldier boys. Brother Will had been shot through the body at

the battle of Murfreesboro, Tenn., in 1862, after many days of anxiety, a letter came from him stating that he was out of danger and would rejoin his regiment as soon as he was able to ride. He had three horses killed under him in different entanglements. Brother Joe made us his last visit in 1863. I saw him mount his horse, Grey Eagle, and ride away never to return. Oh, war, cruel, cruel war. . . .

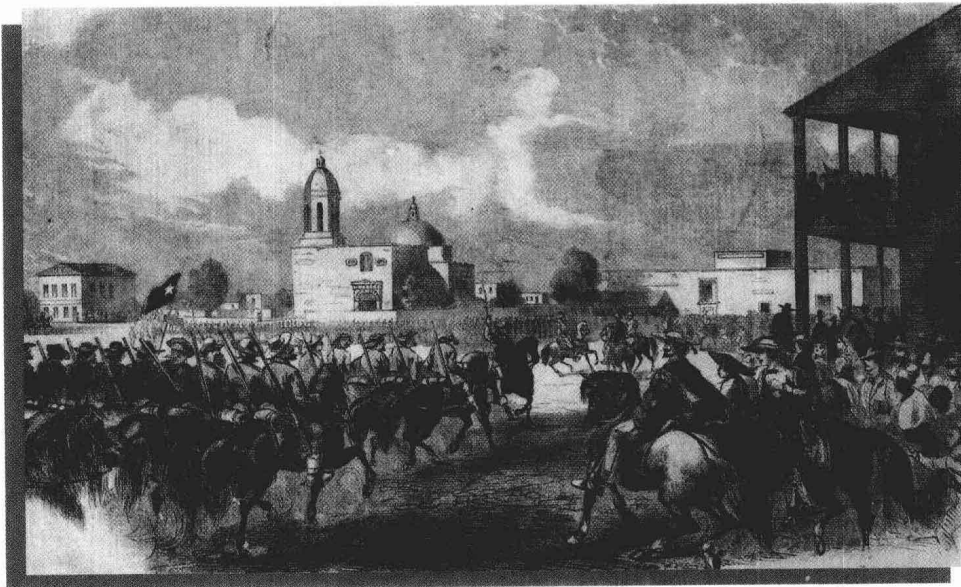


## RESPOND

What additional information would you like to ask the writer of this memoir?

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1. Union soldiers were often referred to as *Federals*.



*Surrender of Ex-General Twiggs, Late of the United States Army, to the Texan Troops in the Gran Plaza, San Antonio, Texas, February 16, 1861, 1861. Artist unknown. 11 x 16 in. Prints and Photographs Collection, Center for American History, University of Texas at Austin.*