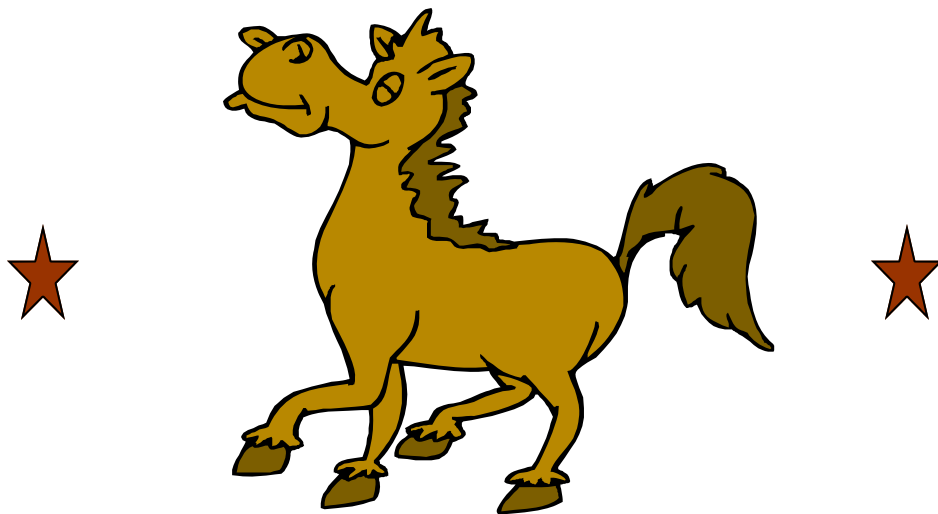




# **LAITC Horse Lesson Booklet**

**Activities to Complement the  
Horse Ag Mag!**



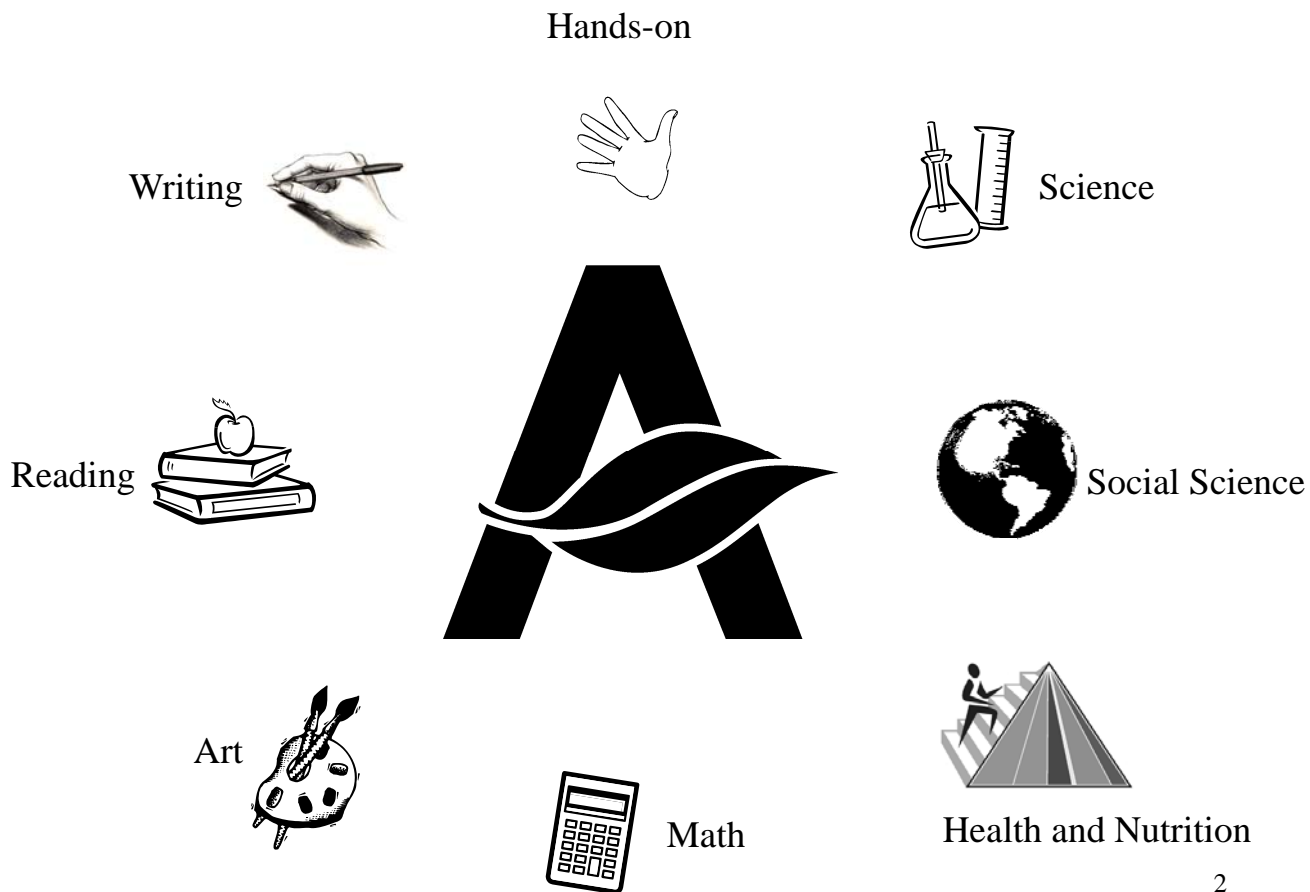
Horses have been useful animals for thousands of years. The horse has served human beings as a very important tool in progressing with the times.

It was once stated, “history was written on the back of a horse.” Horses were a fixture of many ancient civilizations. Horses enabled faster communication, travel, proved excellent allies in war and helped to transform agriculture. In this booklet, the horse will again serve us by allowing an interesting avenue for students to practice areas of science, social studies, and math.







This booklet is designed with the student audience in mind. These activities are intended to be used in the classroom as supplemental learning material.

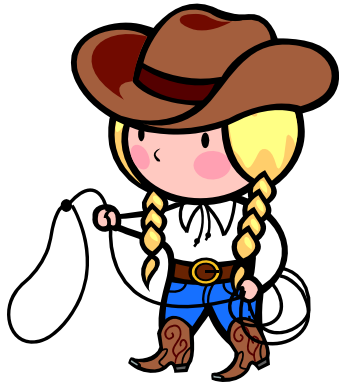
Each lesson is correlated to the Illinois State Learning Standards and Assessment Framework. The answer sheet for each activity is provided at the end of this booklet.

A visual key has also been created and used with each activity to indicate its subject area. The topics include: hands-on, science, health and nutrition, reading, math, social studies, writing, and art.



# Learning Standards and Assessments

	<p style="text-align: center;"><b>The Reading Ranch</b> Pages 4-9</p>	<p><b>Illinois Learning Standards:</b> Reading: 1.B.2b; 1.C.2b; 1.C.2d; 2.A.2b <b>Illinois Assessment Framework:</b> 1.4.09; 1.4.10; 1.4.13; 1.4.14</p>
	<p style="text-align: center;"><b>A “Hand”some Horse</b> Pages 10-13</p>	<p><b>Illinois Learning Standards:</b> Math 6.A.2a; 6.B.2a; 6.C.2a; 7.A.2a; 7.A.2b <b>Illinois Assessment Framework:</b> 6.5.02; 6.5.04; 6.5.08; 6.5.12; 6.5.12; 6.5.15; 7.5.02; 7.5.04</p>
	<p style="text-align: center;"><b>A Horse of a Different Color</b> Pages 14-16</p>	<p><b>Illinois Learning Standards:</b> Reading 1.A.2a; 1.A.2b, 1.B.2a Writing 3.B.2b; 3.B.2c; 3.B.2d; 3.C.2a <b>Illinois Assessment Framework:</b> 1.5.02; 1.5.03; 1.5.04; 1.5.05; 1.5.07; 1.5.08</p>
	<p style="text-align: center;"><b>Hoofing it Through History</b> Pages 17-24</p>	<p><b>Illinois Learning Standards:</b> Social Science 16.A.2a; 16.A.2b; 16.A.2c; 16.B.2d; 16.E.2c; Geography 17.A.2b <b>Illinois Assessment Framework:</b> 16.5.01; 16.5.02; 16.5.03; 15.5.04; 16.5.26; 16.5.27; 17.5.03; 17.5.04</p>
	<p style="text-align: center;"><b>El Caballo (The Horse)</b> Pages 25-27</p>	<p><b>Illinois Learning Standards:</b> Social Studies 17.A.1a and 17.A.2a. English Language Arts 1.A.2a; 1.C.2f. Geography 17.A.2b <b>Illinois Assessment Framework:</b> 1.5.02; 16.5.27; 17.5.03; 17.5.04</p>
	<p style="text-align: center;"><b>A Work Horse</b> Pages 28-29</p>	<p><b>Illinois Learning Standards:</b> Math 11.A.2b; 11.A.2e; 11.B.2c; 13.B.2a.  <b>Illinois Assessment Framework:</b> Not available</p>



# The Reading Ranch

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**Grade Level:** 4-6 Social Studies & Reading

**Objective:** After completing this activity, students should become more familiar with the format of a short reading passage followed by multiple choice questions found on the Illinois Standards Achievement Exam (ISAT).

**Illinois Learning Standards:** Reading: 1.B.2b; 1.C.2b; 1.C.2d; 2.A.2b

**Assessment Framework:** 1.4.09; 1.4.10; 1.4.13; 1.4.14

## **Suggested Reading Materials:**

IATTC Horse Ag Mag

Pony Express! By Steven Kroll ISBN-10: 0590202405

They're Off: Story of the Pony Express By Cheryl Harness ISBN-10: 0689851219

**Introduction:** This lesson was designed to resemble a short reading passage that could be found on the ISAT test. The excerpt was created from several sources pertaining to the history of the Pony Express. Have students read the passage and answer the questions that follow.

## **Lesson Extender!**

1. To further students' knowledge of the Pony Express create a classroom PowerPoint that highlights some of the significant figures that ran the Pony Express routes. Significant figures to search could be, but are not limited to: William Russell, Alexander Majors, Johnny Fry, Thomas Thornhill Willson (who was from DeKalb, Illinois) and William Waddell. The following website will be helpful in finding Pony Express Riders: <http://www.xphomestation.com/names.html#HICKOK>
2. After studying the history of the Pony Express, have students pretend they are one of the riders that was responsible for delivering President Lincoln's inaugural speech. Have them compose a poem or short story to describe what adventures they had while delivering the speech. Each student would represent a leg of the trip to deliver the speech to Lincoln. Have them share with the class or make a display with their writings.

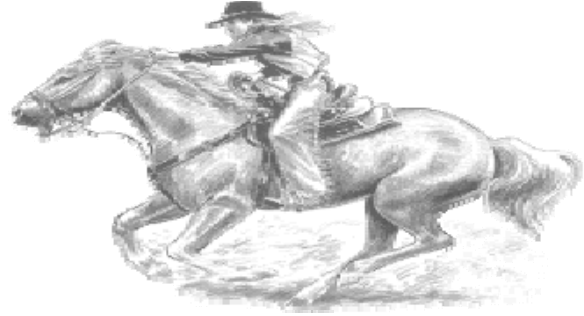


## The Pony Express

<sup>1</sup> In the 1860's there were no such things as cell phones and computers for email. Imagine living on the west coast of the United States and trying to get important information to the east coast. Communication in the time of the 1860's was virtually impossible. It took a post card more than a month to travel across the states. Most mail was delivered with the help of covered wagons pulled by horses or mules. Weather conditions and threats of attack only made delivering the mail more difficult and slower.

<sup>2</sup> The idea of an express mail system was developed by William Russell, Alexander Majors, and William Waddell. The three men were promised a million dollar grant from the United States government to start the mail system that would help the government communicate faster.

<sup>3</sup> The Pony Express was set up to be a horse relay. The goal of the Pony Express was to keep the mail moving day and night.



It allowed mail to travel from the East to California in just eight days compared to the months it had taken before.

<sup>4</sup> The relay system worked by having each rider and horse gallop at high rates of speed for distances of ten to fifteen miles. It was believed that most horses traveled at about 10 mph. At each stop a rider would receive a fresh horse and continue on. There was said to be about 165 relay stations and each rider was to stop at six to eight stations before they turned the mail over to a new rider.

<sup>5</sup> The men and horses worked as a team to ensure that the mail was delivered quickly and safely. The fastest delivery was said to contain President Lincoln's inaugural speech and it took 7 days and 17 hours.

**4th Grade**

**1**

Why was the Pony Express created?

- A** To allow people to be able to send mail.
- B** To make it safer to send mail.
- C** To create a faster way to deliver mail.
- D** To create more jobs for people in California.

**2**

The fastest delivery recorded by the Pony Express was delivering what piece of information?

- A** A telegram containing important Civil War information.
- B** An important weather forecast.
- C** A check for William Russell.
- D** President Lincoln's inaugural speech.

**3**

How many relay stations were set up for the Pony Express riders?

- A** 155
- B** 160
- C** 165
- D** 175

**4**

Which of the following men was **NOT** involved in the creation of the Pony Express?

- A** William Russell
- B** Abraham Lincoln
- C** Alexander Majors
- D** William Waddell

**4th Grade**

**5**

What does “virtually” mean as it is used in paragraph 1?

- A** Not able to happen.
- B** Almost but not quite.
- C** Can not happen without help.
- D** Completed.

**6**

**True or False** The Pony Express was set up to be a relay system that kept the riders going day and night.

- A** True
- B** False

**7**

What word could replace “developed” in paragraph 2?

- A** Defeated
- B** Disregarded
- C** Established
- D** Separated

**8**

This writing is best described as which of the following writing styles?

- A** Nonfiction
- B** Fiction
- C** Humor
- D** Biography

**6th Grade**

**1**

Which type of writing is this passage?

- A Narrative
- B Persuasive
- C Expository
- D Descriptive

**2**

How was the mail delivered before the Pony Express?

- A By Train
- B By Mailman on foot
- C In a covered wagon pulled by horses and mules
- D By automobile

**3**

What did riders most likely do after their route was completed?

- A Rested and then waited for the return mail so they could ride back towards home.
- B Ride back home without mail.
- C Set up a new home at the location where they stopped.
- D Walk back to their starting location.

**4**

What is the **antonym** for *Express* in the sentence below?  
“The men developed the idea for an *express* mail system.”

- A Fast
- B Slow
- C Quick
- D Speedily



**6th Grade**

**5**

Paragraph 3 of this selection is mainly about \_\_\_\_\_

- A** The inventors of the Pony Express.
- B** How the Pony Express was set up and where it traveled.
- C** The fastest delivery ever made by the Pony Express.
- D** How fast the riders went.

**6**

Why did the Pony Express have 165 relay stations?

- A** To give riders a break.
- B** To pick up more mail.
- C** To allow riders to switch to a fresh horse.
- D** So riders would not get lost on the trail.

**7**

To learn more about the Pony Express a reader could \_\_\_\_\_

- A** Research it on the Internet.
- B** Interview a Pony Express rider.
- C** Read a book about the Pony Express.
- D** Both A and C would be ways to obtain more information.

**8**

What does the word *fresh* mean in the sentence below?

“At each stop a rider would receive a *fresh* horse and continue on the trail.”

- A** A young horse
- B** A clean horse
- C** A trained horse
- D** A rested and ready to run horse



# A “Hand”some Horse

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**Grade Level:** 4-6 Math

**Objective:** After completing this activity, students will be more familiar with the unit of measurement called “hands” that is used to determine a horse’s height. Students will have also practiced reading rulers and making measurement conversions.

**Illinois Learning Standards:** Math 6.A.2a; 6.B.2a; 6.C.2a; 7.A.2a; 7.A.2b **Assessment Framework:** 6.5.02; 6.5.04; 6.5.08; 6.5.12; 6.5.12; 6.5.15; 7.5.02; 7.5.04.

## **Suggested Reading Materials:**

IAITC Horse Ag Mag

50 Fabulous Measurement Activities by Martin Lee ISBN-10: 0590644068

**Introduction:** Horses are measured in units called “hands.” One hand represents 4 inches. The origin of measuring a horse this way is very old, but easy to understand. In days long ago people did not have the common measuring devices like tape measures. To measure a horse, they used what was available. At various times in history and in different locales, a "hand" was defined as the width of a person's hand using the fingers only, the width of a person's hand using the fingers and the thumb, the height of a clenched fist, and possibly many others. Somewhere along the way, the measuring unit of a hand was standardized to mean four inches. Though the origins are ancient, a hand is still the unit of measurement for horses that modern horse owners use today. This activity will allow students to convert horse heights into feet and inches and practice reading a ruler.

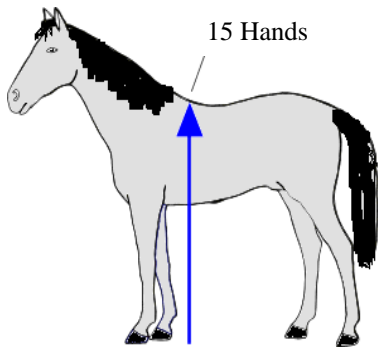
## **Lesson Extender!**

1. Create a wall display that marks the standard heights for different breeds of horses and ponies. As a class, figure out what each measurement is in feet and inches and then mark them with a cut out of a horse. After the horses’ heights are marked, students could make their own sign and put it on the wall. Students will be able to compare their height with the horses’ height. You could even measure students at the beginning of the year and then at the end to see how much they have grown!

**Directions:** Carefully look at each horse and read the measurement from its withers (shoulder blades) to the ground. Each measurement will ask you to either determine how many “hands” tall the horse is or to convert hands into feet and inches.

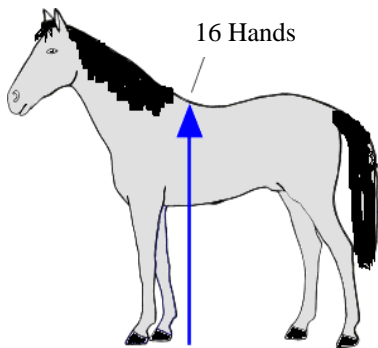
**Important things to know:** In the horse world a “hand” is equal to 4 inches. There are 12 inches in a foot.

**Example:**



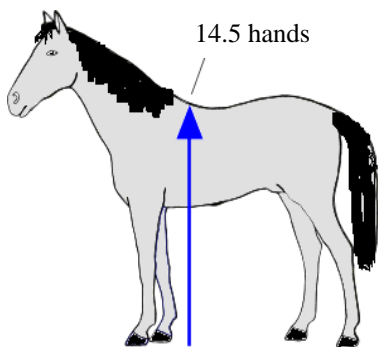
This horse is 15 hands tall, convert this measurement into feet and inches. Answer: 5 feet tall

Solution:  $15 \text{ hands} \times 4 \text{ inches} = 60 \text{ inches}$   
 $60 \text{ inches} \div 12 \text{ inches} = 5 \text{ feet tall at the withers}$



1. This horse is 16 hands tall, convert this measurement into feet and inches. Answer \_\_\_\_\_

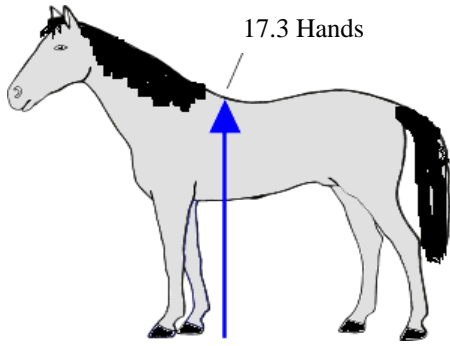
Show Your Work Here:



2. This horse is 14.5 hands tall, convert this measurement into feet and inches. Answer \_\_\_\_\_

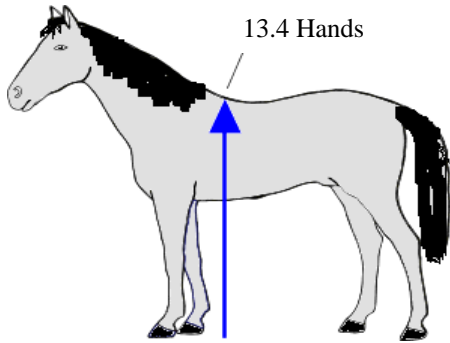
Show Your Work Here:

3. Thoroughbred horses have long legs and are tall. From the pictures and measurement above, which horse do you feel could be classified as a Thoroughbred due to its height? \_\_\_\_\_



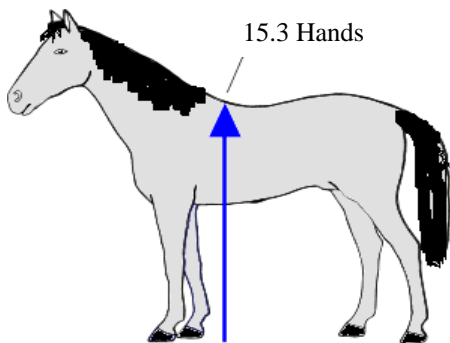
4. This horse is 17.3 hands tall, convert this measurement into feet and inches. Answer\_\_\_\_\_

Show Your Work Here:



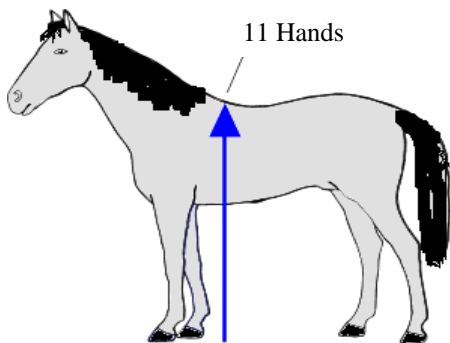
5. This horse is 13.4 hands tall, convert this measurement into feet and inches. Answer\_\_\_\_\_

Show Your Work Here:



6. This horse is 15.3 hands tall, convert this measurement into feet and inches. Answer\_\_\_\_\_

Show Your Work Here:



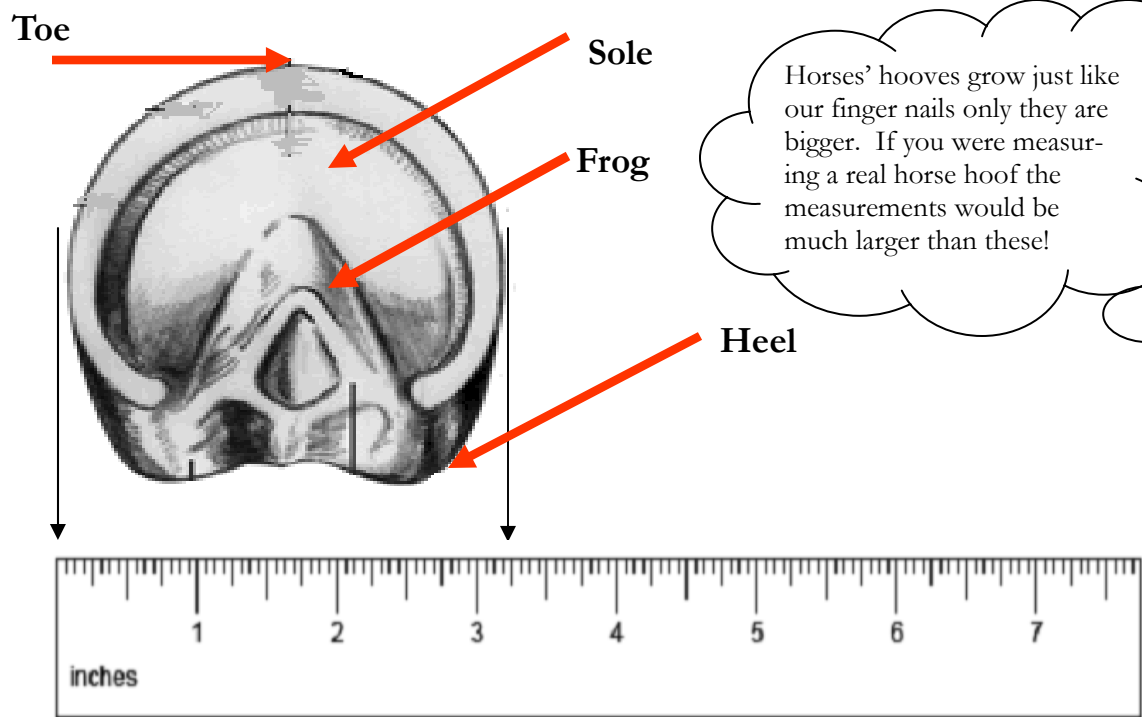
7. This horse is 11 hands tall, convert this measurement into feet and inches. Answer\_\_\_\_\_

Show Your Work Here:

8. If a horse is 5 feet 2 inches from the ground to the withers, how many hands tall is the horse?\_\_\_\_\_

**(Hint just reverse the math equation but don't forget to put it into inches before you divide.)**

9. How wide is the bottom of this horse's foot? \_\_\_\_\_ inches. (Measure between the marked lines.) Convert the inches into cm \_\_\_\_\_.

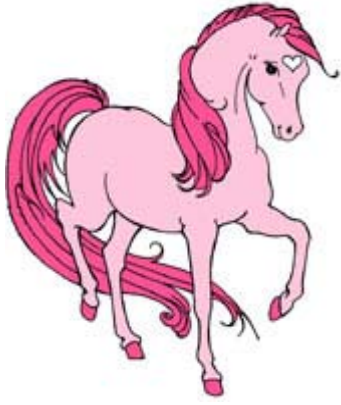


Horses' hooves grow just like our finger nails only they are bigger. If you were measuring a real horse hoof the measurements would be much larger than these!



10. Measure this horseshoe to determine if it will fit on the horse's foot above? Horseshoes can be bent  $\frac{1}{2}$  inch with a hammer, that being said will this shoe fit the foot above? \_\_\_\_\_





# A Horse of a Different Color

**Grade Level:** 4-6 Reading and Writing

**Objective:** After completing this activity, students will be more familiar with the understanding of an idiom and the way they can be used. Students will have also practiced creating their own idioms.

**Illinois Learning Standards:** Reading 1.A.2a; 1.A.2b, 1.B.2a Writing 3.B.2b; 3.B.2c; 3.B.2d; 3.C.2a **Assessment Framework:** 1.5.02; 1.5.03; 1.5.04; 1.5.05; 1.5.07; 1.5.08.

## **Suggested Reading Materials:**

IAITC Horse Ag Mag

**Introduction:** Idioms are phrases and sentences that do not mean exactly what they say. Most idioms have cultural ties or meanings. Several very popular idioms come from the era when the horse was more than a pet. Popular sayings such as: “don’t look a gift horse in the mouth,” “the old grey mare isn’t what she use to be” and “that’s a horse of a different color,” are all tied back to a time when we depended on horses more than we do today. After discussing how and why idioms are used, have students complete the idiom worksheet. Once they know the meanings for each idiom, have them pick their favorite and draw a picture to explain it.

## **Lesson Extender!**

1. Have students present the picture that they have drawn with this lesson to the class. They should explain what the idiom is really expressing.
2. After idioms have been explained or shared, cut the list of horse idioms into strips and put them in a bowl. Now, play a classroom version of pictionary. As each student comes to the chalk board, have them draw their quick version of the idiom. The student that guesses the saying is the next student to select an idiom and draw.

Name \_\_\_\_\_ Today's Date \_\_\_\_\_

**Directions:** After discussing with your teacher what an idiom is and how they are used, try to determine the meanings of the following horse idioms. The idioms appear in bold letters and are underlined. Write your answers on a separate sheet of paper.

**Example:** The child should not look a gift horse in the mouth and be happy with the gift he got. Answer: not to complain because the gift wasn't perfect.

1. Jill backed the wrong horse when she voted for discontinuing recess for one week.
2. My brother is as stubborn as a mule. I can never make him change his mind.
3. Carlos is as stout as a horse. He moved the boxes without any help.
4. Shelia is always getting on her high horse and telling people what to do.
5. Mom told us to hold our horses while she talked to grandma.
6. Jack was chomping at the bit for Christmas vacation to start.
7. Tyler does not have much horse sense and usually makes bad decisions.
8. The ball park is close, let's just hoof it.
9. The teacher told the students not to horse around while they were waiting for the bus.
10. I heard it straight from the horse's mouth that we are not having a test on Friday.
11. Our teacher has been riding herd on us so that we will do good on our next test.
12. My grandfather worked like a horse his entire life.
13. Wild horses could not drag me away from tonight's ball game.
14. Sherry just won the drawing for fifty dollars, she must have a bucket full of horse shoes.
15. Liz wanted to switch from playing the flute to drums and her mother told her that she cannot change horses in mid-stream.
16. Buying school supplies before you know what you will actually need is like putting the cart before the horse.
17. I finally decided to put my favorite shoes out to pasture and get a new pair.
18. Chelsie tried to help Candice but she realized that you can lead a horse to water but you can't make it drink.
19. Aiden was a dark horse in the run for student council, until he put posters everywhere with his picture on them.
20. John won't apologize to Tim because he says a zebra can't change it's stripes.

My favorite horse idiom is:



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# Hoofing it Through History!!

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**Grade Level:** 4-6 Social Studies and Geography

**Objective:** After completion of this activity, students will be more familiar with reading maps and labeling locations on maps. Students will also learn the location of important battles of the American Civil War. Through the use of these maps, students will practice with latitude and longitude.

**Illinois Learning Standards:** Social Science 16.A.2a; 16.A.2b; 16.A.2c; 16.B.2d; 16.E.2c; Geography 17.A.2b **Assessment Framework:** 16.5.01; 16.5.02; 16.5.03; 15.5.04; 16.5.26; 16.5.27; 17.5.03; 17.5.04.

## **Suggested Reading Materials:**

IAITC Horse Ag Mag

<http://www.civilwarhome.com/horses.htm>

**Introduction:** In the time of the American Civil War, horses were an important factor in the outcome of the war. The horses that served the Confederate and Federal armies left lasting impressions on all that surrounded them. These horses worked tirelessly to carry their masters through the battle fields. The horse of a commanding officer was generally as well known to the rank and file as the general himself, and the soldiers were as affectionately attached to the animal as they were to their commanding officer. The following is an excerpt from the website <http://www.civilwarhome.com/horses.htm>, and is an account of General Ulysses S. Grant's beloved war horses. Grant had a fondness for horses that can be seen in the writings of his son, Fredrick Dent Grant. For more information on war horses and their Generals, visit the listed website.

This activity relates the horse and history directly. Have students read the writings of Fredrick Dent Grant. After the reading the passage, have students complete the ISAT questions then research the sites found in the reading. Have students map the different locations on the maps provided. This exercise uses Google Earth.

## **Lesson Extender!**

1. Have students do an Internet search for images of American Civil War horses or War horses in general and create a display or bulletin board in class with the photos they found.

## General Grant's Horses

Adapted from the writings of Fredrick Dent Grant

<sup>1</sup>When the Civil War broke out, my father, General Grant, was appointed colonel of the Twenty-first Illinois Volunteer Infantry and upon joining the regiment purchased a horse in **Galena, Illinois**. This horse, though a strong animal, proved to be unfit for the service. When my father was taking his regiment from **Springfield, Illinois**, to **Cairo, Missouri**, they camped on the **Illinois River** for several days. During the time they were there a farmer brought in a horse called "Jack." This animal was a cream-colored horse, with black eyes, mane and tail of silver white, his hair gradually becoming darker toward his feet. He was a beautiful animal, high spirited, very intelligent and an excellent horse in every way. He was a stallion and of considerable value. My father used him until after the **Battle of Chattanooga** (November, 1863) as an extra horse and for parades and ceremonial occasions. At the time of the Sanitary Fair in **Chicago** (1863 or '64), General Grant gave "Jack" to the fair, where he was raffled off, bringing \$4,000 to the Sanitary Commission. Soon after my father was made a brigadier-general, (August 8, 1861), he purchased a pony for me and also another horse for field service for himself. At the **Battle of Belmont** (November 7, 1861), his horse was killed under him and he took my pony. The pony was quite small and my father, feeling that the commanding general on the field should have a larger mount, turned the pony over to one of his aides (Captain Hyllier) and mounted the captain's horse. The pony was lost in the battle.

<sup>2</sup>The next horse that my father purchased for field service was a roan called "Fox," a very powerful and spirited animal and one of great endurance. This horse he rode during the **siege and battles around Fort Donelson** and also at **Shiloh**.

<sup>3</sup>At the **Battle of Shiloh** the Confederates left on the field a rawboned horse, very ugly and apparently a good for nothing horse. As a joke, the officer who found this animal on the field sent it with his compliments, to Colonel Lagow, one of my father's aides, who always kept a very excellent mount and was a man of means. The other officers of the staff "jollied" the colonel about this gift. When my father saw him, he told the colonel that the animal was a thoroughbred and a valuable mount and that if he, Lagow, did not wish to keep the horse he would be glad to have him. Because of his appearance he was named "Kangaroo," and after a short period of rest and feeding and care he turned out to be a magnificent animal and was used by my father during the **Vicksburg** campaign.

**4** In this campaign, General Grant had two other horses, both of them very handsome, one of which he gave away and the other he used until, late in the war. During the campaign and siege of Vicksburg, a cavalry raid or scouting party arrived at Joe Davis' plantation (the brother of Jefferson Davis, President of the Confederacy) and there captured a black pony which was brought to the rear of the city and presented to me. The animal was worn out when it reached headquarters but was a very easy riding horse and I used him once or twice. With care he began to pick up and soon carried himself in fine shape.

**5** At that time my father was not feeling well and his horse being restless caused him a great deal of pain. It was necessary for General Grant to visit the lines frequently and one day he took this pony for that purpose. The gait of the pony was so delightful that he directed that he be turned over to the quartermaster as a captured horse and a board of officers be convened to appraise the animal. This was done and my father purchased the animal and kept him until he died, which was long after the Civil War. This pony was known as "Jeff Davis."

**6** After the **Battle of Chattanooga**, General Grant went to **St. Louis**, where I was at the time, critically ill from dysentery contracted during the siege of Vicksburg. During the time of his visit to the city he received a letter from a gentleman who signed his name "S.S. Grant," the initials being the same as those of a brother of my father's, who had died in the summer of 1861. S.S. Grant wrote to the effect that he was very desirous of seeing General Grant but that he was ill and confined to his room at the Lindell Hotel and begged him to call, as he had something important to say which my father might be gratified to hear.

**7** The name excited my father's curiosity and he called at the hotel to meet the gentleman who told him that he had, he thought, the finest horse in the world, and knowing General Grant's great liking for horses he had concluded, inasmuch as he would never be able to ride again, that he would like to give his horse to him; that he desired that the horse should have a good home and tender care and that the only condition that he would make in parting with him would be that the person receiving him would see that he was never ill-treated and should never fall into the hands of a person that would ill-treat him. This promise was given and General Grant accepted the horse and called him "Cincinnati." This was his battle charger until the end of the war and was kept by him until the horse died at **Admiral Ammen's farm in Maryland**, in 1878.

**8** In 1864, some people in Illinois found a horse in the southern part of that State, which they thought was remarkably beautiful. They purchased him and sent him as a present to my father. This horse was known as "Egypt" as he was raised, or at least came from southern Illinois, a district known in the State as Egypt, now the area around the town of **Cairo, Illinois**.

**6th Grade**

**1**

What type of writing is this passage?

- A** Descriptive
- B** Expository
- C** Narrative
- D** Persuasive

**2**

What is the meaning of 'jollied' as used in the sentence below?

"The other officers of the staff "*jollied*" the colonel about his gift."

- A** Admired
- B** Questioned
- C** Envied
- D** Teased

**3**

Why was General Grant curious about the letter he received from "S.S. Grant"?

- A** Because it was his father's name.
- B** Because it was his brother's name.
- C** Because it was the name of his best friend.
- D** Because it was his name.

**4**

In paragraph 1, why does the author use the words "This animal was a cream-colored horse, with black eyes, mane and tail of silver white, his hair gradually becoming darker toward his feet."?

- A** To establish the plot of the passage.
- B** To establish the theme of the passage.
- C** To create a picture in the reader's mind of the horse.
- D** To create a picture of the setting of the story.

**6th Grade**

**5**

Why did General Grant ride the pony "Jeff Davis" to the front lines?

- A** Because he was a beautiful pony.
- B** Because the gait of the pony was smooth.
- C** Because there were no horses available.
- D** To give his horses a rest.

**6**

Which of these words is the best definition of the word "handsome" as used in paragraph 4?

- A** Ugly
- B** Old
- C** Pretty
- D** Short

**7**

In paragraph 3, what does the author mean by the statement "a man of means"?

- A** A man with money.
- B** A man with a good education.
- C** A man that is poor.
- D** A man that is dressed nicely.

**8**

Why was this passage called "General Grant's Horses"?

- A** Because it mentions General Grant.
- B** Because it is about horses.
- C** Because it is about Grant and the horses that he used during war.
- D** Because it is about the Civil War.



# Hoofing it Through History!!

## Activities

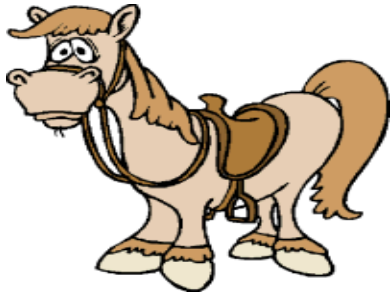
1. On the Civil War map, label each state with its correct abbreviation.
2. Color the Union States **blue** and the Confederate States **gray**.
3. On the Illinois map, label all the locations that are related to General Grant and his horses as discussed in the reading.
4. On the Illinois map, draw in with blue marker the Illinois River and the Mississippi River.
5. On a computer navigate to the website Google Earth (<http://earth.google.com/>). From this site, look at the following locations, when a red or blue balloon appears you can click for a closer look.
  - Type in the “fly to” box the Battle of Belmont, Missouri. This will show the actual field where the fight took place and allow you to connect to several other battle fields where General Grant was involved.
  - What is the latitude and longitude of the **first** Battle of Belmont?
  - Click on both blue balloon icons “Mo: Battle of Belmont.” This will tell you the date of the battle and also provide a link to all the famous battle sites of the American Civil War.
  - Start a new “fly to search.” Look up Cairo and Galena, Illinois. Find the elevation, latitude and longitude, but make sure that you place your mouse over the red dot, which is the town’s center.
  - Place a star on the U.S. Map in the locations of the battles discussed in the reading.

# Civil War Map









# El Caballo

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**Grade Level:** 4-6 Social Studies, Language Arts and Geography

**Objective:** : After completion of this activity, students will be able to identify vocabulary words relating to the horse in both English and Spanish.

**Illinois Learning Standards:** Social Studies 17.A.1a and 17.A.2a. English Language Arts 1.A.2a; 1.C.2f. Geography 17.A.2b **Assessment Framework:** 1.5.02; 16.5.27; 17.5.03; 17.5.04.

## **Suggested Reading Materials:**

IAITC Horse Ag Mag

The Horse - El Caballo: A Journey for Kids DVD by Cherry Hill. Explores the world of taking care of horses in English and Spanish.

**Introduction:** Horses are embedded in our history. Throughout most of history, horses have provided humans with transportation and have served as key roles in agriculture, warfare, and sport. Today domestic horses are found throughout the world, with a total population estimated around 60 million. Horses were introduced to the Native Americans by Spanish explorers in the mid 1500s and then became an integral part of Native American culture by the 1600s. Discuss with students the arrival of the horse to America and the importance they had on helping explore and build our country. After discussing the importance of the Spaniards introduction of the horse, discuss the Spanish words for different horse vocabulary. Use the Horse Ag Mag to give students some visuals for the terms, then have them complete the word scramble. After students are familiar with the Spanish terms, try the lesson extending games below.

## **Lesson Extender!**

1. Create flash cards by using 5x7 cards. On one side put the English word, on the back side put the Spanish word. You could mix this activity up by also including definition of the words instead of the word.
2. With the flash cards play, “Around the World” with students.
3. First divide student up into families (groups). Have students face off one at a time, similar to the game show “Family Feud.” Use objects like a fly swatter to have the students buzz in, the fly swatter on the bottom is the student that gets to answer the question you asked from the flash cards you created in lesson extender # 1.

For pronunciation help, Spanish vowels sound as follows:

A = ah    E = ay    I = ee    O = oh    U = ooh

Bridle	A strap that helps guide the horse; it fits over the horses head.	Brida
Brush	A soft bristle object that removes dirt and dust from horse.	Cepillo
Chaps	Joined leather leggings worn for protection by cowboys.	Capitulos
Comb	A long toothed material used to detangle the horse's hair.	Peine
Cowboy	A man who herds and tends animals.	Vaquero
Cowgirl	A woman who herds and tends animals.	Gaucha
Foal	A young horse who is not yet one year old.	Potro
Halter	A rope or strap that is used to lead or restrain horses.	Cabestro
Herd	A group of horses that travel together.	Manada
Horse	A solid-hoofed herbivore mammal.	Caballo
Mane	The long hair grown on the neck of the horse.	Crin
Mare	A female horse.	Yegua
Pony	A small horse-like animal that is less than 14 hands tall.	Poni
Reins	A strap attached to a bit that helps rider guide horse.	Riendas
Rope	A lasso used by cowboys.	Lariat
Saddle	A seat for the rider that goes on the back of the horse.	Silla
Spurs	Attached to the cowboy's heel.	Espuelas
Stirrups	Attachment to a saddle that helps a rider mount.	Estribos
Tail	Long flowing hair attached at the rear of the horse.	Cola

Name \_\_\_\_\_ Today's Date \_\_\_\_\_

**Directions:** Unscramble and rewrite the jumbled word on the line provided. Then write the Spanish equivalent.

**English Vocabulary Scramble**

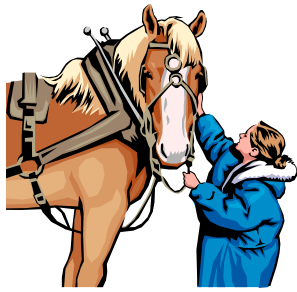
- 1. IBELDR \_\_\_\_\_
- 2. SHRBU \_\_\_\_\_
- 3. HCAPS \_\_\_\_\_
- 4. BOCM \_\_\_\_\_
- 5. BYCOOW \_\_\_\_\_
- 6. RIOLCWG \_\_\_\_\_
- 7. LOAF \_\_\_\_\_
- 8. LARETH \_\_\_\_\_
- 9. RHRE \_\_\_\_\_
- 10. RHOES \_\_\_\_\_
- 11. NAEM \_\_\_\_\_
- 12. RAME \_\_\_\_\_
- 13. NOPY \_\_\_\_\_
- 14. INESR \_\_\_\_\_
- 15. POER \_\_\_\_\_
- 16. DASDEL \_\_\_\_\_
- 17. URPS \_\_\_\_\_
- 18. RIUPSTSR \_\_\_\_\_
- 19. ILAT \_\_\_\_\_

<b><u>WORD BANK</u></b>	
Saddle	Reins
Brush	Rope
Comb	Spurs
Halter	Cowgirl
Herd	Stirrups
Bridle	Mare
Chaps	Foal
Tail	Horse
Cowboy	Mane
Pony	

**Spanish Vocabulary Scramble**

- 1. DIRAB \_\_\_\_\_
- 2. ILCEPLO \_\_\_\_\_
- 3. UAPICTOSL \_\_\_\_\_
- 4. NEPEI \_\_\_\_\_
- 5. QURAVEO \_\_\_\_\_
- 6. UGAAHC \_\_\_\_\_
- 7. ROTOP \_\_\_\_\_
- 8. BETSROAC \_\_\_\_\_
- 9. AAMNAD \_\_\_\_\_
- 10. COLBALA \_\_\_\_\_
- 11. INAEEM \_\_\_\_\_
- 12. UEGYA \_\_\_\_\_
- 13. NIPO \_\_\_\_\_
- 14. IRAALT \_\_\_\_\_
- 15. UREDCA \_\_\_\_\_
- 16. LALIS \_\_\_\_\_
- 17. SLEUPREAS \_\_\_\_\_
- 18. SOESRIBT \_\_\_\_\_
- 19. OACL \_\_\_\_\_

<b><u>WORD BANK</u></b>	
Cabestro	Estribos
Brida	Yegua
Cola	Riendas
Silla	Vaquero
Lariat	Potro
Cepillo	Manada
Caballo	Gaucha
Crin	Espuelas
Poni	
Capitulos	
Peine	



# The Work Horse

**Grade Level:** 4-6 Science

**Objective:** After completing this activity, students should be able to identify types of simple machines and be able to provide an example for each machine used.

**Illinois Learning Standards:** Math 11.A.2b; 11.A.2e; 11.B.2c; 13.B.2a.

## **Suggested Reading Materials:**

IAITC Horse Ag Mag

Leonardo's Horse By Jean Fritz ISBN# 0-399-23576

FCAE's Machine mAGic kit

<http://www.mos.org/sln/Leonardo/LeoHomePage.html>

[http://www.coe.uh.edu/archive/science/science\\_lessons/scienceles1/finalhome.htm](http://www.coe.uh.edu/archive/science/science_lessons/scienceles1/finalhome.htm)

**Introduction:** Simple machines are tools that we have devised to make everyday tasks easier. Simple machines are tools that generally have few to no moving parts and can be found all around us. In early history, humans used the combination of simple machines and horses to perform amazing tasks that have helped reduce work. Explain the seven types of simple machines and how they work. These machines can be tied back to horses and agriculture, some examples are: covered wagons = wheel and axle, an axe for cutting wood = wedge, hoisting water in a bucket from an old well = pulley, dumping contents from a wheelbarrow = lever, sloping roads (the horse pulling the cart up the hill) = inclined plane. After students understand how each simple machine works complete this school or classroom scavenger hunt.

## **Lesson Extender!**

1. Have students develop their own machine that performs an activity that they don't like doing. For example, a student may develop a machine that takes out the household trash. The new designs should include no less than three simple machines that they have just finished learning about. Allow the option for students to actually create machines or have them complete sketches of their inventions just like Leonardo might have! Have students share their inventions with the class and their motivation for wanting this particular machine.
2. Place regular household items that are simple machines in a brown lunch sack. Have students describe what the item is used for and what type of machine it is, for example a pair of scissors or a letter opener.

Name \_\_\_\_\_ Today's Date \_\_\_\_\_

**Directions:** In the time frame set by your teacher begin searching for simple machines that we use in everyday life. Use only the locations set up by your teacher and make sure to write either the name of the object or a description of the object so other students will know what you have found. Happy Hunting!

# of Items Found	Name of Machine Found	What Category of Simple Machine?	Location
One pair	Scissors	Lever	Mrs. Smith's Desk in Homeroom

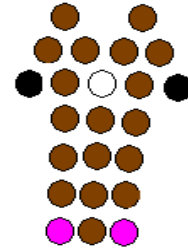
# Horsing Around!!

## Horse Craft Ideas

### Activity One: Horse Pony Bead Charm

#### Materials need per student:

- 22 Tan Beads or any other color for a horse, this is the coat color.
- 2 Black Beads for eyes, if a black horse use blue or green.
- 2 Black Beads or Pink Beads for the nostrils.
- 1 White Bead for the facial marking.
- 2 Feet of satin cord or string used for beading projects.
- 1 Lanyard Hook or Safety Pin for displaying.



HORSE BEAD PATTERN

After the horse is completed, students can use it as a key chain or necklace on a lanyard string. If you use a lanyard hook, wear it as a necklace. If you use a large safety pin, use it as an ornament or a pin.

#### Directions:

1. Fold cord or string in half to find the center.
2. Place first three beads on string. Example: pink, brown, pink (nostrils).
3. Weave both pieces of cord through the three beads so they stay in place.
4. Now follow bead pattern provided above.
5. Once project is completely laced tie cord off and trim.
6. Use attachment piece of your choice.

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### Activity Two: Horse Head from a paper bag

#### Materials needed per student:

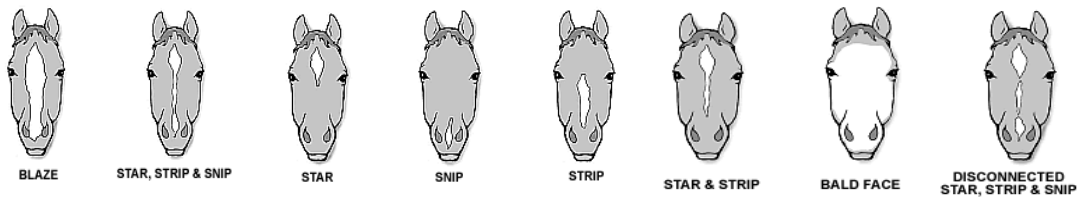
- 1 Brown paper lunch sack.
- Scissors
- Glue
- Markers or Crayons
- Brown yarn
- Crumbled up newspaper



#### Directions:

1. Have students trace a horse head template on the bottom of their bag or for older students have them free hand a horse head silhouette.

- Cut out the horse head silhouette and then stuff bottom of bag with crumbled up paper.
- Have students glue bag shut.
- Take left over part of bag and cut off the corners to make it look U-shaped.
- Glue all flaps of U-shape down and then glue it to the bottom of the horse head silhouette.
- Cut strings of brown yarn for the forelock (hair on top of the head) and glued between ears.
- Decorate with marker by adding eyes, nostrils and have students try to replicate one of the following facial markings.



### Activity Three: Stick Horse

#### Materials needed per student:

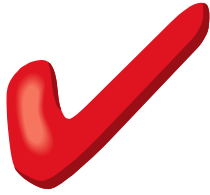
Yard stick or a card board tube from wrapping paper  
 Cardboard or heavy weight paper  
 Scissors  
 Construction paper  
 Markers  
 Yarn  
 Glue and tape



#### Directions:

- Give each student the pre-cut Horse Heads (2 per student) or have older students cut them out.
- Have students decorate with construction paper and markers. Have them try to duplicate coat colors and patterns that you have talked about previously.
- Use yarn to make a mane and forelock, glue onto horse.
- Cut three foot piece of yarn and glue to the mouth to serve as the reins.

Now that the horses are complete, you could organize activities to use them. For example: Stick horse races, horse obstacle courses that resemble horse jumps or running barrels. Students could also practice the gaits of a horse: walk, trot, lope, run.



# Answers!!

## **The Reading Ranch (Pages 6-9):**

4th Grade: 1. C    2. D    3. C    4. B    5. B    6. A    7. C    8. A

6th Grade: 1. D    2. C    3. A    4. B    5. A    6. C    7. D    8. D

## **A “Hand”some Horse (Pages 11-13):**

1. 5ft. 3 inches
2. 4ft. 8 inches
3. the 16 hand horse
4. 4.5ft. 8 inches
5. 4ft. 5 inches
6. 5ft. 1 inch
7. 3ft 7 inches
8. 15.6 hands
9. 3¼ inches or 8.3 cm.
10. Measures 4½, so no it would not fit.

## **Hoofing it Through History (Pages 20-24):**

Union States (blue): Ca, Or, Ks, Mn, Ia, Wi, Il, In, Mi, Oh, Wv, Pa, Ny, De, Nj, Ct, Ri, Ma, Vt, Nh and Me.

Confederate State (gray): Tx, Ar, La, Ms, Al, Ga, Fl, Tn, Sc, Nc and Va.

Latitude and Longitude of the first Battle of Belmont: 36 degrees 47’00.21” North by 88 degrees 56’ 28.49” West with an elevation of 350ft.

### **ISAT Questions:**

1. C    2. D    3. B    4. C    5. B    6. C    7. A    8. C

## **El Caballo: The Horse (Pages 26-27)**

Scrambled words are in the same order from top to bottom as on the teacher pronunciation page. So Bridle is the first word and Tail is the last.

**A Work Horse (Page 29):** Answers will vary by student.



# Additional Resources!!

## Recommended Books

A Field Full of Horses by Peter Hansard

Horse Dictionary: An A to Z of Horse by Don Harper

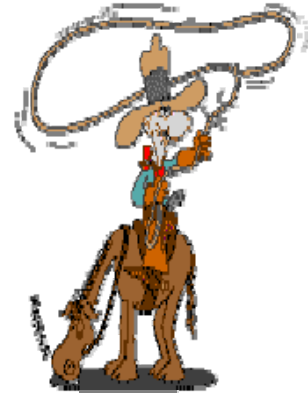
Leah's Pony by Elizabeth Friedrich

Leonardo's Horse by Jean Fritz

Misty of Chincoteague by Marguerite Henry

The Perfect Pony by Corinne Demas

Wild Horses by George Edward Stanley



## Cool Websites

For coat colors and patterns: <http://www.equusite.com/articles/basics/basicsColors.shtml>

Study the different breeds of horses: <http://www.ansi.okstate.edu/breeds/horses/>

General horse information: <http://horsefun.com/>

History of the horse: <http://www.imh.org/index.php>

Horse Facts: <http://www.fbresearch.org/HorseFacts/index.htm>

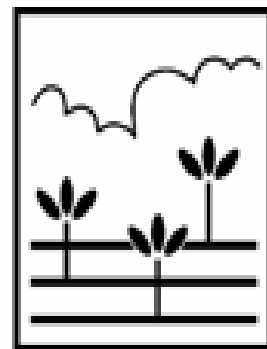
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