

Faces™

Horsing Around

Humans have had a special connection with horses for thousands of years. This issue of FACES magazine explores how humans have depended upon these magnificent animals for enjoyment, recreation, work, and to help explain the world around them.

CONVERSATION QUESTION

What traits make horses valuable to humans?

TEACHING OBJECTIVES

- Students will learn about a variety of horses and their special traits.
- Students will learn why humans have such a strong connection to horses.
- Students will learn about the history of horseracing.
- Students will learn how horse-like creatures have been a part of stories and mythology throughout the ages.
- Students will obtain, evaluate, and communicate information.
- Students will analyze the causes and effects of historical developments.
- Students will present a summary.
- Students will compare horses and humans.
- Students will draw evidence from an informational text to support analysis, reflection, and research.
- Students will create Greek mythology trading cards.



In addition to supplemental materials focused on core STEAM 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
- **Mythical Creatures**
Expository Nonfiction, ~1110L

Horse Course

Categorizing Information: Use the chart to record information about the different types of horses described in the article. The first entry is provided as an example.

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

Faces Teacher Guide: October 2024

The Sport of Kings

pp. 12–15, Expository Nonfiction

Hors racing is the oldest sport in America and one of the oldest sports in the world. Readers will learn about the history of the sport and why it maintains its appeal today.



RESOURCES

Cause and Effect: Racing through History

OBJECTIVES

- Students will learn about the history of horseracing.
- Students will analyze the causes and effects of historical developments.
- Students will draw evidence from an 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

ENGAGE

Conversation Question: What traits make horses valuable to humans?

Construct a K-W-L chart (Know-Want to Know-Learned) to record students' prior knowledge about horseracing, as well as what they would like to know about this historical competition. Return to the chart after completion of the reading and activities in this guide and have students add details about what they have learned. If there are remaining curiosities about the sport, allow students to use books and the internet during a free period to find more information.

INTRODUCE VOCABULARY

Introduce this as a quiz show /style learning activity. Provide students with only the definitions of the key vocabulary terms. Have them read and discuss. Inform students that they will revisit these definitions after reading and pose the proper question using words from the vocabulary-rich article. (What is a **chariot**? What is **wagering**? What is a **hippodrome**? What is **corruption**?) Have them formulate 16 more answers needing questions, for a total of twenty, and share with other classes as a post-reading activity.

READ & DISCUSS

Read the article aloud with the class. Have students reread the text in small groups to answer the questions below. Discuss responses.

1. Why do you think horseracing has continued to appeal to people since ancient times?
2. What are some of the negative consequences that have occurred as a result of horseracing?
3. Why are people in modern times still drawn to horseracing?
4. Why do jockeys have the most dangerous job in professional sports?

SKILL FOCUS: Cause and Effect

INSTRUCT: Read the first paragraph of the article and discuss the possible reasons why horseracing was a part of a nomadic culture. Restate the ideas as cause/effect statements and post them on the board. Next, have students look on pages 12–14 for other cause/effect relationships pertaining to the popularity and geographic spread of horseracing. Have students complete the *Racing through History* worksheet.

ASSESS: Review the chart. Have students discuss their findings in small groups. Circulate to informally assess their understanding.

EXTEND

Language Arts: Have students reread the description of a jockey's job on page 15 which opens with the sentence, "Jockeys have the most dangerous jobs in professional sports." Discuss the pros and cons of being a jockey. Have students state whether they would want this job, using evidence from the text to support their decision.

Racing through History

Cause and Effect: Use the chart below to record cause-and-effect relationships related to horseracing. Include ways that historical events influenced the popularity of horseracing and its spread to new locations around the world.

Page Number	Cause	Effect


Mythical Creatures

pp. 24–27, Expository Nonfiction

From painted pictures on cave walls to appearances in Hollywood movies, people have always had a special connection to horses. This article explores ancient mythical horse-like creatures and explains their appeal.

Lexile Score: ~1110L

Mythical Creatures



An ancient Greek vase depicting a centaur and a hippocriffin. Illustrated by Steve Knapp.

People have always loved horses. Some of the earliest human paintings, pictures of horses on cave walls, which are found in Lascaux in southwestern France, is if any wonder, that. But horses also have been a part of stories and mythology throughout the ages.

One of the first places where humans created mythical horses was in the paintings of horses on the walls of caves. The centaur, a creature with the head, arms, and torso of a man and the body and legs of a horse, is a creature called a centaur. In the ancient Greek world, a centaur was a creature with the head, arms, and torso of a man and the body and legs of a horse. Centaurs were often depicted as warriors. In the ancient Greek world, a centaur was a creature with the head, arms, and torso of a man and the body and legs of a horse. Centaurs were often depicted as warriors.

RESOURCES

Present a Summary: Horse Lore

OBJECTIVES

- Students will learn how horse-like creatures have been a part of stories and mythology throughout the ages.
- Students will present a summary.
- Students will create Greek mythology trading cards.

KEY VOCABULARY

- **centaur (p. 24)** a Greek mythological creature with the head, arms, and torso of a man and the body and legs of a horse
- **hippogriff (p. 27)** a legendary creature with the front half of an eagle and the hind half of a horse

ENGAGE

Conversation Question: What traits make horses valuable to humans?

Engage students in a game of "20 Questions" in which they will try to guess a topic of the article (unicorn). In this game, the players are allowed to ask yes/no questions one by one in order to unravel the mystery. Instead of calling out the answer, have students write their guess on a piece of paper after each question. At the end of the questions, did all students write the word *unicorn*?

INTRODUCE VOCABULARY

Post and discuss the key words and definitions. Have students fold a piece of paper in half and place the vocabulary words (**centaur**, **hippogriff**) and definitions at the top of each column. Underneath the definitions, give the class a few minutes to roughly sketch each figure. Discuss the similarities and differences and invite students to share connections from movies and books.

READ & DISCUSS

Reinforce comprehension of the concepts presented in the article by using the following questions to direct discussion.

1. Where was one of the first places that humans created mythical horses?
2. How are the centaurs in the Harry Potter stories different than those in Greek mythology?
3. What did the merchants of Europe sell as unicorn horns in the Middle Ages?
4. How does American folklore pay tribute to horses?
5. Why do most cultures have some sort of magical or special horse?

SKILL FOCUS: Present a Summary

INSTRUCT: The content of this article contains information pertaining to a variety of mythical horses across the globe. Have students use the graphic organizer, *Horse Lore*, to collect information about each mythical horse listed. Instruct them to refer back to the article for specific details. The activity in the **THINK TANK** requires students to use the chart to construct a summary of one of the mythical creatures in paragraph form.

ASSESS: Collect the worksheets to assess students' ability to properly write a summary.

EXTEND

Mythology: Gather a collection of resource books about Greek gods, goddesses, and creatures. Students will use information from books and the internet to create trading cards. Be sure each student has chosen a different character and has researched the character's strengths and weaknesses, friends and enemies, superpowers, where they live, their appearance, symbols, and what they are best known for. Encourage colorful artwork. Make multiple copies of the completed cards so that students may use the set to study Greek mythology.

Horse Lore

Present a Summary: Use information from the article to complete the chart below. Then complete the activity in the **THINK TANK**.

WHAT (Mythical Creature)	WHO and WHERE (Who created the origin story? Where did it originate?)	HOW (How is the creature represented in ancient and modern times? Include literary connections.)
Pegasus		
Centaur		
Unicorn		

THINK TANK: Reread the chart and choose one of the mythical creatures to write a well-formed summary about. The summary should be comprehensive, accurate, and objective.