

FACES®

Horsing Around

Horses and people have had a special connection for thousands of years. Find out what makes the horse an animal people depend on for enjoyment, recreation, work, and health.

CONVERSATION QUESTION

What traits make horses so important to humans?

TEACHING OBJECTIVES

- Students will learn about the traits of different kinds of horses
- Students will learn about the reasons why humans have strong connections to horses
- Students will obtain, evaluate, and communicate information
- Students will analyze causes and effects of historical developments
- Students will construct explanations
- Students will write arguments to support claims, using valid reasoning and relevant and sufficient evidence
- Students will draw evidence from informational text to support analysis, reflection, and research



In addition to supplemental materials focused on core STEM skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

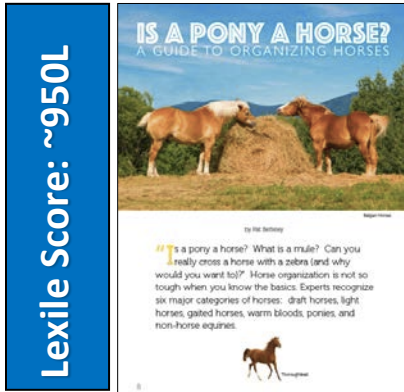
SELECTIONS

- **Is a Pony a Horse?**
Expository Nonfiction, ~950L
- **The Sport of Kings**
Expository Nonfiction, ~1150L
- **Horses as Healers Around the World**
Expository Nonfiction, ~1050L

Is a Pony a Horse?

pp. 8–11, Expository Nonfiction

Students learn different categories of horses and their special traits. Use this article to teach about traits and categorization.



RESOURCES

- Horse Categories Organizer

OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will obtain, evaluate, and communicate information
- Students will write arguments to support claims, using valid reasoning and relevant and sufficient evidence

KEY VOCABULARY

- **temperament (p. 9)** the usual attitude, mood, or behavior of an animal or person
- **agility (p. 9)** the ability to move quickly and easily
- **versatile (p. 10)** able to do many different things

ENGAGE

Conversation Question: What traits make horses so important to humans?

Ask students to brainstorm a list of different traits horses have. Then have them work with a partner to compare lists. Next, ask students how horses differ. Encourage them to extend their thinking beyond size and color. Finally, explain that this article describes categories that horses are grouped into according to their traits.

INTRODUCE VOCABULARY

Read the vocabulary words aloud. Have students skim pages 9 and 10 to find the sentences where these words first appear. Then have them work in pairs to read for context clues and discuss how these words relate to the topic of horses.

READ & DISCUSS

- Have students read the article with a partner. Then lead a class discussion based on the following prompts:
- What are differences in physical traits between different horses?
- What are differences in temperamental traits between different horses?
- How do traits determine how a horse is able to relate to and work with humans?

SKILL FOCUS: Evaluate Information

INSTRUCT: Have students use information from the article to complete the *Horse Categories* graphic organizer. Then have students work in small groups to compare their charts and discuss any differences in the details they recorded.

ASSESS: Have students use the information from their charts to answer the conversation question: What traits make horses so important to humans?

EXTEND

Language Arts Have students decide what type of horse they would want and why. Then have them write an opinion piece that describes their choice and uses evidence from the article to support it.

Horse Categories

Use this chart to record information you find about the traits of different types of horses described in the article. The first entry is done for you as an example.

Category	Physical Traits	Temperament	Used For	Examples
draft horses	tall, heavy, strong	calm	carrying heavy loads	Clydesdales, Belgians

The Sport of Kings

pp. 12–15, Expository Nonfiction

Use this article about the history of horse racing to help students analyze causes and effects of historical developments.



ENGAGE

Conversation Question: What traits make horses so important to humans?

Ask students what they know about horse racing and record their thoughts on the board. Discuss possible explanations for why horse racing has been a particularly popular sport in some historical times and locations.

INTRODUCE VOCABULARY

Read the vocabulary words and ask students to determine which words most likely have a historical context in the article. Review the meanings of each word, and then ask students to predict how each word may be used in connection to horse racing. Have students look for these words when reading the article.

RESOURCES

- Horse Racing in History: Causes & Effects Organizer

OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will analyze the causes and effects of historical developments
- Students will draw evidence from informational text to support analysis, reflection, and research

KEY VOCABULARY

- **chariot** (p. 12) a carriage with two wheels that was pulled by horses and was raced and used in battle in ancient times
- **hippodrome** (p. 12) an ancient Grecian stadium for horse racing and chariot racing
- **wagering** (p. 14) betting money or valuables on the outcome of something
- **corruption** (p. 14) dishonest or illegal behavior

READ & DISCUSS

Have students read the article with a partner. Then lead a class discussion based on the following prompts:

- Why do you think horse racing has continued since 4000 BCE?
- What are some of the negative consequences that occurred because of horse racing?
- What do you think draws people to horse racing today?

SKILL FOCUS: Analyze Causes and Effects

INSTRUCT: Read the first paragraph of the article and discuss the possible reasons why horse racing was a part of the nomadic culture. Write ideas on the board as cause/effect statements. Next, have students look on pages 12–14 for other cause/effect relationships about the popularity and geographic spread of horse racing. Distribute one copy of the *Horse Racing History: Causes & Effects* graphic organizer to each student and have them use it to record their findings.

ASSESS: Have students compare their graphic organizers in small groups and discuss the cause-and-effect relationships they recorded. Listen to student discussions to informally assess their understanding.

EXTEND

Language Arts Have students reread the description of a jockey's job on page 15 and discuss the pros and cons of being a jockey. Then have them discuss whether they would want this job, using evidence from the text to support their opinions.

Horse Racing in History: Causes & Effects

Use this chart to record cause-and-effect relationships related to horse racing. Look for ways that historical events influenced the popularity of horse racing and its spread to new locations around the world.

Page	Cause	Effect

Horses as Healers Around the World

pp. 20–23, Expository Nonfiction

Use this article about the use of horses for therapy to help students understand why horses are used as therapy animals.



OBJECTIVES

- Students will read and analyze a nonfiction article
- Students will construct explanations
- Students will obtain, evaluate, and communicate information

KEY VOCABULARY

- **therapeutic** (p. 20) producing good effects on your body or mind
- **paralyzed** (p. 20) unable to move or feel
- **dressage** (p. 20) a competition in which horses perform special movements in response to signals from their riders
- **equestrian** (p. 20) relating to the riding of horses

ENGAGE

Conversation Question: What traits make horses so important to humans?

Review the photos in the article with students and ask them to guess how the horses are helping the people. Tell students to read this article to learn about the physical and behavioral traits that make horses excellent therapy animals.

INTRODUCE VOCABULARY

Have students work in pairs to locate the vocabulary words on page 20 and use context to figure out word meanings and write definitions. Next, have partners look up the definitions and compare them to the ones they wrote.

READ & DISCUSS

Have students read the article with a partner. Then lead a class discussion based on the following prompts:

- What are some ways that horses help adults?
- What are some ways that horses help children?

SKILL FOCUS: Construct Explanations

INSTRUCT: Remind students that this article describes many different types of physical and mental challenges that horses help heal. Have students make a two-column chart with the headings “Mental and Physical Challenges” and “How Horses Help.” Have students work in pairs to fill in the chart with details from the article.

ASSESS: Have students use the information they gathered to write a short essay that answers this question: Why do horses make excellent therapy animals? Invite students to share their essays with the class.

EXTEND

Science Ask students to study the Fast Facts on page 23. Then have them conduct research to find three additional facts they think would add relevant information and help in understanding the topic of the article.