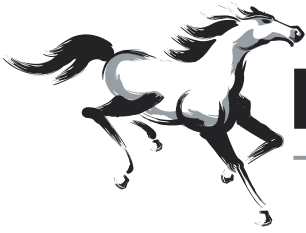




Project Hoofbeat

Teacher's Guide for the Classroom

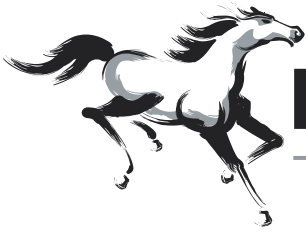
Created by the Virginia Racing Commission, with assistance from the Virginia Equine Ambassadors



Project Hoofbeat

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A Message from the Virginia Racing Commission...

Dear Teachers and Parents,

The love affair between horses and Virginia dates back to 1610 when the first horses arrived in Jamestown. Since then, Virginia's equine industry has continued to grow and flourish and today, live racing, horse farms, breeders and others contribute to making Virginia the fifth largest equine state in the nation. From Thoroughbred race horses to steeplechase jumpers, swimming ponies to bucking broncos, Virginia is for horse lovers.

The affinity for horses typically begins at a young age, providing the perfect opportunity to stimulate a lifelong interest in the equine industry.

The Virginia Racing Commission, which is responsible for promoting, sustaining and growing the equine industry in Virginia, created the enclosed materials to help you incorporate different facets of the industry into your learning activities. All materials have been developed in accordance with the Virginia Department of Education Standards of Learning and are designed for use with the/a fourth grade curriculum.

In the following pages, you will find information about Virginia's equine industry, classroom activities and field trip ideas. We hope that you find these resources to be informative and educational, and we thank you for your interest and enthusiasm in one of Virginia's most important industries.

Sincerely,

A handwritten signature in black ink that reads "Peter C. Burnett". The signature is written in a cursive style with a large, stylized initial "P".

Peter Burnett
Chairman
Virginia Racing Commission



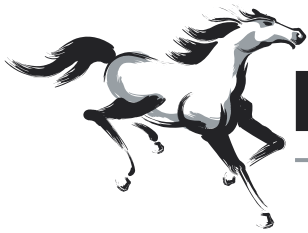
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A Brief History of the Horse In Virginia

Since the first colonists arrived in Jamestown, horses have been vital to human survival. Throughout the Commonwealth's history, horses have helped us farm, carried us to explore the frontier and pulled our barges, wagons and trains. A brief history of the horse in Virginia is below.

YEAR MILESTONE

- 1610 Arrival of the first horse in Jamestown
- 1674 First American Quarter Horse races in Enrico County (now Henrico County)
- 1730 Bulle Rock, first imported Thoroughbred known as the "Father of all Thoroughbreds," arrives in Virginia
- 1853 The Upperville Colt and Horse Show begins (now the oldest horse show in the U.S.)
- 1895 Strawberry Hill Races established
- 1941 Founding of the present day Virginia Thoroughbred Association (VTA)
- 1970 Secretariat is born on March 30, 1970 at Meadow Farm in Doswell, Va.
- 1973 Secretariat wins the Triple Crown, marking the first time in 25 years a horse won the Triple Crown
- 1980 Loudoun County's Genuine Risk wins the Kentucky Derby
- 1987 The Virginia Horse Center established to promote Va.'s horse industry
- 1988 Statewide referendum passed for pari-mutuel wagering; The Virginia Racing Commission was established
- 1994 The Virginia Horse Industry Board established
- 1995 The Virginia Horse Journal established
- 1996 First satellite wagering facility opened in Virginia (Chesapeake)
- 1997 Colonial Downs opened in New Kent, Va.
- 1998 The Breeders Crown, Harness Racing's premier event, held at Colonial Downs
- 1999 Inaugural running of the Virginia Derby
- 2007 The 10th Anniversary of Colonial Downs



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The Importance of the Horse to Virginia

Caring, grooming, feeding, transporting, training, sheltering and providing equipment and land for more than 215,000 horses has created a major industry within the Commonwealth. Horse owners in Virginia spend an average of \$3,642 per horse/year, which equals approximately **\$783 million** each year in direct expenditures supporting horses in the state. In addition, equine-related activities totaled nearly **\$35 million** in 2006. Travel and lodging, advertising and professional fees, among other miscellaneous expenses, are included in this category.

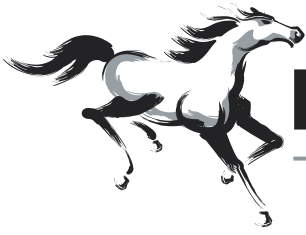
The total value of all equine in Virginia in 2006 was \$1.65 billion, and cash receipts for horses sold in Virginia totaled more than **\$107 million** in 2006, making equine-based activities the **sixth largest agricultural commodity** in Virginia.

The equine industry includes agriculture, breeding, racing, entertainment and recreation. It is a diverse industry that supports a wide variety of activities in all regions of the state, combining the primarily rural activities of breeding, training, maintaining and riding horses with the more urban activities of operating race-tracks, horse shows and public sales. From horseback riding to watching the ponies of Chincoteague, horses play a major role in the economy – and recreational activities – of Virginians.

***Incorporating the Horse
In the Classroom:
Lesson Plans and Activities***



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Lesson 1: Getting to Know the Horse

Note: Some of the equine terms may be above a fourth-grade level. However, they are terms that will help students gain a more complete understanding and appreciation of the equine industry. Please use the terms you deem appropriate.

Objective: Students will become familiar with equine terminology.

Materials Needed: Copies of equine terms and definitions, crossword puzzle, word search

Time: Two sessions of approximately 40 minutes each

Fourth-grade SOLs Addressed: Reading 4.3

Intro: This is recommended as the first lesson, as it will give students a working knowledge of terms to apply to other lessons.

Procedure: Teacher distributes Equine Terminology, along with the crossword puzzle and word search. Students may use the Terminology to complete the crossword puzzle and word search.

Results: Students will expand their vocabulary and learn about the equine industry.



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Getting to Know the Horse: Equine Terminology

Bay – Brown or tan horse with black mane and tail.

Blinkers – Device to limit horse's vision to prevent it from shying from objects or other horses.

Bolt – Suddenly veering from a straight course.

Breed – An equine group whose members have been selectively bred for consistent characteristics over a period of time and with pedigrees recorded in a stud book.

Broodmare – A female mare used specifically for breeding.

Bug – Apprentice jockey who is allowed a reduced weight as he/she gains experience.

Chalk – Horse favored in a race.

Chestnut – Yellow-red, red-yellow to golden-yellow horse with red mane and tail.

Colt – Male horse under five years of age.

Conformation – The shape of a horse.

Dam – The female parent of a horse.

Dead Heat – Two or more horses finishing in a tie at the wire.

Driver – A person driving a harness horse in a race.

Driving – Strong urging by the rider.

Filly – Female horse under five years old.

Foal – A horse under one year old.

Furlong – A distance equal to one-eighth of a mile.

Gait – Used to describe the manner in which a horse moves.

Gallop – A fast gait in which all four feet are off the ground at once.

Groom – A person who cares for a horse in the stables and in the paddock.

Hand – An approximately four-inch unit of measurement to describe a horse's height.

Hot Walk – Cooling down a horse by walking after a race or workout.

Jockey – Rider of a horse in a Thoroughbred race.



Juvenile – A two year old horse.

Length – About eight feet; the length of a horse from nose to tail.

Mare – Female horse five years old or older.

Nose – Smallest winning margin at the finish.

Pacer – A horse that moves both legs on one side of its body in the same direction at the same time.

Paddock – Area where the horses are saddled and paraded before post time.

Pedigree – The details of a horse's ancestry.

Photo Finish – A finish between two or more horses that is so close a still photograph must be used to determine the order of finish.

Pole Distance – Markers placed around the track, usually every one-sixteenth of a mile.

Post Parade – When the horses leave the paddock and walk in front of the grandstand.

Post Time – The designated time for a horse race to begin.

Roan Horse – A horse with a red and white hair mixture and a light gray appearance.

Silks – Shirt worn by jockey.

Sire – The male parent of a horse.

Stallion – Male horse used specifically for breeding.

Standardbred – The breed of horse that participates in harness racing.

Starting Gate – A mechanical device that allows each horse to begin a race at the same time.

Steeplechase – A race over a course with artificial obstacles.

Stick – A jockey's whip.

Stretch – The straightaway portion of a race track.

Sulky – A two-wheeled cart carrying the driver and pulled by a horse in harness racing.

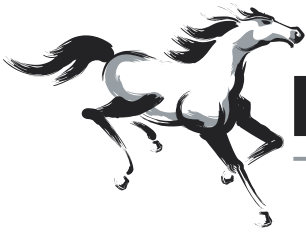
Tack – Equipment used for riding and driving a horse.

Thoroughbred – A horse that can trace its lineage back to one of three original horses; Thoroughbreds are specifically bred for racing.

Trainer – Person in charge of conditioning horses in preparation for races.

Trotter – In harness racing, horses that move with a diagonal gait.

Yearling – A horse that is one year old.



Getting to Know the Horse: Crossword Puzzle

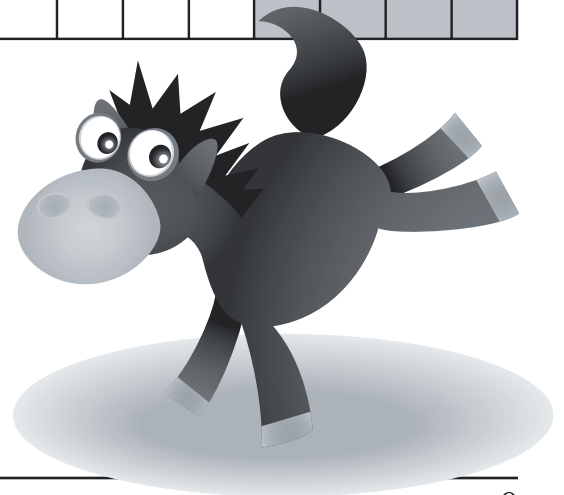
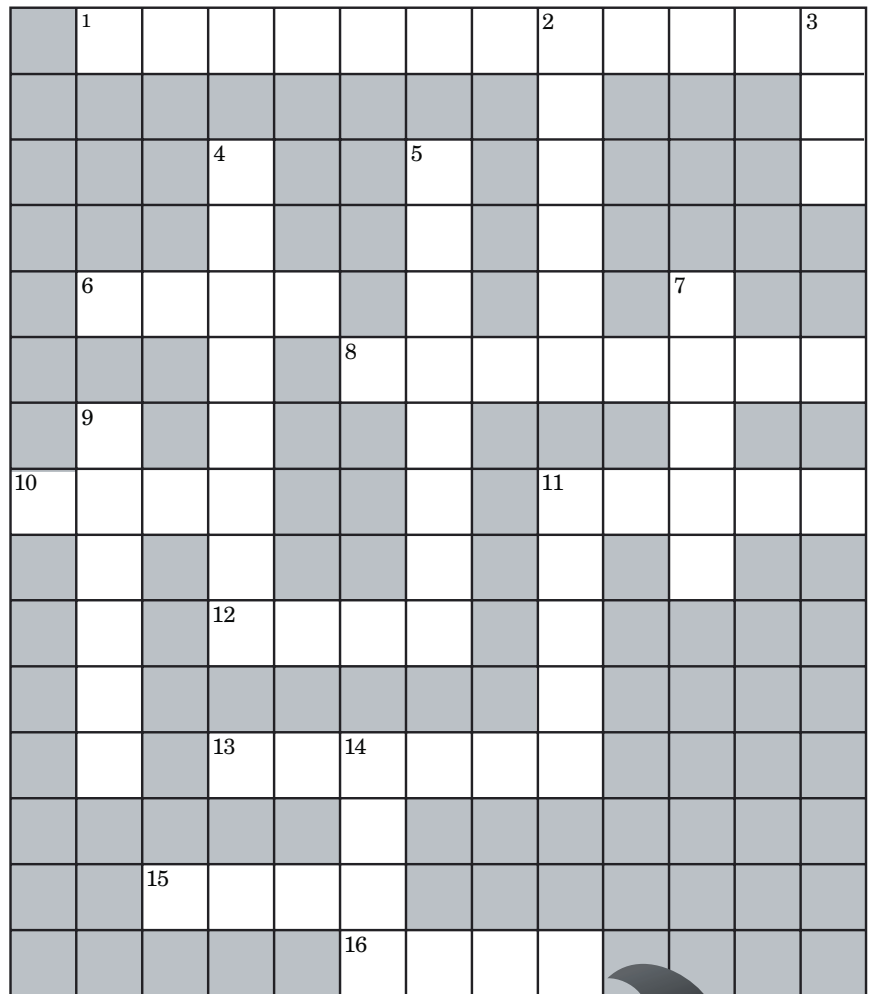
Complete the crossword by filling in a word that fits each clue.

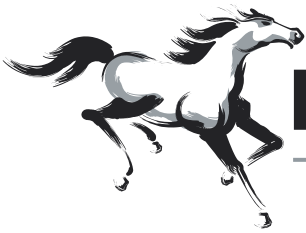
Across

1. The breed of horse that participates in harness racing
6. The manner in which a horse moves
8. A horse that is one year old
10. Female horse five years or older
11. Shirt worn by a jockey
12. The male parent of a horse
13. Rider of a horse
15. A horse under one year old
16. Equipment used for riding and driving a horse

Down

2. The person driving a harness horse
3. The female parent of a horse
4. A way to limit horse's vision
5. A two-year old horse
7. Female horse under five years old
9. Moving with all four feet off the ground
11. A cart pulled by the horse in harness racing
14. Male horse under five years old





Getting to Know the Horse: Word Search

Find and circle the following words:

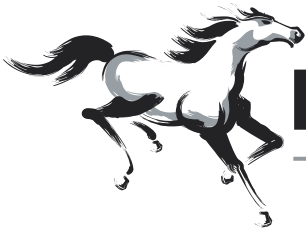
Filly
Breed
Foal
Colt
Blinkers
Chestnut
Silks

Gait
Nose
Sire
Sulky
Mare
Paddock
Hand

Driver
Bay
Groom
Chalk
Jockey
Stallion

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





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Lesson 2: Horses, Horses and More Horses

Objective: Students will learn what a breed is, and will become familiar with several different types of horse breeds.

Materials Needed: Informational handout on breeds, horse breed word search, horse breed worksheet

Time: Approximately 20 minutes

Fourth-grade SOLs Addressed: Reading 4.3

Intro: Using the “What exactly is a breed?” handout, students will learn what a breed is, and will learn about a few specific horse breeds. Students then will be introduced to the names of several horse breeds and encouraged to find them in a word search. An additional worksheet will challenge students to use research techniques to learn about and identify different horse breeds through images and descriptions.

Procedure: Teacher distributes “What exactly is a breed?” handout, word search and worksheet.

Results: Students will expand their vocabulary and learn about different horse breeds.



Horses, Horses and More Horses: What exactly is a breed?

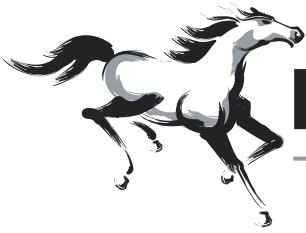
A **breed** is an animal group with many of the same characteristics. Horses in a breed may have the same appearance (conformation, in “horse talk”), hand height and stride. They also may have similar color patterns and markings. All of these unique features play an important role in identifying the horse. But, just like people can have unique combinations of eye, hair and skin coloring, horses in the same breed can have unique markings and characteristics.

Horse breeds can be as different as horses themselves. In fact, there are more than 100 different breeds of horses. Two very different breeds are the Arabian and the Azteca. The Arabian breed originated in Africa and the Far East and is probably one of the most pure breeds. Arabians are known for their ability to endure harsh desert climates. On the other hand, the Azteca breed is a more modern breed. The Azteca breed comes from Mexico and was first noticed in 1982. The Azteca is a cross between many different breeds and is known for its fine temperament.

Word Search

See how many different horse breeds you can find in the word search below.

| | | | | | | | | | | | | | | |
|--------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Palomino | E | P | A | L | O | M | I | N | O | A | C | D | B | D |
| Thoroughbred | S | I | H | I | R | U | A | R | A | B | I | A | N | E |
| Pinto | R | N | S | E | C | S | C | R | S | R | E | T | H | R |
| Shetland | O | T | H | O | R | O | U | G | H | B | R | E | D | B |
| Arabian | H | O | I | E | I | M | T | N | E | S | M | H | O | D |
| Shire | R | H | R | H | O | S | O | H | T | R | G | A | R | R |
| Criollo | E | M | E | I | L | H | W | E | L | S | H | C | G | A |
| Welsh | T | T | H | S | L | N | R | Y | A | N | O | K | A | D |
| Caspian | R | L | Y | M | O | R | G | A | N | L | U | N | N | N |
| Clydesdale | A | C | A | S | P | I | A | N | D | R | G | E | Y | A |
| Morgan | U | S | H | N | H | A | Y | L | W | E | L | Y | O | T |
| Standardbred | Q | T | E | C | L | Y | D | E | S | D | A | L | E | S |
| Quarterhorse | | | | | | | | | | | | | | |

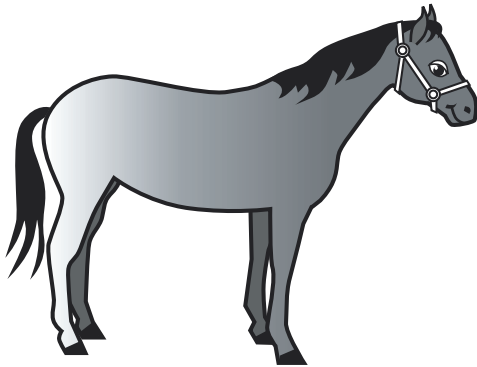


Horse Breeds

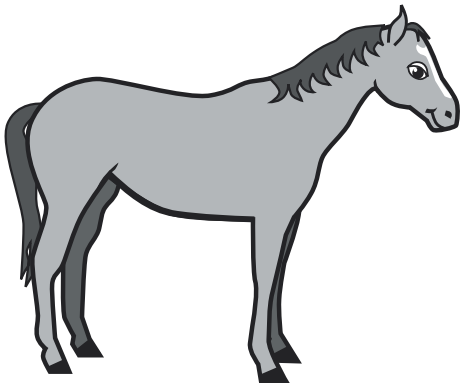
Five different horse breeds are listed below. Use the Internet, books or other resources to fill in the name of the correct breed next to its picture and description.

HORSE BREEDS

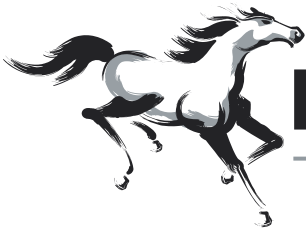
- Appaloosa Horse
- American Quarter Horse
- Standardbred Horse
- Clydesdale Horse
- Thoroughbred Horse



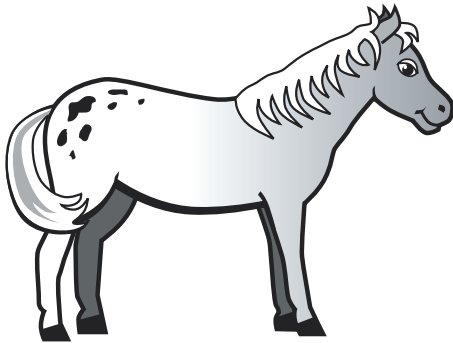
The _____ is a breed of horse best known as a harness racing breed. These horses tend to be muscular and long-bodied. They have refined, solid legs and powerful shoulders and hind quarters. They range in height from 14.1 to 17 hands and are most often bay or brown. There are two basic types of this horse, trotters and pacers.



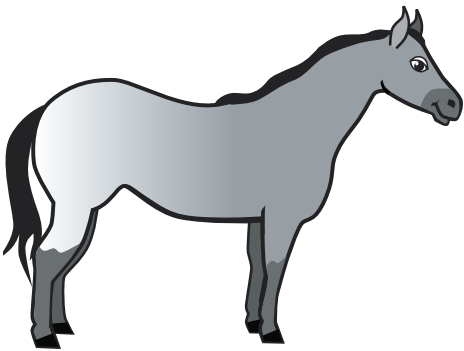
The _____ is best known for its use in horse racing. These horses are known for their agility, speed and spirit and are considered “hot blooded.” This type of horse was first developed during the 17th and 18th centuries in England. A typical horse of this breed ranges between 15.2 to 17 hands high, and they are most often bay, brown (dark bay), chestnut, black or gray. They are known for having a long body and lean legs.



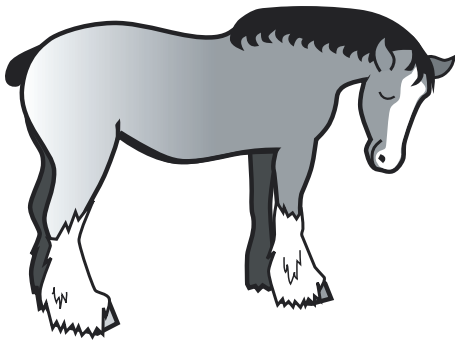
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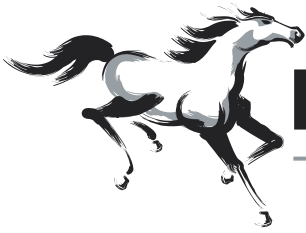
The _____ is known for its unique spotted coat and striped hooves. This breed of horse can have one of thirteen different spotting patterns. These horses can have brown, blue or hazel eyes, and may have eyes of different colors. The horse was developed by the NezPerce people of the American Pacific Northwest. This breed of horse was named the official state horse of Idaho in 1975 and is one of the most popular breeds in the United States.



The _____ excels at sprinting short distances. Its name actually came from its ability to outdistance other breeds of horse in races of a quarter mile or less. Horses of this breed have a small, short head with a straight profile and a strong, well-muscled body featuring a broad chest and powerful, rounded hindquarters. They usually stand between 14 and 16 hands high. These horses come in nearly all colors, but the most common color is sorrel, which is a brownish-red. This breed of horse is the most popular breed in the United States.



The _____ is a breed that comes from the very hard-working farm horses in Scotland. Thought to be more than 300 years old, the breed was used for pulling heavy loads in rural, industrial and urban settings. These horses can stand as tall as 18 hands and weigh up to one ton (2,000 pounds). They have large heads, small ears and large, dark eyes. Their legs are long and strong with hooves twice as large as other horses. They are known for the long hair, known as “feather,” that grows on their lower legs, falling over their hooves. These horses are commonly seen in parades.



Project Hoofbeat

Lesson 3: Tools of the Trade

Objective: Students will learn about the tools necessary to groom a horse.

Materials Needed: Vocabulary terms and definitions, word scramble

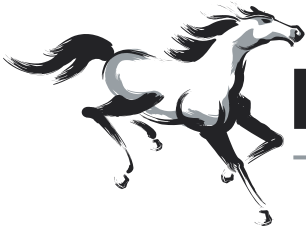
Time: Approximately 20 minutes

Fourth-grade SOLs Addressed: Reading 4.3

Intro: Using the vocabulary terms and definitions, students will learn about the tools necessary to groom a horse. Students then will be asked to unscramble the terms in a word scramble.

Procedure: Teacher distributes vocabulary handout and word scramble.

Results: Students will expand their vocabulary and learn about caring for horses.



Tools of the Trade: Vocabulary Terms

Body brush – Soft-bristled brush used to remove dust, grease and light dirt

Dandy brush – Hard-bristled brush used to remove dried mud and sweat

Mane comb – Long-toothed comb used to detangle mane and tail hairs

Curry comb – Rubber comb used to remove sweat and stimulate skin

Hoof pick – Used to clean out hooves

Hoof oil – Used to strengthen and shine hooves

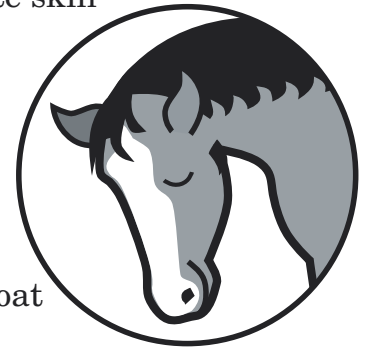
Shampoo – Used to clean hair and skin

Scissors – Used for small trimming projects

Towel – Used as a drying cloth to give extra shine to a horse's coat

Sponges – Used to clean eyes, nose and mouth

Bucket – Used to hold bathing suds or grooming tools



Tools of the Trade: Word Scramble

Using the vocabulary terms above, unscramble the following words.

T B C U E K

P S O A O M H

B M N O C M A E

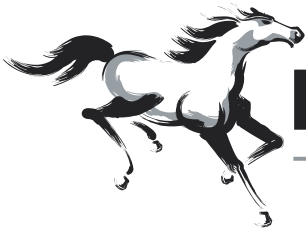
S U D B R D A Y N H

G S E O P N S

L T W O E

F K I O H P O C

Y B O D S B H U R



Project Hoofbeat

Lesson 4: How Many Hands?

Objective: Students will work together in groups to measure each other in “hands,” and convert those measurements into inches and centimeters.

Materials Needed: Hand worksheet, scissors, group chart for recording measurements

Time: Approximately 40 minutes

Fourth-grade SOLs Addressed: Math (Measurement) 4.11

Intro: Students will cut out their “hands” and then get into groups to measure one another. Measurements will be converted into inches and centimeters and recorded to share with the class.

Procedure: Teacher distributes hand worksheet. Students cut out their hands and are put into groups of 4-5 students each. Within their groups, the students will measure each other in hands, and then convert the hand measurements into inches and centimeters.

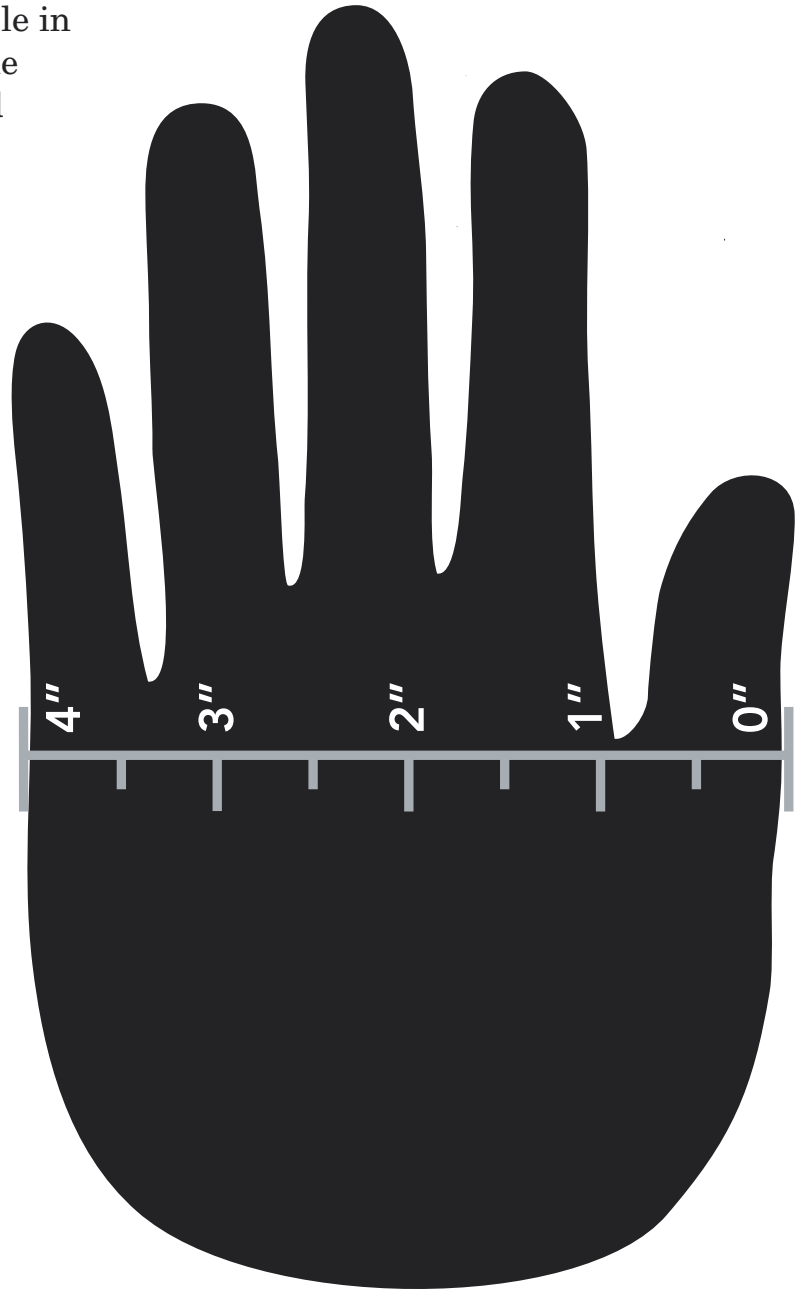
Results: Students will work in groups to improve math skills.

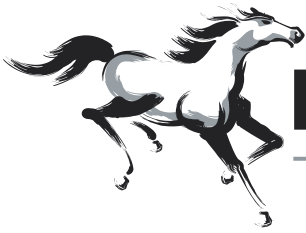


How Many Hands?

Horses and ponies are measured in units called “hands.” One hand is equal to four inches, or 10 centimeters. How many hands are you?

Cut out the hand below, get into a group and use your hand to measure the people in your group. Have each person in the group stand tall and use your hand to measure how tall they are. After you’ve measured everyone, convert your hand measurements into inches and centimeters and find the tallest person in your group.





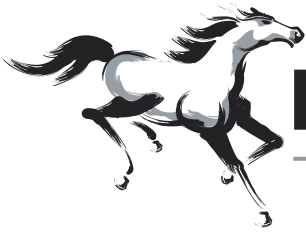
How Many Hands?

Horses and ponies are measured in units called “hands.” One hand is equal to four inches, or 10 centimeters. How many hands are you? Use the hand you cut out to measure and record the height of your group members.

| Name of group member | Hand measurement | In inches . . . (Number of hands x 4) | In centimeters . . . (Number of hands x 10) |
|----------------------|------------------|--|--|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Who is the tallest person in your group? _____

If you measured this person in feet, how many feet tall would he/she be? _____



Project Hoofbeat

Lesson 5: Horses Throughout History

Objective: Students will learn about and understand the history of the horse in our state, as well as the role horses have played in Virginia history.

Materials Needed: Timeline, True/False worksheet

Time: Approximately 40 minutes

Fourth-grade SOLs Addressed: Reading 4.5, Resources 4.8, VS.1; VS.5c; VS.10

Intro: Students will receive a timeline highlighting the importance of horses in Virginia, beginning with the arrival of the first horse to Jamestown. The class will review the timeline, and students will complete a true/false worksheet based on the class discussion.

Procedure: Teachers will distribute the timeline worksheet and discuss as a class. Following the discussion, the teacher will hand out a true/false worksheet and the students will complete the handout individually.

Results: Students will learn about the role horses have played in Virginia.



Horses Throughout History: Timeline

| <i>YEAR</i> | <i>MILESTONE</i> |
|--------------------|--|
| 1610 | The first horses – six mares and a male – arrived in Jamestown |
| 1600s -1800s | Horses were used to pull wagons, transport people and carry goods for settlers |
| 1691 | The first stakes race in America was held in Virginia |
| 1730 | The first English Thoroughbred, Bulle Rock, was imported to Virginia |
| 1737 | Virginians began racing horses in Williamsburg after church |
| 1774 | The Continental Congress banned horse racing, which did not resume again until 1783 |
| 1781 | Jack Jouett rode on horseback through the backwoods of Virginia to Charlottesville to warn Thomas Jefferson, then governor of Virginia, that the British were coming to arrest him and members of the General Assembly |
| 1800 | Breeding race horses was centered in the Rappahannock Valley and the Appomattox River region |
| Late 1800s | Breeding race horses centered around the upper Roanoke River |
| 1853 | The Upperville Colt and Horse Show, the oldest horse show in the United States, began (and still takes place today) |
| 1861 -1865 | Horses were a major part of the Civil War, carrying militia, transporting generals, delivering messages and participating in battle; more than 100,000 Virginia horses were killed in the Civil War |
| 1871 | Traveller, General Lee's most famous horse during the Civil War, was buried in Lexington, Virginia |
| 1900 | Breeding was revived in Virginia and was centered around Piedmont and the lower Shenandoah Valley |
| 1920 | The Warrenton Pony Show, the oldest of its kind in the United States, was established |
| 1973 | Secretariat, bred in Virginia at Meadow Stables in Doswell, was a Triple Crown Winner and the most popular racehorse |
| 1997 | Colonial Downs, a horse racing track, opened in New Kent County |



Horses Throughout History

Please use the timeline above, and your knowledge of Virginia history and geography, to complete the true/false questions below. Circle true if the statement is correct or false if the statement is incorrect.

1. The first horse arrived in Jamestown at the same time as the first settlers.

TRUE FALSE

2. Bulle Rock was the first English Thoroughbred.

TRUE FALSE

3. Horse racing was banned for 10 years in the 1700s.

TRUE FALSE

4. Traveller was a Confederate horse.

TRUE FALSE

5. Horses were bred in Richmond in the 1800s.

TRUE FALSE

6. Secretariat, a Triple Crown winner, was bred in Virginia.

TRUE FALSE

7. The Upperville Colt and Horse Show has taken place more than 150 times.

TRUE FALSE

8. Jack Jouett's famous ride on horseback foiled the capture of key members of the Virginia General Assembly during the Revolutionary War.

TRUE FALSE

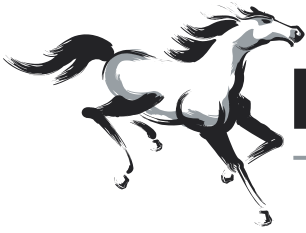
9. Horses were considered part of the military during the Civil War.

TRUE FALSE

10. Early Virginians raced horses in Jamestown after they finished work each day.

TRUE FALSE





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Lesson 6: Water Watcher

Objective: To use observation skills and measurement to record water quality and quantity over a period of time.

Materials Needed: Measuring cup; clean, fresh water; observation chart

Time: Five-to-10 minute checks over a two-week period

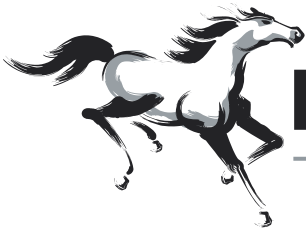
Fourth-grade SOLs Addressed: Math (Measurement) 4.12; Science 4.5

Intro: A horse's environment needs to include a water supply, and that water supply needs to be checked several times each day to make sure there is enough water and that it is clean and fresh. In this activity, students will use observation and measurement skills to record water quality and quantity over a period of two weeks.

Procedure: Each student will receive a pie pan and will label it with his/her name. Students will use a measuring cup to measure and pour two cups of clean, fresh water into the pie pan. Students then will record the date and amount of water in the pan. Students will place the pan in a pre-determined area and will record the temperature by touch (cool, warm, hot, etc.). In addition, students will make observations about how the water looks (clean, dirty, clear, etc.). Students will make a prediction about what will happen to the water in one week.

One week later, students will go back to their pans and make observations about the water. Observations will be recorded on the observation chart. Two weeks after the initial observations, students will again observe and record their findings. A class discussion will follow.

Results: Students will understand what can happen to water over time, including evaporation.



Water Watcher

A horse's water – just like any animal's water supply – needs to be checked several times each day to make sure it's clean and fresh. Many things can happen to water over time, including evaporation, the part of the water cycle during which water turns into a gas and is taken up into the atmosphere. Water also can get dirty when dust, leaves and trash are blown by the wind.

Find out how water can change for yourself! Record the results of your water experiment below.

Day 1

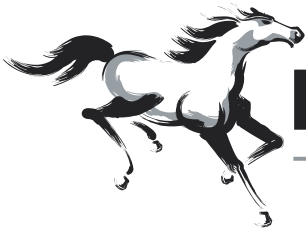
Date: _____

Description of Water:

Temperature: (Circle one) Cold Cool Warm Hot

Amount of Water: (Carefully measure and pour two cups of water into your pan.)

Draw a picture of your water:



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Water Watcher

1 Week

Date: _____

Description of Water:

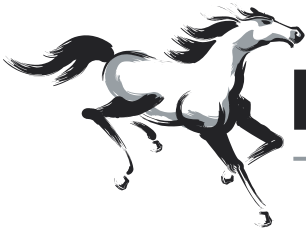
Temperature: (Circle one) Cold Cool Warm Hot

Amount of Water: (Carefully pour water into a measuring cup, measure and return to your pan.) _____

Is this amount of water more or less than the week before? (Circle one.)

More Less

Draw a picture of your water:



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Water Watcher

2 Weeks

Date: _____

Description of Water:

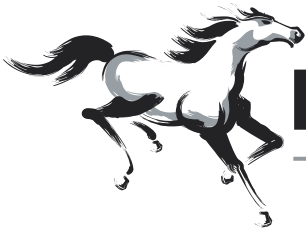
Temperature: (Circle one) Cold Cool Warm Hot

Amount of Water: (Carefully pour water into a measuring cup, measure and return to your pan.) _____

Is this amount of water more or less than the week before? (Circle one.)

More Less

Draw a picture of your water:

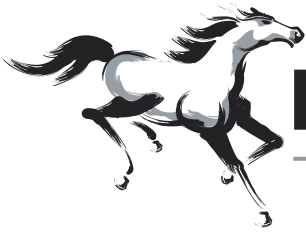


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Water Watcher: Classroom Discussion Questions

1. Did the water change each time you checked it? How so?
2. What caused the changes in your water?
3. What does “good” water look like?
4. What does unfit water look like?
5. Why do you think this experiment might be helpful to a horseman, or anyone with animals?
6. What did you learn from this experiment that will help you care for your own animals in a better way?





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Lesson 7: Imagine When

Objective: Students will participate in a creative writing exercise and orally present their work to the class.

Materials Needed: Paper, pencil

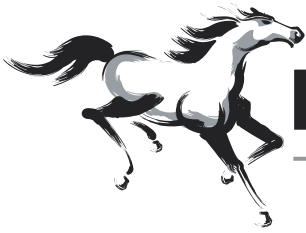
Time: 30 minutes for writing assignment, 30 minutes for class discussion

Fourth-grade SOLs Addressed: Oral language 4.1, 4.2; Writing 4.7; VS.1

Intro: Students will participate in a creative writing assignment in which they are asked to think about and describe how horses have changed the way people travel. Students will be asked to imagine living in a time when people depended on horses and wagons for transportation, and to write an essay about what it's like to get their horse ready in the morning, to ride their horse to school and to care for their horse. A class discussion will follow.

Procedure: The teacher will write several criteria or questions on the chalkboard to guide students' thinking. Students will have 30 minutes to brainstorm and write their essays, which should be three to five paragraphs in length. Once writing is complete, the teacher will ask students to share their thoughts and ideas with the class, using the questions as a guide for the classroom discussion.

Results: Students will be challenged to use their creative thinking skills as well as their writing and oral presentation skills.



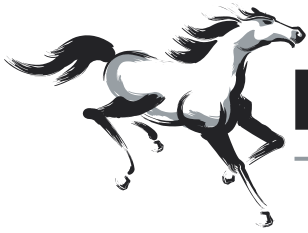
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Imagine When: Writing Criteria/Discussion Points

Imagine you live back in the day when kids depended on horses and covered wagons to get to school.

1. What time do you get up in the morning for school?
2. What chores do you have to do when you get up in the morning?
3. What do you have to do to take care of your horse in the morning?
(What does your horse eat, drink, etc.?)
4. What do you wear to school?
5. How do you get to school?
6. What does your horse do while you're in school?
7. What do you and your horse do after school?
8. What do you have to do to take care of your horse in the evening?





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Lesson 8: Dream Horse

Objective: Students will participate in a creative writing exercise and orally present their work to the class.

Materials Needed: Paper, pencil

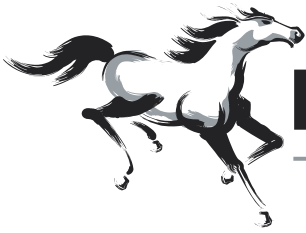
Time: 30-40 minutes for writing assignment, 30-60 minutes for class presentations

Fourth-grade SOLs Addressed: Oral language 4.1, 4.2; Writing 4.7, 4.8

Intro: Students will participate in a creative writing assignment in which they are asked to imagine and describe their dream horse. Students will be asked to name their horse, and to use descriptive words to create a visual picture of the horse's size, color, personality, etc. Essays should be three to five paragraphs in length and should include proper capitalization, grammar, indentation, etc. Once essays are complete, students will be asked to orally present them to the class.

Procedure: Students will be asked to describe their dream horse in three to five paragraphs. Teachers will write a series of questions on the chalkboard that should be addressed in the essay. Students will have 30-40 minutes to brainstorm and write their essays, and then 30-60 minutes to share them in front of the class.

Results: Students will be challenged to use their creative thinking skills as well as their writing and oral presentation skills.

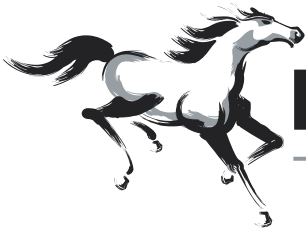


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Dream Horse: Writing Criteria/Discussion Points

1. What is your horse's name?
2. Where did your horse come from?
3. How did you get your horse?
4. How would you describe your horse's size?
5. What color is your horse?
6. What type of personality does your horse have?
7. What is your favorite thing to do with your horse?
8. What is the best thing about having a horse?





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Lesson 9: Book Report

Objective: Students will read a horse-related book and design a creative book report to present to the class.

Materials Needed: Book list, book (to be selected and purchased/acquired by the student)

Time: Two weeks to read the book, one week to create the book “report” (format to be selected by the student)

Fourth-grade SOLs Addressed: Oral language 4.1, 4.2; Reading 4.4

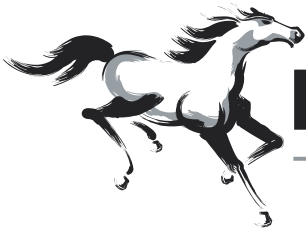
Intro: Students will select an equine-related book to read. After reading the book, students will be asked to “report” on the book in one of the following ways:

- Design a bookmark based on the book
- Make a CD jewel case that illustrates the book
- Make an illustrated book cover for the book
- Write a song about the book

Students then will be asked to present their “report” to the class with a brief (two-to-three minute) overview of their book.

Procedure: Teachers will distribute the recommended book list. (NOTE: These books are only suggestions and are in no way endorsed by the Virginia Racing Commission.) Students will select one book from the list and will be asked to acquire the book on their own, either through the library or a bookstore. Students will have two weeks to read the book on their own time at home. Students then will have one week to create their “report,” also at home on their own time. They will choose from the four options listed above, and will present their report, along with a brief summary of the book they selected, to the class.

Results: Students will read an equine-related book and present a synopsis to the class through a creative delivery.



Project Hoofbeat

Horse-related Recommended Reading

Please note: The books below are just a few suggestions, but there are many others to choose from at your local bookstore or library.

Fiction

Black Beauty by Anna Sewell

Misty of Chincoteague by Marguerite Henry

King of the Wind by Marguerite Henry

Stormy, Misty's Foal by Marguerite Henry

Justin Morgan Had a Horse by Marguerite Henry

Sea Star: Orphan of Chincoteague by Marguerite Henry

The Black Stallion by Walter Farley

Misty's Twilight by Marguerite Henry

Born to Trot by Marguerite Henry

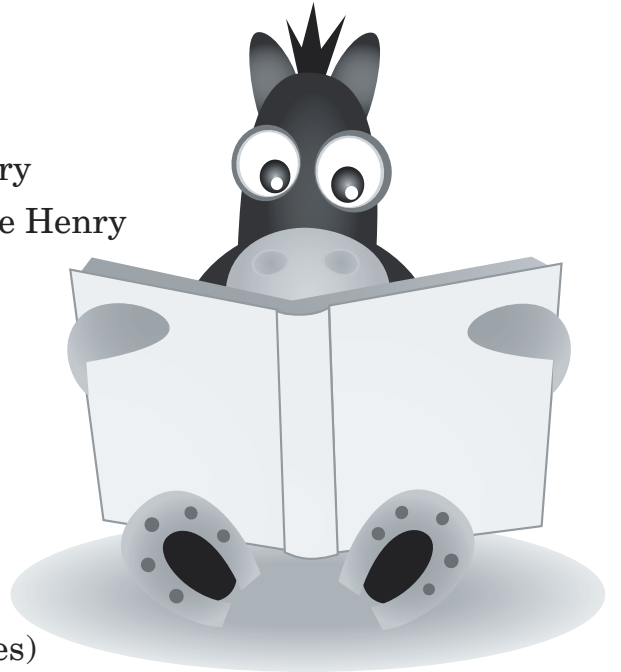
Black Gold by Marguerite Henry

My Friend Flicka by Mary O'Hara

Flicka: Untamed Spirit by Judy Katschke

Julie's Journey by Megan McDonald

(Note: This is part of the American Girls Series)



Books in a Series

The Heartland Series by Lauren Brooke

(Note: This takes place on a Virginia horse farm)

The Black Stallion Series by Walter Farley

Young Black Stallion Series by Steven Farley

The Hoofbeats Series by Kathleen Duey

Gabriel's Horses by Alison Hart

Gabriel's Journey by Alison Hart

Gabriel's Triumph by Alison Hart



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Lesson 10: When I Grow Up . . .

Objective: Students will select a career in the equine industry and conduct research to learn more about the job and its requirements. Students will conduct an interview and share the information they learned in an essay.

Materials Needed: Interview questions

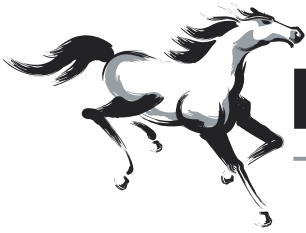
Time: Three weeks from assignment to due date

Fourth-grade SOLs Addressed: Reading 4.6

Intro: Students will select a career within the equine industry (jockey, vet, trainer, breeder, etc.) and conduct research to learn more about the job. In addition, students will develop interview questions and conduct an interview (either in person or over the phone) with someone in the profession. Students will compile their research into a one-page report.

Procedure: The teacher and students will brainstorm a list of equine-related careers, including, but not limited to jockey, trainer, breeder, veterinarian, farmer, stable hand, etc. Students will select one job and conduct research to find out more about the job (education required, job responsibilities, etc.). After their research, students will contact someone in the profession to conduct an interview.

Results: Students will use research and interview skills to learn about a career and will compile that information in an essay using proper grammar, etc.



When I Grow Up . . .

There are many different jobs that involve horses. Select one job, and conduct research to find out more about that job. Once you've learned as much as you can about the job, conduct an interview with someone who works in that field, either in their office or over the phone. Some sample questions are included below, but you should include three to five of your own questions, specific to the job, as well. After your interview, write a one-page essay about what you learned about the job.

Interview

Your Name: _____

Date of Interview: _____

Place of Interview: _____

Name of Interviewee: _____

Interviewee's Job: _____

Please begin your interview by saying:

"Hello. My name is (your name) and I am a fourth-grade student at (your school's name). Before we begin, I would like to thank you for taking time to talk with me so that I can learn more about your job. Are you ready to begin?"

1. How would you describe your job?

2. Where did you go to school, and did you need special training for your job? If so, what kind of training?

3. When did you know that you wanted to work with horses?



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When I Grow Up . . . (continued)

4. How many years have you been working with horses?

5. What is your day at work like?

6. What is the most rewarding part of your job?

7. What is the most challenging part of your job?

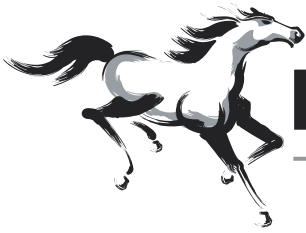
8. If you were not doing your current job, what would you be doing?

9. What is the most important thing that someone who is interested in a job like yours should know?

10. Your question:

11. Your question:

12. Your question:



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Lesson 11: Famous Rides

Objective: In this lesson, students will compare Paul Revere’s ride to that of Jack Jouett’s, identifying similarities and differences, and interpreting how history may have been different had these rides not taken place.

Materials Needed: Research resources, paper, pencil

Time: Half-hour to an hour research on their own, a half-hour for group discussion, and a half-hour for class discussion

Fourth-grade SOLs Addressed: VS.1, VS.5, VS.6; Oral language 4.1, 4.2

Intro: Paul Revere’s ride is the most famous event of its kind in American history. However, other Americans made similar rides during the American Revolution, including Jack Jouett, who rode through the night to warn Thomas Jefferson the British were coming. In this lesson, students will uncover the similarities and differences between these two rides, and then discuss how our country might be a very different place had it not been for these two men and their horses.

Procedure: As a homework assignment, students will be asked to research the rides of Paul Revere and Jack Jouett. In class, students will be assigned to groups. Once in their groups, students will share their research with one another and complete a worksheet comparing the two rides. Following that exercise, teachers will hold a class discussion about how history may have been changed if these rides had not taken place. How would our country be a different place?

Results: Students will compare and contrast historical events, determine cause and effect relationships, draw conclusions, make connections between past and present, and interpret ideas and events from different historical perspectives.

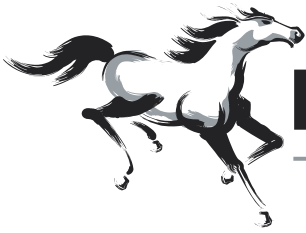


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Famous Rides

Using books and the Internet, research the rides of Paul Revere and Jack Jouett. Use your research to complete the following worksheet.

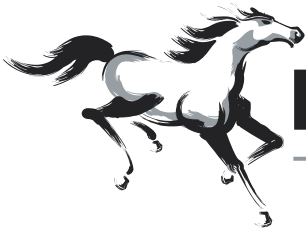
| | Paul Revere | Jack Jouett |
|-------------------------------|--------------------|--------------------|
| Date ride took place | | |
| Distance traveled | | |
| Place ride started | | |
| Place ride ended | | |
| Purpose of ride | | |
| Result of ride | | |
| How the ride impacted history | | |



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Famous Rides: Classroom Discussion Questions

1. How are the rides of Paul Revere and Jack Jouett similar?
How are they different?
2. Imagine if Paul Revere didn't have a horse to ride. How might history have been changed?
3. How could that have impacted our country?
4. If Jack Jouett had not been able to reach Thomas Jefferson, what could have happened?
5. What could that have meant for our country as we know it today?
6. Paul Revere's ride is more well-known than Jack Jouett's ride.
Why do you think this is?



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Field Trip Ideas

Field trips are an important part of maximizing a child's educational experience and providing hands-on opportunities to explore a subject matter. There are numerous choices for equine-related field trips throughout Virginia, including farms, veterinary offices, training centers and more. Several industry representatives have volunteered to host students, or would be willing to come speak to students in your classroom.

Please find contact information for a few suggested field trips below. To schedule a trip or request more information, please contact the person listed. For general information or additional resources, please contact Julie McCracken at (804) 675-8167 or jmccracken@crt-tanaka.com.

Colonial Downs (racetrack)

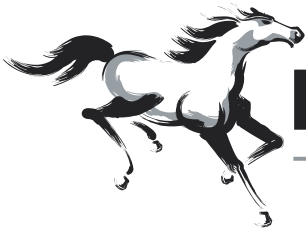
Darrell Wood
10515 Colonial Downs Pkwy.
New Kent, Va. 23124
Telephone: (804) 966-7223
E-mail: dwood@colonialdowns.com

The Carousel Stable (training facility)

Diana McClure
487 Fishpaw Road
Berryville, Va. 22611
Telephone: (540) 955-5201
E-mail: dmcstable@aol.com

Eagle Point Farm (breaking and training facility)

Donna G. Dennehy
14509 Blunts Bridge Road
Ashland, Va. 23005
Telephone: (804) 798-7216 (home)
(804) 798-3912(barn)
E-mail: epf@eaglepointfarm.com



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Field Trip Ideas *(continued)*

Green Bay Morgans (boarding, breeding and instructional facility)

Robert & Beryl Herzog
20618 Green Bay Road
Beaverdam, Va. 23015
Telephone: (804) 449-6243
E-mail: berylbherzog@aol.com

Middleburg Training Center (breaking and training facility)

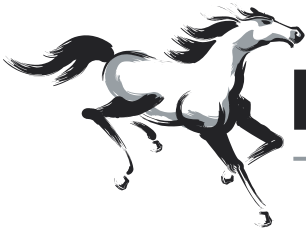
Middleburg Swim Center (equine swim center for training and rehabilitation)

Marion DuPont Scott Equine Center (vet hospital)

Glenn Petty
Virginia Thoroughbred Association
38 Garrett Street
Warrenton, Va. 20186
Telephone: (540) 347-4313
E-mail: gpetty@vabred.org

Virginia Horse Center (equestrian center)

487 Maury River Road
Lexington, Va. 24450
Telephone: (540) 464-2950
E-mail: info@horsecenter.org



Project Hoofbeat

Feedback Survey

Dear Teachers,

Thank you for taking the time to learn more about the equine industry, and to share that knowledge with your students. In an effort to continuously learn and improve, we'd appreciate your feedback regarding our materials. Please complete the brief survey below and return this form to Julie McCracken by fax (804) 675-8183 or mail (101 W. Commerce Road, Richmond, VA 23224).

Thank you again for your support.

Survey

1. How did you learn about Project Hoofbeat?

2. On a scale of 1-5, one being poor and five being excellent, how would you rate:

- The ease of use of the materials and lesson plans

1 2 3 4 5

- The quality of information provided

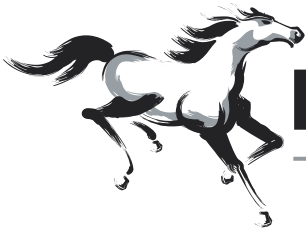
1 2 3 4 5

- The ability to tie these materials into your existing plans and SOL requirements

1 2 3 4 5

- Your students' reception to the subject matter and materials

1 2 3 4 5



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Feedback Survey *(continued)*

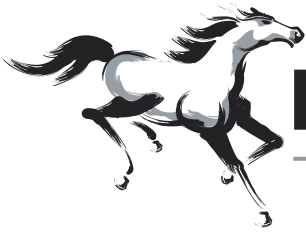
3. Would you use these materials again? Please explain.

4. Would you recommend these materials to others? Please explain.

5. What other information or activities would you suggest be included with these lessons?

6. How could we make these materials easier for teachers to use?

7. How could we make these materials more appealing to your students?



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Feedback Survey *(continued)*

8. Is there any additional feedback that you think would be helpful to us as we revise these materials for future use?

9. What grade level were these materials used for?

10. In which setting were these materials used?

Public School

Private School

Home School

Other setting (please describe)

Answer Key



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Lesson 1: Getting to Know the Horse: Crossword Puzzle

| | | | | | | | | | | | | | |
|-----------------|----------------|-----------------|-----------------|---|-----------------|----------------|----------------|----------------|-----------------|----------------|---|----------------|---|
| | ¹ S | T | A | N | D | A | R | ² D | B | R | E | ³ D | |
| | | | | | | | | R | | | | A | |
| | | | ⁴ B | | | | ⁵ J | I | | | | M | |
| | | | L | | | | U | V | | | | | |
| | ⁶ G | A | I | T | | | V | E | | ⁷ F | | | |
| | | | N | | | ⁸ Y | E | A | R | L | I | N | G |
| | ⁹ G | | K | | | N | | | | L | | | |
| ¹⁰ M | A | R | E | | | I | | | ¹¹ S | I | L | K | S |
| | L | | R | | | L | | U | | Y | | | |
| | L | | ¹² S | I | R | E | | L | | | | | |
| | O | | | | | | | K | | | | | |
| | P | | ¹³ J | O | ¹⁴ C | K | E | Y | | | | | |
| | | | | | O | | | | | | | | |
| | | ¹⁵ F | O | A | L | | | | | | | | |
| | | | | | ¹⁶ T | A | C | K | | | | | |

Lesson 1: Getting to Know the Horse: Word Search

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| C | O | R | S | C | E | D | R | A | M | B |
| L | N | F | I | O | G | R | H | K | D | R |
| B | F | I | L | L | Y | I | C | A | R | E |
| S | O | O | K | T | U | V | H | P | N | E |
| I | A | R | S | M | I | E | E | A | S | D |
| B | L | I | N | K | E | R | S | D | I | T |
| J | A | G | R | O | O | M | T | D | E | S |
| O | R | Y | E | M | U | I | N | O | S | E |
| C | H | A | L | K | A | O | U | C | I | V |
| K | J | O | K | G | R | M | T | K | R | K |
| E | S | U | L | K | Y | M | A | R | E | N |
| Y | S | T | A | L | L | I | O | N | C | R |



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Lesson 2: Horses, Horses and More Horses: Word Search



Lesson 2: Horses, Horses and More Horses: Horse Breeds

1. Standardbred Horse
2. Thoroughbred Horse
3. Appaloosa Horse
4. American Quarter Horse
5. Clydesdale Horse

Lesson 3: Tools of the Trade: Word Scramble

BUCKET

SHAMPOO

MANE COMB

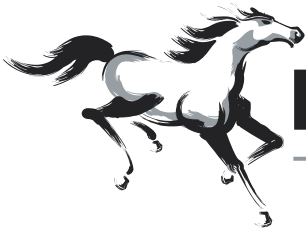
DANDY BRUSH

SPONGES

TOWEL

HOOF PICK

BODY BRUSH



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Lesson 4: How Many Hands?

Answers will vary.

Lesson 5: Horses Throughout History

- | | |
|----------|-----------|
| 1. False | 6. True |
| 2. True | 7. True |
| 3. False | 8. True |
| 4. True | 9. True |
| 5. False | 10. False |

Lesson 6: Water Watcher

Answers will vary.

Lesson 7: Imagine When

Answers will vary.

Lesson 8: Dream Horse

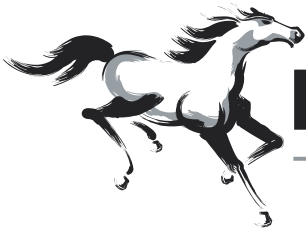
Answers will vary.

Lesson 9: Book Report

Answers will vary.

Lesson 10: When I Grow Up. . .

Answers will vary.



Project Hoofbeat

Lesson 11: Famous Rides

| | Paul Revere | Jack Jouett |
|-------------------------------|--|---|
| Date ride took place | April 18-19, 1775 | June 3, 1781 |
| Distance traveled | 15 miles | 45 miles |
| Place ride started | Charlestown, Mass. | Cuckoo Tavern in Louisa County, Va. |
| Place ride ended | Lexington, Mass. | Monticello in Charlottesville, Va. |
| Purpose of ride | To alert Samuel Adams and John Hancock that the British were coming | To warn Thomas Jefferson of the British's plans to come and capture him |
| Result of ride | Revere warned patriots of the British's plans, successfully allowing the militia to repel the British troops to Concord; Adams and Hancock were safe | Thomas Jefferson and his family were unharmed |
| How the ride impacted history | Answers may vary | Answers may vary |