

**UNITED FEDERATION OF TEACHERS
HUMANE EDUCATION COMMITTEE**

**52 Broadway, 12th Floor
New York, N.Y. 10004**

LEARNING ABOUT HORSES

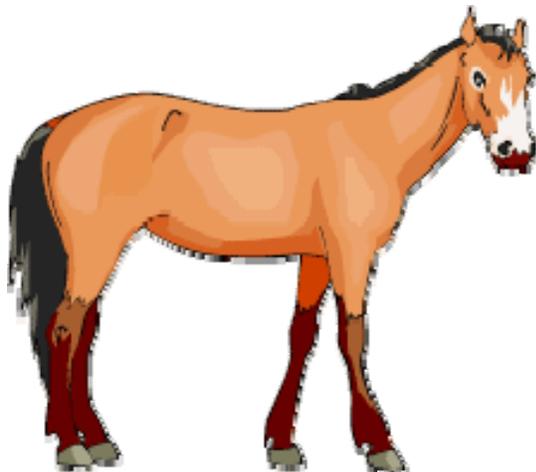
GRADES PRE-KINDERGARTEN TO ONE

by United Federation of Teachers Humane Education Committee

Lisbet Chiriboga, Teacher, C.S. 50, Bronx and Executive Board Member, United Federation of Teachers Humane Education Committee (UFT/HEC) and Sheila Schwartz, UFT/HEC Chairperson developed this unit. Units for grades pre-kindergarten to one, two to five and six to twelve have been developed thanks to a grant provided by the American Society for the Prevention of Cruelty to Animals (ASPCA).

UNIT OVERVIEW:

- **Students will learn about different types of domestic equines including horses, mules and donkeys**
- **Students will learn about wild horses**
- **Students will learn that horses need food, water, shelter, exercise, a family or social group and kindness**
- **Students will learn about humane treatment of equines**



DAY 1: INTRODUCTION

Tell students that over the next few weeks the class will be learning all about horses. Ask if anyone has ever seen a horse. If so, where?

1) Create KWL Chart on Horses.

K - What Students Already Know

W - What Students Would Like to Know

L - What They Have Learned (completed periodically after new information is introduced)

K.W.L.

TOPIC: HORSES

K What do you know about horses?	W What would you like to learn about horses?	L What did you learn about horses in this book/lesson?

2) Read aloud *Do Horses Sleep Standing Up?* by Karen Wagner (available from Equine Advocates) or another book that talks about equines. There are a lot of facts presented in this book in an entertaining manner. It also introduces students to the term “equine” which is the species that includes horses, ponies, donkeys, and mules. A mule animal is the offspring of a donkey bred to a horse. Photographs of these animals can be found at:

www.junglewalk.com/photos/horse-pictures.htm

<http://www.dogbreedinfo.com/pets/ponyphotos.htm>

www.fotosearch.com/photos-images/donkey.html

http://www.acclaimimages.com/search_terms/mule.html

3) Plan a visit to the school or community library so children can borrow books about horses. Re-visit KWL chart to add what students have learned.

DAY 2: “HORSEING AROUND” - MOVEMENT ACTIVITY

Background Information:

Horses have several different gaits, or paces. Students will practice three distinctive gaits: walk, trot, gallop or canter. It's a fun way to exercise while learning more about horses.

Step 1: Horse Gaits

Horses walk -- the same smooth motion we use when we walk.

Horses trot -- a quick step in jerky, one-at-a-time rhythm.

Horses gallop or canter -- a smooth, graceful, long-stepped run.

More information on horse gaits:

<http://www.equusite.com/articles/basics/basicsGaits.shtml>

Step 2: Follow the leader

Teacher walks, trots and then gallops. Students watch and follow.

Poem

A Horse

A horse can walk, trot or run

A horse can have lots of fun.

DAY 3: HORSE VOCABULARY

1) Tell students that equines, like humans, are mammals. They are warm-blooded, have skin covered by hair, and they nurse their young. Other mammals are cats and dogs.

2) Ask students to name parts of a horse's body. Compare and contrast to a human body. Which parts are the same as a human's (i.e. eyes, teeth)? Which parts are different (i.e. four legs, hooves, tail)?

New Vocabulary: Parts of a Horse

Muzzle

Hoof

Tail

Mane

Withers (top of shoulders)

3) Help students read a diagram of horse. Have students color the diagram. Choose the parts you want your students to learn at

<http://www.enchantedlearning.com/subjects/mammals/horse/Horsecoloring.shtml>

4) Create a chart with additional relevant vocabulary and pictures:

Mare - adult female

Stallion - adult male

Foal - horse under 1 yr old

Colt - young male

Filly - young female

Herd - group of wild horses

See http://first-school.ws/theme/animals/cp_farm/cp_horse.htm for a picture of a mare and

a foal and other pictures that students can talk about and color.

DAY 4: WHAT DO HORSES NEED?

1) Read *Know-It-All Horses!* book (or other non-fiction book about horses).

Horses are herbivores. They eat apples, oats, grass, hay, grains, carrots, and other plants. They drink water.

Make a chart to list foods that horses eat. Use words or pictures of items depending on the ability of the students. Have students complete the “Eat Like a Horse” worksheet.

Name _____ Date _____

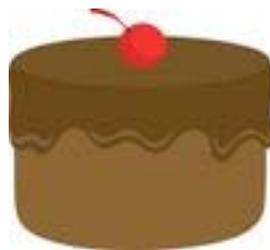
Circle three foods that would be good for a _____ to eat.



horse



apple



chocolate cake



hay



steak



carrots

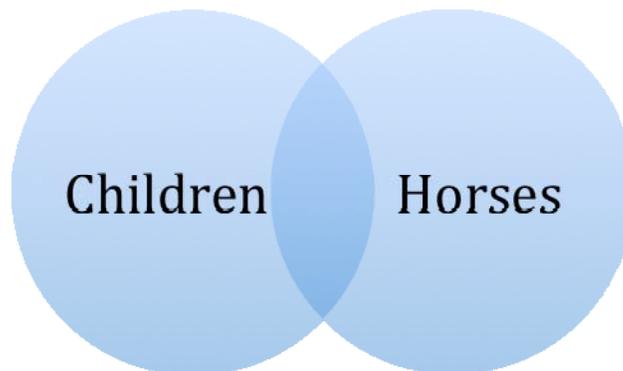


chicken

2) Horses need food, water, shelter, exercise and a family or social group. What do children need? Have children name each item, for example, “food, water, shelter, clothing.” Do horses need each of the items named? What do horses need? Do children need these items as well? Organize items, as they are named, using a Venn diagram with words for children who know how to read. If possible, create a Venn diagram using pictures for children who cannot yet read.

GRAPHIC ORGANIZERS

Graphic organizers are diagrams that are used to help organize bits of text to make them more understandable. One type of graphic organizer is a Venn diagram. In Venn diagrams, circles are used to illustrate comparisons and contrasts between two or more things. The items that are common to both groups being compared go in the over-lapping section of the circles. For example:



Do children need kindness? Do horses? Children and horses may be able to survive without kindness. But should we try to be kind to each other anyway? Why? Should we try to show kindness to horses and other animals as well? Why?

DAY 5: BORN FREE

Tell students that most horses live on farms with people, but there are many horses that live in the wild with their families and without people.

1) Read *Where Horses Run Free: A Dream for the American Mustang* by Joy Cowley or another book about wild horses.

-This is the story of how the Black Hills Wild Horse Sanctuary began in South Dakota. On

this range, wild horses run free and share their home with coyotes, cougars, elk, and other wildlife.

2) Have students complete coloring page for wild horses on open range. See http://www.kookerkids.com/Coloring/animals/horses/running_horses.htm. Have students draw in grass, trees and the sun. What do wild horses need? How do they get these things?

DAY 6: TRACING HORSES

Tracing Horses shows all the ways you can "see" a horse -- realistic, imaginary, colorful, or fuzzy. <http://home.howstuffworks.com/horse-crafts2.htm>

Materials:

Book or magazine with horses

Tracing paper

Pencil

Coloring tools such as markers, crayons, colored pencils, or pastel chalks

Felt

Blunt scissors

Craft glue

Poster board

Step 1: Look through a book or a magazine to find a picture of a horse. Using tracing paper and a pencil, trace the horse shape several times.

Step 2: Now use different coloring tools to decorate the horses. Color one in with crayons and use chalk to fill in another one. You can even cut and glue felt to cover one of the horses. Use as many different mediums to color your pictures as you can. Be creative with your colors, too. Your horses can be red and orange, or they can have purple and green stripes.

Step 3: Cut all your new horses out, and glue them into a poster picture on a piece of poster board.

***Shapely Horse face**

-make a horse face while reinforcing shapes

-start with rectangle turned vertically

-triangle ears, circles for eyes, ovals for nostrils

Supplemental activities:

*** Shapely Horse Face**

- make a horse face while reinforcing shapes
- start with rectangle turned vertically
- triangle ears, circles for eyes, ovals for nostrils

*** Horse Riddle**

- I am white with back spots
- what kind of equine am I? (Appaloosa), etc.

*** Song**

Five Little Colts (sing to the tune of “Five Little Ducks”)

**Five Little Colts went out one day
Over the hill and far away.
Mother Horse said, “Neigh, Neigh, Neigh.”
But only four little colts came back that day.**

*** Independent Writing**

Ask children to draw a mother horse with her foal in the wild. What is the mother horse thinking? How is the foal feeling?

*** Journal Prompts**

- **If I were a horse...**
- **I think horses/mules/ponies/donkeys are cool because...**
- **What makes a horse happy?**
- **The horse said, “_____!”**

*** Horse Fantasy Play with figurines**

- **put horses in farm scene with a barn**
- **put horses in a scene that depicts the wild**

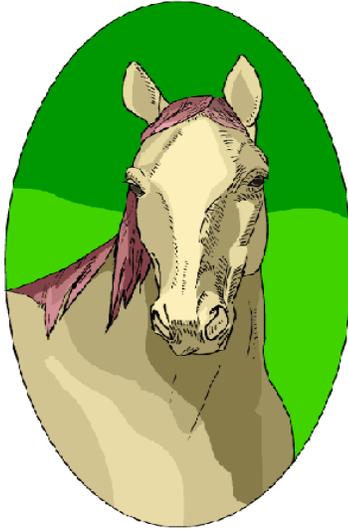
*** Create a class book about equines**

**Farmer, farmer, what do you see?
I see a donkey looking at me (picture of donkey), etc.**

*** What we know about horses chart**

- **different types**
- **sounds they make**
- **foods they eat**
- **families**
- **other fun facts**

***Take a field trip to a farm so children can meet and observe several live horses.**



The picture above, as well as the pictures of horses on page one, are from Millermark Creations Free Horse Multi-Colored Horse Clipart.

DAY 7: HOW CAN WE HELP HORSES?

1) Jobs people have given horses:

Where have you seen horses and people together - - in your city, or town, on vacation, or on television, movies or in newspapers and magazines? What were the people and horses doing? Students might answer: carriage horses, race horses, pony rides, circus horses, police horses. Do you think horses liked what they were doing? Why or why not?



policemen and police horses in New York City

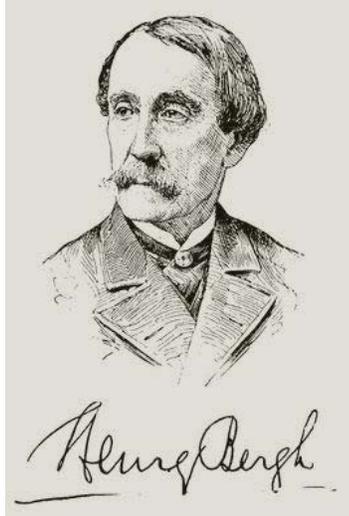
2) What happens to domesticated horses when they can no longer work for people? Where can they go when they can no longer provide rides to people, race, and pull carriages? Some people who want to help horses think they should go to a place where they can rest, have good food and other horse friends when they can no longer work. There are places like this called horse sanctuaries.

3) People who have helped horses:

Some people have been heroes to horses. What is a hero? What is a “humane hero?”

Download the ASPCA AnimaLessons about humane heroes.

www.aspcapro.org/mydocuments/Animalessons_Humane_Heroes.pdf. This can be used to introduce your students to the idea of a humane hero. Show them the photo of Henry Bergh and explain that he stopped a man from hitting a horse and then formed the ASPCA so that many people could work to protect horses and other animals.



4) Please consider having your early childhood students join the campaign to pass the **Horse Slaughter Prevention Act S. 1176 and H.R. 2966**. These bills, introduced in the House of Representatives and Senate, would stop the slaughter of American horses for food consumption. Information can be found by logging onto http://animalrights.about.com/od/animalrights101/ss/Top-10-Animal-Rights-Stories-Of-2011_8.htm and www.equinewelfarealliance.org/How You Can Help.html.

We don't think that these young children necessarily need to learn about horse slaughter and the fact that people in other countries eat horses. Whether or not to include this information calls for teacher judgment. Instead, ask children if they want to help horses by drawing a picture and writing a sentence or two -- perhaps with help from the teacher -- about being kind to horses. Letters and drawings can be accompanied by a cover letter from the teacher. Let's help horses. They've helped us.

Most teachers can involve their students in letter writing campaigns without administrative approval. However, if it is customary to ask for principal approval to conduct a letter writing campaign, please follow school protocol.

ORGANIZATIONS WORKING TO PROTECT HORSES IN THE UNITED STATES

- The American Society for the Prevention of Cruelty to Animals' (ASPCA) website is www.asPCA.org. It was founded by Henry Bergh on April 10, 1866 as the first humane society in the Western Hemisphere. Very shortly after the formation of The ASPCA, Bergh convinced the New York State legislature to pass an anticruelty law and to give The ASPCA the authority to enforce it. One of the first cases that was brought before the courts was that of a cart driver who used a wheel spoke to beat his fallen horse. This case served as the inspiration for the ASPCA's seal, depicting an avenging angel rising up to protect a fallen horse. Henry Bergh also helped to develop a horse ambulance, and had one on the streets before ambulances were used to transport humans in distress.

Today, the ASPCA continues to work to achieve Henry Bergh's mission "to provide effective means for the prevention of cruelty to animals throughout the United States" through national legislative and education programs along with local humane law enforcement, sheltering, and medical services. The ASPCA publishes magazine articles, brochures and flyers to raise awareness about carriage horses, wild horses, the Tennessee walking horse and race horses.

- **Equine Advocates'** website is www.equineadvocates.com/. The mission of Equine Advocates is to rescue, protect, and prevent the abuse of horses through education, investigation, rescue operations, and the dissemination of information to the public. The organization deals primarily with five main issues of importance: Equine Rescue, Horse Slaughter, Wild Horse Issues, The PMU (Pregnant Mares' Urine) Industry, The Prevention of Equine Abuse. They have a horse sanctuary in Chatham, New York.
- **Equine Welfare Alliance**, website is www.equinewelfarealliance.org. Equine Welfare Alliance is an umbrella organization representing over 200 member organizations and hundreds of individual members worldwide in 18 countries. EWA and its members are involved in a grass roots effort dedicated to ending the slaughter of American Horses and the preservation and protection of our Wild Horses & Burros on public lands. A video about heir children's letter writing campaign to end U.S. Slaughter of Horses for Human Consumption can be found at <http://www.youtube.com/watch?v=LpINoZ2CqJo>.

CHILDREN'S BOOKS ABOUT HORSES

- Clutton-Brook, Juliet, *Horse* (DK Eyewitness Books), DK Children, June 2008
- Langrish, Bob, *Horse Breeds Poster Book*, Storey Publishing, September 2003
- Peterson, Cris, *Wild Horses Black Hills Sanctuary*, (ASPCA Henry Bergh Children's Book Awards Recipient), Boyds Mills Press, March 2003
- Ransford, Sandy, *Horse and Pony Care* (Kingfisher Riding Club), Kingfisher Books, Ltd, July 2004
- Wagner, Karen, *Do Horses Sleep Standing Up?*, Equine Advocates, July 2008

WEBSITES

- Fossil Horses in Cyberspace
<http://www.flmnh.ufl.edu/natsci/vertpaleo/fhc/fhc.htm>
A virtual museum exhibit developed by the Florida Museum of Natural History.
- Wild Horse and Burro Internet Adoption
<http://www.adoptahorse.blm.gov/>

Dedicated to the preservation and protection of free-roaming wild horses and burros, nationally and internationally.

- **Horse Cam**
<http://animal.discovery.com/cams/horse.html>
- **Horse Exhibit -American Museum of Natural History**
<http://www.amnh.org/exhibitions/horse/>
- **Colors and markings**
<http://www.equusite.com/ticles/basics/basicsColors.shtml>