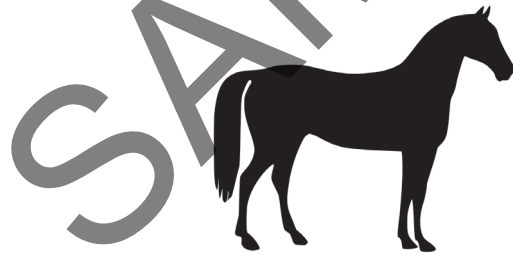


HISTORY *of the* HORSE



SAMPLE

HISTORY OF THE HORSE

by Hilary Severson

Edited by Joshua Berg

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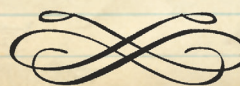
A Literature Approach Designed for Primary and Intermediate Grades

A guide to
Equine history

Welcome to the wonderful world of the horse! Contained within these pages is a framework by which to learn more about this special animal. You will read books written by people who have experienced the way a horse can enrich one's life. These books tell the story of the horse during different times in history and how they have been integral to the human story. They have moved people across deserts and over mountains, they have provided companionship to brave homesteaders, they have earned wages for their owners, and they have offered the public entertainment. The human story is irrevocably intertwined with the horse. As your knowledge of the horse grows, so will your admiration. Enjoy exploring their history through the medium of the beautifully written books selected in this guide. Your life will be enriched!



“No hour of life is
wasted that is spent
in the saddle.”
—Winston Churchill



SAMPLE

How to use this guide

PAGE III

This study is designed with the principles of Charlotte Mason in mind. Charlotte Mason was a nineteenth-century reformer who believed that an education rich in literature resulted in a student capable of critical thinking, as well as one alive to the wonder of learning. Therefore she envisioned all subjects being studied by **reading, reasoning, relating, and recording**. The student will encounter all these elements during the course of this study. **Reading** the literature is to be done aloud by the teacher or by the student to the teacher. Reading aloud results in better **reasoning** between the instructor and the pupil as well as the development of oral and auditory comprehension skills. The questions in each lesson are opportunities for the student to reason, but also for the teacher to model good reasoning technique. The **relating**, or *narration*, takes place when the student articulates in their own words what they have learned. This can be done orally for younger students, or in written form for older students. Allow the student to respond to the book in the way most natural to him or her. Human responses to literature are as varied as the people themselves, and there are no strict guidelines for how the discussion should flow. The comprehension questions are included as aids to enable the teacher to see how well the student has followed the plot and to clarify when there is confusion. The discussion times should be a time of warm relational exchange as each person, both student and teacher, respond to the beauty of the literature. We suggest completing 2-3 lessons per week as this will take you and your student through one school year.

Creating a notebook is integral to the Charlotte Mason Approach and is often referred to as “notebooking.” The notebook is the tangible sign of the knowledge the student has gained by completing the course. The notebook provides the student a place to **record** all they have learned and should include maps, research projects, biographical sketches (of authors and historical figures in the literature), as well as a glossary of terms encountered in the works. Allow the student to make it uniquely theirs and something they can be proud to share with family and friends. Complete all rough drafts outside of the notebook and reserve the notebook for corrected final drafts. Purchase a nice set of art quality colored pencils such as Prismacolor, and encourage the student to enhance the notebook with drawings, sketches (in this case, especially lots of horse sketches!) and perhaps even watercolors. Reserve between ten and fifteen pages in the back of the notebook to serve as the glossary. As the student watches their notebook grow in content and quality, they will gain a sense of confidence and gratification for something they’ve created that is uniquely their own.

Films are suggested in the Resource Section of the guide. These are all family-friendly films that will enhance and enrich the study. Once a film has been viewed, discuss how the film reflected the literature. Was the film accurate, or true to the spirit of the book, or if there were inaccuracies, did they detract from the overall value of the film? What is the takeaway from the film, and would you recommend it to friends?

Adding books about people or events that interest the student can enhance this study. Use the library, online resources, or an atlas to further explore intriguing episodes encountered in the reading. There are many prompts to do so included in the guide, but it is likely that the instructor or student will be intrigued and want to know more about other topics as well. A student could also choose to read all the works by some of the authors that are introduced here. Marguerite Henry wrote many more books than the ones featured here. *The Black Stallion* series by Walter Farley is entertaining and beloved by readers of adventure novels. Most of all, enjoy the literary journey as you explore the amazing and wonderful world of the horse.

Marguerite Henry



Henry on tour with Misty during the 1940s

If it wasn't for the wonderful work of Marguerite Henry (1902-1997), it is not likely this study guide would even exist. Henry's passion for horses, and her devotion to telling their stories, has left a beautiful literary legacy to which we are indebted. Since her works are such an integral part of this guide, it seems fitting to devote a little space to acquaint readers with her life and work.

Marguerite Henry was the most prolific and beloved author of horse stories for children in the twentieth century. With over fifty books to her credit, Henry is most noted for the way in which her stories are based upon historical fact and illuminate how the horse has played an integral role in the history of humankind.

Henry began her career at the tender age of eight when she sold her first story to a local magazine. Curiously, Henry grew up in a home with no pets, and perhaps that is one reason she became so fond of them and filled her own home with all kinds of animals after she married.

Henry's first literary success came with *Justin Morgan had a Horse* (1945) the true story of an eighteenth-century colt from a farm in Vermont, who despite his inauspicious beginning, became

the sire of a new American breed of horses, the Morgan. This Newbery Honor book combined Henry's lovely literary qualities with the fine art of Wesley Dennis which began a working relationship that would last over decades to the delight of children around the world.

Marguerite Henry's most beloved book, *Misty of Chincoteague* (1947), tells the true story of the wild horses of Assateague Island and their annual Pony Penning Roundup. The young protagonists, Paul and Maureen Beebe, save money for a wild horse they've dreamed of owning. Their story, like all of Henry's, is one of courage, hard work, dreams-come-true, and ultimately, sacrifice. Their very own horse, Misty, becomes a national figure and they choose to give her up for the boys and girls of America. Misty actually goes on the road with the author, as she tours with her book that made Misty's story famous.

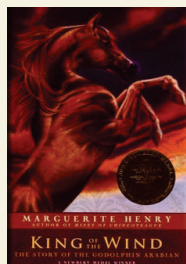
King of the Wind (1948), won Henry the Newbery Medal and is the story of a Moroccan colt that, quite inauspiciously, becomes the sire of the Thoroughbred line. The adventures of this amazing Arabian horse transport readers across two continents and three countries.

If you enjoy the work of Marguerite Henry as much as we do, you'll want to discover her other works as well. *Benjamin West and his Cat Grimalkin* tells the story of the Father of American Painting and the delightful way in which Benjamin's painting career is launched with the help of the family cat, Grimalkin.

Marguerite Henry has left parents and children around the world a timeless legacy of stories about real people and the animals they've loved. Her stories teach the virtues of hard work, courage, selflessness, and the importance of perseverance and tenacity. Her stories encourage all of us to have big dreams, to live life to its fullest, and to have eyes to see the beauty of the created world around us.

Literature used in this study

PAGE V

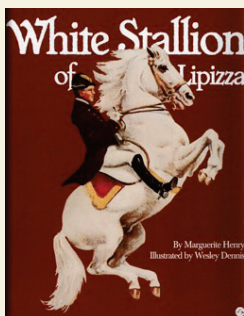


King of the Wind by Marguerite Henry

This is the classic story of Sham and his friend, the stable boy Agba. Their adventures take them from the sands of the Sahara, to the royal courts of France, and finally to the green pastures and stately homes of England. For Sham was the renowned Godolphin Arabian, whose blood flows through the veins of almost every superior thoroughbred. Sham's speed-like his story—has become legendary. Henry won the 1949 Newbery Medal for this book.

Black Beauty by Anna Sewell

The author, disabled by illness, relied upon horses for her mobility. She wrote this beloved story of a black thoroughbred's life in an effort to show the lack of care some owners had for their horses. From being well-loved and cared-for, to being overworked and abused, Black Beauty is sold and re-sold, until one day her fortunes change. An absolute must for any horse-crazy member of your family. This is an adventurous but also deeply moving tale.

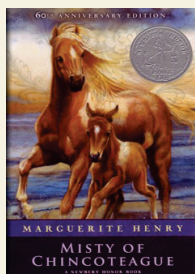
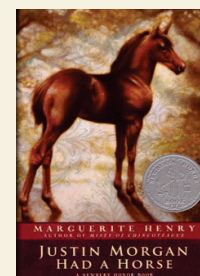


White Stallion of Lipizza by Marguerite Henry

The Newbery Medal author weaves authentic details about the skillful training of both horse and rider, as she unfolds the story of Hans and his beloved Lipizzaner stallion, Borina. The magnificent Lipizzaner stallions of Vienna come to life as never before in this exciting story.

Justin Morgan Had a Horse by Marguerite Henry

Joel Goss knows that Little Bub is a special colt, even though he's a runt. When schoolteacher Justin Morgan asks Joel to break the colt in, Joel is thrilled! Soon word about Little Bub has spread throughout the entire Northeast—the spirited colt can pull heavier loads than a pair of oxen and run faster than thoroughbreds!

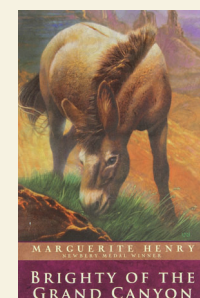


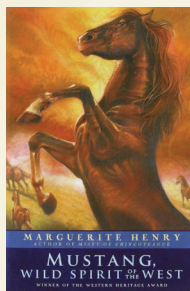
Misty of Chincoteague by Marguerite Henry

Nobody could capture the Phantom. She was the wildest mare on Assateague Island. They said she was like the wind, that the white "map" on her shoulders was her mark of freedom. A couple have set their sights on owning her, but will they have enough to buy her?

Brighty of the Grand Canyon by Marguerite Henry

Named Brighty by the prospector who befriended him, the little burro was a free spirit at heart. But when a ruthless claim-jumper murders the prospector, loyal Brighty risked everything to bring the killer to justice. Brighty's adventures have delighted generations of readers, and he has become the symbol of a joyous way of life.



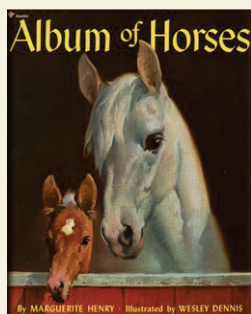
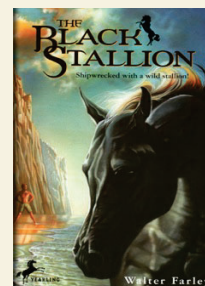


Mustang, Wild Spirit of the West by Marguerite Henry

This is the true to life story of 'Wild Horse Annie' who almost single-handedly saved the wild mustangs from extinction. A powerful tale of inner courage, this story takes place in Nevada and California in the 1940's and 50's and includes a wonderful overview of the important part the horse has played in American history.

Black Stallion by Walter Farley

First published in 1941 Walter Farley's best-selling novel for young readers is the triumphant tale of a boy and a wild horse. From Alec Ramsay and the Black's first meeting on an ill-fated ship to their adventures on a desert island and their eventual rescue, this beloved story will hold the rapt attention of readers young and old.

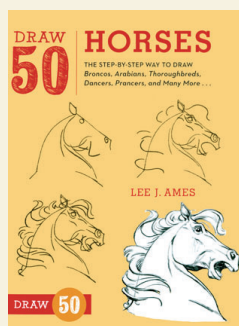
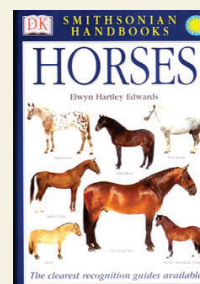


Album of Horses by Marguerite Henry

Marguerite Henry describes in vivid detail the hardworking Shire, the elegant Lipizzan, the spirited Mustang, and many more. Never before have facts about horses been more accessible, and with Wesley Dennis's classic illustrations highlighting every page, this unique collection is sure to be enjoyed.

Handbook of Horses by Elwyn H. Edwards

This guide makes identification of individual species sure, simple and straightforward. With over 250 superb full color photographs and concise, informative descriptions of more than 100 individual specimens, this handbook is an invaluable resource.

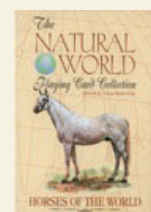


Draw 50 Horses by Lee J. Ames

Broncos, Arabians, thoroughbreds, dancers, and prancers - here they all are. By following simple, step by step instructions, you can draw them and draw them well!

Horses of the World Card Deck Illustrated by Tomas Markevicius

Fifty-four stately breeds of the world's horses, from the French Trotter to the Rocky Mountain pony, are featured in this 52-card regulation deck of full-color playing cards.



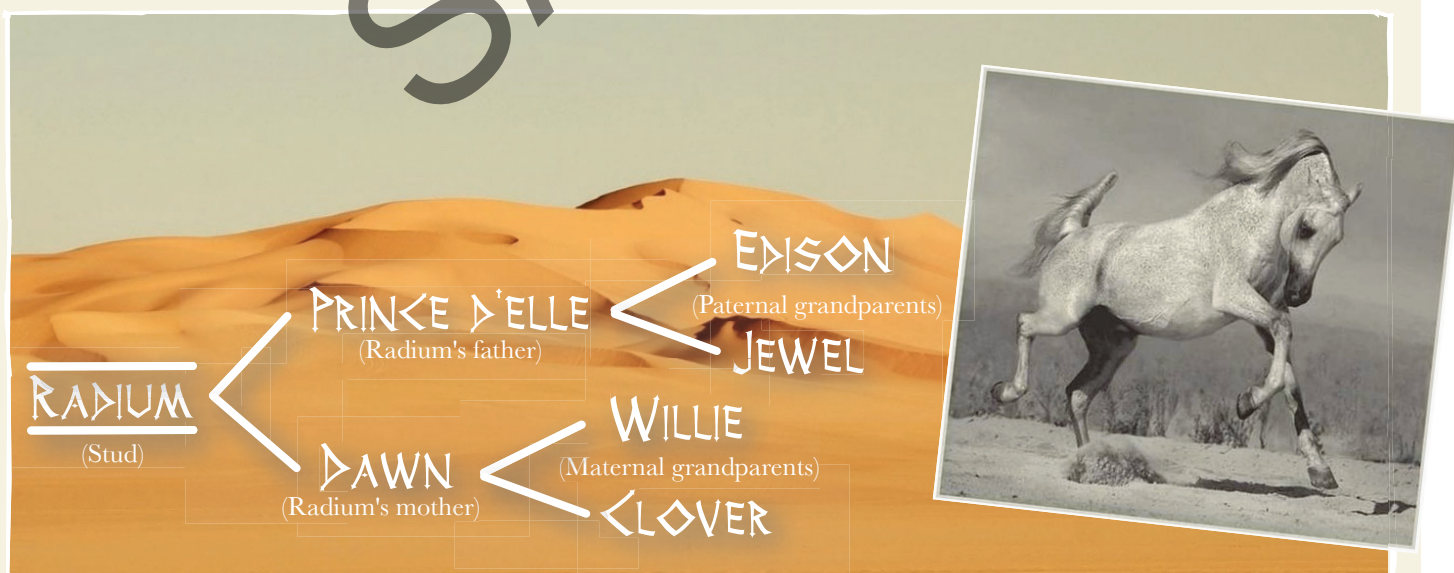
THE HISTORY OF THE HORSE

LESSON 1

1. From *Handbook of Horses* study the different parts of the horse on page 19. Trace the horse and mark the following: muzzle, crest, withers, back, belly, quarters, tail, hock and hoof. Study and memorize each part then paste onto first page of notebook.
2. In preparation of reading *King of the Wind* read about the breeding of the Arabian on page 174 of *Handbook of Horses*. What accounts for the distinctive body structure of the Arabian?
3. In *Album of Horses* read about the background of the Arabian on pages 6-9. What value did an Arabian hold for its owner? What characteristics make this horse an exceptional desert horse?
4. In notebook draw the side view of a horse rearing. An example of this can be found two-thirds of the way through *Draw 50 Horses*.

LESSON 2

1. Begin reading *King of the Wind* by Marguerite Henry. Read "The Great Son" and first two chapters. Locate Morocco in an atlas and draw a small map of the country. Mark the Atlas Mountains as well as the Strait of Gibraltar.
2. In glossary define bloodlines. Also record the definitions of stud and mare as the following:
Stud - A purebred male horse approved for breeding. Mare - A female horse at least four years old.
3. When an owner wants to breed their mare they can seek stud services. This service will show the purebred bloodline of the stud as follows:



And God took a handful of southerly wind, blew His breath over it and created the horse. –Bedouin Legend

LESSON 3

1. Read Chapters 3-4 of *King of the Wind*. What sign made the Signor believe ill-luck would follow the colt? Did Agba see something different? Why was the driver so kind to Agba?
2. Color and paste map of Morocco into notebook.
3. In glossary define: nickered, quicksilver.
4. In notebook, before the glossary, set aside several pages for Bible verses. Record and memorize Job 39:19-25. These verses describe how the Arabian reacts to trumpet sounding.



LESSON 4

1. Read Chapters 5-6 of *King of the Wind*.
2. Research the Islamic religion and Allah. When was this religion established, and who started it? What are some differences between Islam and Christianity? Record findings in notebook.
3. In equine science, two important skills are *identification* and *classification*. To *identify* a horse is to note the various characteristics which set it apart from another horse. Once these have been identified, the horse can then be *classified* according to breed. The Arabian is one of the easiest to identify because it has a small muzzle, is compact, has a dip in its forehead, and is about 14 to 15 hands. In *Handbook of Horses* read about the characteristics of the Arabian on page 174. Compare and contrast this information with the Thoroughbred on page 152. What are the main differences between these two breeds?
4. In glossary define: hand (the equine measurement of four inches), sinew, retinue.

LESSON 5

1. Read Chapters 7-8 of *King of the Wind*. Why is Agba going to France? Why did Agba not answer the Sultan's question? Why was Sham chosen to go to France?
2. In glossary define: dais, galleon.
3. Measuring the height of a horse is different than measuring humans. As we already learned a "hand" is four inches. To measure a horse you start at the ground and measure to the withers. For instance, if a horse is 15.2 hands it means the horse is five feet two inches. Fifteen hands is equal to sixty inches and the digit after the decimal point simply stands for inches, thus two inches. How tall then is a horse of 16.3 hands?
4. In *Handbook of Horses* read pages 26-27 on Paces. Learn about the four paces natural to the horse.

