Wild Horses:
Galloping Through Time
by
Kelly Milner Halls

Available only from
Junior Library Guild
7858 Industrial Parkway
Plain City, OH 43026
www.juniorlibraryguild.com

ISBN: 978-98229-642-4
About JLG Guides

Junior Library Guild selects the best new hardcover children’s and YA books being published in the U.S. and makes them available to libraries and schools, often before the books are available from anyone else. Timeliness and value mark the mission of JLG: to be the librarian’s partner. But how can JLG help librarians be partners with classroom teachers?

With **JLG Guides**.

JLG Guides are activity and reading guides written by people with experience in both children’s and educational publishing—in fact, many of them are former librarians or teachers. The JLG Guides are made up of activity guides for younger readers (grades K–3) and reading guides for older readers (grades 4–12), with some overlap occurring in grades 3 and 4. All guides are written with **national and state standards** as guidelines. Activity guides focus on providing activities that support specific reading standards; reading guides support various standards (reading, language arts, social studies, science, etc.), depending on the genre and topic of the book itself.

JLG Guides can be used both for **whole class instruction** and for **individual students**. Pages are reproducible for classroom use only, and a teacher’s edition accompanies most JLG Guides.

Research indicates that using authentic literature in the classroom helps improve students’ interest level and reading skills. You can trust JLG to provide the very best in new-release books, and now to enhance those selections by giving your school the tools to use those books in the classroom.

And in case you think we forgot the librarians, be sure to check out the **Library Applications** page, shown on the table of contents in each guide.

From all of us at Junior Library Guild, we wish you and your students good reading and great learning . . . with JLG Selections and JLG Guides.

*To add JLG Guides to your membership or to get started with JLG, contact an Account Representative at 800-491-0174.*
# Wild Horses: Galloping Through Time

by Kelly Milner Halls

This book was published by Darby Creek Publishing

## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>About the Author/Author Interview</td>
<td>3</td>
</tr>
<tr>
<td>Building Background: Some Basic Vocabulary</td>
<td>5</td>
</tr>
<tr>
<td>Prereading Activities</td>
<td>6</td>
</tr>
<tr>
<td>As You Read:</td>
<td></td>
</tr>
<tr>
<td>Small Beginnings: Prehistoric Horses</td>
<td>8</td>
</tr>
<tr>
<td>Horses of the World</td>
<td>11</td>
</tr>
<tr>
<td>Wild Horses of Eastern Europe and Asia</td>
<td>12</td>
</tr>
<tr>
<td>Wild Horses of Western Europe</td>
<td>14</td>
</tr>
<tr>
<td>Wild Horses of the Middle East</td>
<td>16</td>
</tr>
<tr>
<td>Wild Horses of Africa</td>
<td>18</td>
</tr>
<tr>
<td>Wild Horses of the Americas</td>
<td>21</td>
</tr>
<tr>
<td>Let the Rescue Begin</td>
<td>23</td>
</tr>
<tr>
<td>Wrap-up</td>
<td>24</td>
</tr>
<tr>
<td>Library Applications</td>
<td>26</td>
</tr>
<tr>
<td>Suggestions for Further Reading / Language Arts Connection</td>
<td>27</td>
</tr>
<tr>
<td>Correlations to National Standards</td>
<td>28</td>
</tr>
</tbody>
</table>

_Schools may reproduce copies of the pages in this book for use in the classroom or library in one building. Any other reproduction is strictly prohibited._

Copyright © 2009 by Junior Library Guild/Media Source, Inc. All rights reserved. No part of this publication may be transmitted, stored, or recorded in any form without written permission from the publisher. For permissions questions, contact Junior Library Guild.
About the Author

Kelly Milner Halls is a full-time author with a passion for unearthing unusual facts about the creatures and the world around her. She’s written about dinosaurs, wild dogs, Big Foot, and albino alligators—and even wilder, weirder things than those! She loves to dig up the details by interviewing experts and discovering the most up-to-date research on her subjects.

Ms. Halls grew up in Texas, where she developed a fascination for creepy crawlies, strange animals, and even repulsive reptiles. Her previous books with Darby Creek Publishing are Dinosaur Mummies: Beyond Bare-Bone Fossils and Albino Animals. Several of her books have won awards and have been named to “best books” lists.

Ms. Halls lives with her two daughters and an ever-growing pack of furry pets in Spokane, Washington. She enjoys doing presentations at museums, conferences, and schools across the country. You can find out more about Ms. Halls and her books on her Web site at www.kellymilnerhalls.com.

Author Interview

Q: What is your full name (including your middle name)?
A: My name is Kelly Ann Milner Halls.

Q: How many brothers and/or sisters do you have?
A: I have one older sister named Kim, who is an opera singer and a college professor in Ohio.

Q: What did you want to be when you grew up?
A: When I was REALLY little, I wanted to be a guardian angel. Then I wanted to be a naturalist. Finally, in high school, I decided I wanted to be a writer, and that’s what I am.

Q: What was your favorite thing to do when you were a kid? Why?
A: I love to explore. Most of my friends were boys, so we’d go out exploring the woods every single day. I also liked sports and drawing.

Q: What was your favorite book then? Why?
A: My favorite book was my pocket field guide to reptiles and amphibians. I also loved “Are You My Mother?” and “So Small,” a book about a tiny little mouse who was too little to do anything, until it took a wee mouse to save the day. I was really short, so I liked anything about other short guys being okay.
Q: What was your worst subject in school?
A: All of them for a while. I was 40% deaf when I was little, but no one knew it. So they thought I wasn’t paying attention when really I didn’t hear them when they called on me. Once they figured out what was wrong, my grades got better.

Q: Why do you write books for kids?
A: I write books for kids because I never really grew up all the way. I write books for kids because I think kid stuff is way more interesting that grown-up stuff, most of the time. And I didn’t like to read much when I was little because there wasn’t much I thought was fun to read. I read about Abraham Lincoln and vampires. That was about it. So I write books I would have loved when I was little.

Q: Do you have any pets? What are they?
A: Oh man, do I have pets. I rescue sick and wounded animals, so I usually have at least three dogs and seven cats at a time. I try to find them other homes to make room for new rescues. But sometimes I can’t give them away. So some of them are just mine for keeps. I love animals. I’ve had everything from frogs and lizards to ferrets to horses. I tried to keep baby bats once, but my father wouldn’t let me. And it really is better to turn wild abandoned babies over to the experts.

Q: What’s the first thing you do when you start a new book?
A: Research, research, research. But it’s not like homework for me. It’s like a treasure hunt. I want to find all the crazy, “who knew?” facts that will make you smile and wonder. That’s my favorite part of writing a book.

Q: What is the hardest thing about writing?
A: The hardest part about writing is cutting things out when you don’t have room. So many cool facts, only so much space.

Q: What are you afraid of?
A: I used to be really afraid of the dark when I was little, but I figured out one day if I jumped right in the middle of the dark, it didn’t look so scary. Now when I’m afraid of something, I try to face it. It also helps to talk to someone I trust about the things that scare me. Keeping a scary thing locked up inside makes it feel worse than it has to.

Q: If you had three wishes, what would they be?
A:
1. I would wish that people would be kind to one another, so no one would ever have to feel lonely again.
2. I would wish that all homeless animals could find good, loving homes.
3. I would wish for enough money to buy everyone I meet ONE thing they REALLY want, but think they’ll never be able to buy. It would be fun to make all those dreams come true.
Building Background: Some Basic Vocabulary

Horses have fascinated people for a long, long time. They are some of the most beautiful animals on Earth, and their speed, power, and gracefulness make them seem almost mythical. In fact, horses have made their way into many myths, legends, and stories. Think of the winged horse, Pegasus, or of the magical unicorn.

Most of the time when we think about horses, we think about the kinds we can ride—domesticated horses and ponies. In fact, it can be argued that the horse has been the most important domesticated animal in the history of humans. These big beasts helped plow the ground, carry heavy loads, move people, and even win battles. But before they were big and mighty, they were small and vulnerable. As they evolved over time, horses went through many structural changes, especially regarding their feet and their size. Some prehistoric species also became extinct, especially in the Americas. Eventually, they were reintroduced when explorers reached the New World, and some managed to become “wild” again. So, what is a “real” wild horse? Look up these terms and give a definition in your own words for each.

 glEnable wild horse ______________________________________________________

 glEnable domesticated horse_____________________________________________

 glEnable feral horse__________________________________________________

Can you think of other examples of animals that are wild, domesticated, and feral? Discuss them or write an expository paragraph about one kind of those animals.

Notes:

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

For additional reading on real and fictional horses, go to page 27. There you will find a list of books about horses in general and a list of well-known novels and stories that feature horses.
Prereading Activities

Book summary:
The history of wild horses stretches back more than forty-five million years and continues to the present day. The fossil record indicates that long before humans began hunting them for food or fitting them for bridles and saddles, horses at one time or another have galloped freely across Asia, Africa, Europe, and the Americas. *Wild Horses: Galloping Through Time* investigates the origins and history of wild horses and compares modern horses to their cousins: the zebra, the ass, the burro, and the onager. Halls also tells about the dangers of modern events—such as nuclear disasters and war—that affect these animals, and the importance of protecting wild horses from extinction.

Understanding the Genre: Nonfiction

1. What is the main difference between fiction and nonfiction?

____________________________________________________________________

____________________________________________________________________

2. If you were doing research for this book about wild horses, what are some kinds of information sources you would use?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

3. List at least three questions you have about wild horses that you hope will be answered in this book.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
Prereading Activities

Activating Prior Knowledge
Fill in the first two columns of the KWL chart below to show what you know (K) about wild horses and what you want to know (W) about them. Later you will fill in the last column to show what you learned (L).

<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>What I Know</td>
<td>What I Want to Know</td>
<td>What I Learned</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Survey the Book

1. Read the back cover and write one sentence to summarize what the book is about.

____________________________________________________________________
____________________________________________________________________

2. Look at the contents page (page 3). What kind of information do you expect to find out about in the first chapter?

____________________________________________________________________
____________________________________________________________________

3. How is the book organized?

____________________________________________________________________
____________________________________________________________________

4. The last chapter is called “Let the Rescue Begin.” What do you think that means?

____________________________________________________________________
____________________________________________________________________
Small Beginnings: Prehistoric Horses
pages 4–13

Before You Read
Introducing Vocabulary
It will be helpful if you know these words before you read this chapter. If you already know the meaning, simply write a definition in your own words. If you don’t know the word or are unsure of its meaning, use a dictionary or another resource to find its meaning. Write the definition on the line provided.

prehistoric __________________________________________________________
withers __________________________________________________________
hooves __________________________________________________________
northern hemisphere _________________________________________________
carnivore __________________________________________________________
evolve __________________________________________________________
extinction __________________________________________________________
fossil evidence ______________________________________________________
molars __________________________________________________________
migrate __________________________________________________________
vocalizations ______________________________________________________
domesticated _______________________________________________________
paleontologist _______________________________________________________

Asking Questions
Write down two questions you hope to find answers to in this chapter.

1. _________________________________________________________________

2. _________________________________________________________________
As You Read
Compare and Contrast
Look at the pictures on page 4 and the chart on page 5.
Complete the compare and contrast chart below.

<table>
<thead>
<tr>
<th>COMPARE How are prehistoric and modern horses alike?</th>
<th>CONTRAST How are prehistoric and modern horses different?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reading Comprehension
Read the chapter. Then answer each of the questions below.

1. The first true horses were about _______ to _______ inches tall.

2. They had _____ toes on their front feet, and each one had a hoof.

3. The name Eohippus means “___________________ horse.”

4. Why did the Hyracotherium become extinct? _____________________________
   __________________________________________________________________

5. Who were Sir Richard Owens and Othniel C. Marsh? _______________________
   __________________________________________________________________


7. How was Mesohippus different from Hyracotherium? _______________________
   __________________________________________________________________

8. What caused this horse to become extinct? _______________________________
Reading Comprehension (continued)

9. How was the *Merychippus* more like modern horses than the previous species of horses had been?
   __________________________________________________________________________
   __________________________________________________________________________

10. The *Pliohippus* was the first horse to have a __________________________.

11. It was able to see both in front and behind itself because __________________
   __________________________________________________________________________.

12. *Equus* is the name for the ______________________ horse.

13. All of the *Equus* population in America became _____________________.

14. Today’s domesticated horses all came from the species, *Equus* ____________.

15. Three kinds of ________________ and three types of ________________ still survive in the wild today.

Make Connections

In this chapter, you read about how the word “hand” came to be a kind of measurement for the height of a horse. Look up the following words and complete the chart below to show how a body part helped establish that unit of measurement.

<table>
<thead>
<tr>
<th>Unit of Measurement</th>
<th>Body Part(s)</th>
<th>The Story Behind It</th>
</tr>
</thead>
<tbody>
<tr>
<td>foot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>inch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>yard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fathom</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
After You Read

Characterizing

Look over the following chart that shows different characteristics of wild horses. Place an X in any box that characterizes each species.

<table>
<thead>
<tr>
<th>Horse Species</th>
<th>Short Mane</th>
<th>Long Mane</th>
<th>Striped</th>
<th>Small Ears</th>
<th>Large Ears</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domesticated horse</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Equus caballus</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Przewalski horse</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Equus przewalskii</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plains zebra</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Equus quagga</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grevy’s zebra</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Equus grevyi</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mountain zebra</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Equus zebra</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Burro</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Equus asinus</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Onager</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Equus hemionus</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kiang</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Equus kiang</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[Images of a donkey, a horse, and a zebra]
Wild Horses of Eastern Europe and Asia
pages 16–27

Before You Read
Introducing Vocabulary
Write a definition for each word below.

botanical _______________________________________________________
forelock ________________________________________________________
iconic __________________________________________________________
equestrian _______________________________________________________

Asking Questions
Flip through the pages of this chapter to get an idea of what will be covered. Then write two questions you would like to have answered in this chapter.

1. _________________________________________________________________
2. _________________________________________________________________

As You Read
Reading Comprehension: Main Ideas

1. How did the migration of wild horses into Asia keep the entire species from becoming extinct? __________________________________________________________

2. What physical characteristics distinguish a Przewalski horse from other kinds of horses? __________________________________________________________

3. How do we know they are territorial? _______________________________

4. In what ways did early humans use horses? __________________________

5. Who was 231 Orlitza III? ________________________________
6. How was the Przewalski horse species saved from extinction? _______________

_________________________________________________________________

7. What happened at the Chernobyl nuclear power plant in 1986? _______________

_________________________________________________________________

8. How has the Przewalski horse helped bring life back to the land near Chernobyl?

_________________________________________________________________

9. Based on what you read about the kiang (Asian ass) and the onager (Persian wild
    ass), complete the following chart by writing kiang, onager, or both on the line
    provided.

    Loads up on food for 2 to 3 months ________________
    Has a tough mouth so it can eat shrubs and trees ________________
    Is smaller and stockier than a horse ________________
    Can reach speeds of up to 45 miles per hour ________________
    Is an endangered species ________________

10. What makes experts believe that nomadic villagers in Kazakhstan were the first to
domesticate wild horses? ________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

After You Read

Drawing Conclusions

Why do you think the wild horses and asses of Eastern Europe
and Asia have been able to survive in spite of harsh natural habitats there?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
Before You Read
Introducing Vocabulary
Write a definition for each word below.

subsequent ______________________________________________________

conservationist ___________________________________________________

canter __________________________________________________________

opportunistic _____________________________________________________

geoglyph ________________________________________________________

Putting It into Perspective
Eastern Europe is made up primarily of Russia and several former Soviet-governed
countries. Name twelve countries that make up most of Western Europe.

_________________________  ________________  ________________  ________________

_________________________  ________________  ________________  ________________

_________________________  ________________  ________________  ________________

As You Read
Reading Comprehension: Summarizing Information

1. How do we know that the modern Tarpan horse is not the same horse as the wild
Tarpan? ________________________________________________________________

_________________________________________________________________

2. How did one man, Dr. Ruy d’Andrade, save Portugal’s Sorraia horse from
extinction? _____________________________________________________________

_________________________________________________________________

3. What makes the Camargue horse of France especially suitable to the marshy
terrain it inhabits? _____________________________________________________

_________________________________________________________________
4. How did the Konik horses of England return to the Stodmarsh wetland there?
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

5. What kinds of ancient evidence exists that proves the importance of horses in prehistoric Western Europe?
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

6. Describe the ways in which we know that horses were important in ancient Greece.
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

After You Read
Analyzing the Text

The author offers several ideas and theories about the history and survival of wild horses. List ways in which she supports her statements.

1. _____________________________________________________________________
2. _____________________________________________________________________
3. _____________________________________________________________________
4. _____________________________________________________________________
5. _____________________________________________________________________
Wild Horses of the Middle East
pages 38–45

Before You Read
Introducing Vocabulary

1. What is a pony? (You might be surprised, so be sure to look it up.) __________
________________________________________________________________

2. What is a hybrid? __________________________________________________

3. The Greek word petra means “rock.” The Greek word glyph meaning “carving.”
   What is a petroglyph? _______________________________________________

4. Look up these two art terms: terra cotta and relief. What would a terra cotta relief of
   a horse look like? ___________________________________________________

5. Who are the Bedouins? ______________________________________________
_________________________________________________________________

6. Define debacle. _____________________________________________________

As You Read
Reading Comprehension: Main Ideas and Details

Complete each main idea below. Then write at least two details that support the main
idea.

1. Horses in the Middle East have ways to tolerate _________________________.
   Detail: _____________________________________________________________
   Detail: _____________________________________________________________

2. Caspian horses may be a _________________ of Equus ________________
   and Equus _________________.
   Detail: _____________________________________________________________
   Detail: _____________________________________________________________
3. Caspian horses may be a ____________________ of

Equus _____________ and Equus ________________.

Detail: ____________________________________________________

Detail: ____________________________________________________

4. Caspian horses were important to Persian ___________ and ______________.

Detail: ____________________________________________________

Detail: ____________________________________________________

5. Arabian horses were treated __________ by kings and Bedouins and were bred
   for one main purpose: ________________.

   Detail: ____________________________________________________

   Detail: ____________________________________________________

6. In 2003, some Arabian horses in Iraq were affected by _________________.

   Detail: ____________________________________________________

   Detail: ____________________________________________________

**After You Read**

**Synthesizing Information**

After reading about wild horses across Europe, Asia, and the Middle East, apply what you have learned to write an explanation about how natural habitat can affect the evolution of a species.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Before You Read
Activating Prior Knowledge
In this chapter, you will learn about another kind of wild horse: the zebra. Fill in the chart below to show what you already know about zebras and what you want to find out about them. Then, after you read this chapter, complete the last column.

<table>
<thead>
<tr>
<th>K</th>
<th>What I Know</th>
<th>W</th>
<th>What I Want to Know</th>
<th>L</th>
<th>What I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As You Read
Reading Comprehension: Making Inferences
Answer each question by making an inference based on information you already know.

1. Why is Africa home to more ungulates—animals with hooves—than any other continent in the world? ________________________________
   _____________________________________________________________

2. How do the zebras' stripes help it survive in its native habitat? ______________
   __________________________________________________________________

3. What advantages to zebras have by living in herds, or harems, rather than as isolated animals? ________________________________
   __________________________________________________________________
4. Why are the African wild asses so critically endangered? ___________________

________________________________________________________________

5. In what ways were the San people of South Africa like other prehistoric people around the world in the ways they viewed animals? ________________

________________________________________________________________

________________________________________________________________

Social Studies Connection

Wild animals have become an important part of life for humans for thousands of years. How has the horse (including horses, asses, and mules) helped human beings become more civilized? How have they helped us become more destructive?

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________
Read the following *idioms* that have to do with horses. Find out what each one means and write it on the lines provided.

<table>
<thead>
<tr>
<th>Idiom</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A dark horse</td>
<td></td>
</tr>
<tr>
<td>To change horses in midstream</td>
<td></td>
</tr>
<tr>
<td>To put the cart before the horse</td>
<td></td>
</tr>
<tr>
<td>To beat a dead horse</td>
<td></td>
</tr>
<tr>
<td>You can lead a horse to water, but you can’t make him drink.</td>
<td></td>
</tr>
<tr>
<td>Horse sense</td>
<td></td>
</tr>
<tr>
<td>To look a gift horse in the mouth</td>
<td></td>
</tr>
<tr>
<td>To get on your high horse</td>
<td></td>
</tr>
<tr>
<td>To hold your horses</td>
<td></td>
</tr>
<tr>
<td>To chomp at the bit</td>
<td></td>
</tr>
<tr>
<td>Donkey’s years</td>
<td></td>
</tr>
<tr>
<td>To work like a horse</td>
<td></td>
</tr>
<tr>
<td>To horse around</td>
<td></td>
</tr>
</tbody>
</table>
Before You Read

Vocabulary: Words from Spanish

English often borrows words from other languages, using the same term or adapting the term in some way. Each of the following words originated as a Spanish word. Find the Spanish word it came from and give a brief definition.

<table>
<thead>
<tr>
<th>Word Used in English</th>
<th>Spanish Word of Origin</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>bronco</td>
<td></td>
<td></td>
</tr>
<tr>
<td>rodeo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mustang</td>
<td></td>
<td></td>
</tr>
<tr>
<td>burro</td>
<td></td>
<td></td>
</tr>
<tr>
<td>buckaroo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lariat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>stampede</td>
<td></td>
<td></td>
</tr>
<tr>
<td>canyon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>mesa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lasso</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As You Read

Reading Comprehension: Evaluate and Synthesize Information

1. If all North American horses became extinct about ten thousand years ago, how is it that there are horses here today?

________________________________________________________________

________________________________________________________________

2. Look up the term “feral horse.” How does it differ from a true “wild horse”?

________________________________________________________________

________________________________________________________________
3. Where are you likely to find bands of wild mustangs in North America? Why in those areas? ____________________________________________________________
   ____________________________________________________________________

4. Describe how the process of natural selection affected the mustangs of the Americas. ________________________________________________
   ____________________________________________________________________

5. Where are the Abaco Islands? How did horses come to live there? What is their greatest threat to survival? ___________________________
   ____________________________________________________________________

6. What is the main difference between a wild ass and a burro? ________________
   ____________________________________________________________________

7. What caused the wild burros to exist and thrive in the American West? ________
   ____________________________________________________________________

**After You Read**

Research: Gathering Specific Information

On pages 62–63 you will find a list of organizations that help with the preservation of certain kinds of American wild horses. Choose one organization and write a letter requesting information about the horses they manage. Make some notes on the lines below to help you draft the letter.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
Let the Rescue Begin
pages 64–67

Before You Read
Making Predictions

What information do you think you will find in this section?
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

What questions do you have that you hope will be answered in this section?
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

After You Read
Summarizing
After reading pages 64–67, write a short summary about the need to rescue wild horses.
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Wrap-up

Analyze the Research

1. Look at the Bibliography found on pages 68–70. The author interviewed several people as part of her research for this book. What kind of information can you get when interviewing someone that you might not find in any other way?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

2. Look at the articles and books the author used as resources. Evaluate the sources based on the authors, the publication, and the date. How would you judge the value of these resources?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Think Like a Conservationist
If you were a conservationist who worked with wild horse rescues, how would you use this book to help you?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Discuss the Issues
After reading this book, describe what you think the author’s goal was in writing it. Do you think she accomplished her goals?
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Making Connections
Think about the people in your community who work with animals. Discuss two people or organizations that help rescue animals that are in danger.
1. _______________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

2. _______________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Science Connection
In the past, when a species became extinct, that was the end of its existence forever. Now that cloning has become a reality, how could scientists make sure we do not let wild horses—or any species—become extinct?

Research “horse cloning” to see what has already been accomplished.
Library Applications

Research:
“Horses” is a very general topic to research; “wild horses” is a more specific topic. Take a look at the index at the back of the book. You will see some even more specific topics that are discussed somewhere inside this book. If you were to write a research report, which three topics from the index would you most like to choose? Why?
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Demonstrating:
After reading this book, what could you help your librarian do to promote this book and others like it in your school library?
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Technology Connection
Work with your librarian to plan a multimedia presentation about wild horses around the world. You could create a PowerPoint slide show, a Web site, a video, or other visual and audio work.

When it’s complete, you may want to send it to one of the organizations listed on the You Can Help pages in the book (pages 66–67) to help them get the word out about wild horse conservation.

Think about other ways your multimedia materials can help.
Suggestions for Further Reading

Nonfiction books about wild horses:


Fiction books about wild horses:


Books by Marguerite Henry:
*Brighty of the Grand Canyon*
*King of the Wind* (Newbery Winner)
*Misty of Chincoteague* (Newbery Honor)
*Misty’s Twilight*
*Mustang: Wild Spirit of the West*
*Sea Star: Orphan of Chincoteague*
*Stormy: Misty’s Foal*

Language Arts Connection

Choose one of the fiction books above. Read it and then write a report that includes:

⇒ A summary of the book
⇒ The setting (time and place)
⇒ The main characters
⇒ The main conflict(s)
⇒ The theme
⇒ A critique of the book (what you liked; what you didn’t like, etc.)
⇒ A short biography of the author
# Correlations to National Standards

## For Grades 9–12

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Standard Number</th>
<th>Standard Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Arts: Visual Arts</td>
<td>NA-VA.9–12.4</td>
<td>Understanding the Visual Arts in Relation to History and Cultures</td>
</tr>
<tr>
<td>Languages Arts: English</td>
<td>NL-ENG.K–12.1</td>
<td>Reading for Perspective</td>
</tr>
<tr>
<td>Languages Arts: English</td>
<td>NL-ENG.K–12.2</td>
<td>Reading for Understanding</td>
</tr>
<tr>
<td>Languages Arts: English</td>
<td>NL-ENG.K–12.3</td>
<td>Evaluation Strategies</td>
</tr>
<tr>
<td>Languages Arts: English</td>
<td>NL-ENG.K–12.4</td>
<td>Communication Skills</td>
</tr>
<tr>
<td>Languages Arts: English</td>
<td>NL-ENG.K–12.5</td>
<td>Communication Strategies</td>
</tr>
<tr>
<td>Languages Arts: English</td>
<td>NL-ENG.K–12.6</td>
<td>Applying Knowledge</td>
</tr>
<tr>
<td>Languages Arts: English</td>
<td>NL-ENG.K–12.7</td>
<td>Evaluating Data</td>
</tr>
<tr>
<td>Languages Arts: English</td>
<td>NL-ENG.K–12.8</td>
<td>Developing Research Skills</td>
</tr>
<tr>
<td>Languages Arts: English</td>
<td>NL-ENG.K–12.9</td>
<td>Multicultural Understanding</td>
</tr>
<tr>
<td>Languages Arts: English</td>
<td>NL-ENG.K–12.10</td>
<td>Applying Non-English Perspectives</td>
</tr>
<tr>
<td>Languages Arts: English</td>
<td>NL-ENG.K–12.11</td>
<td>Participating in Society</td>
</tr>
<tr>
<td>Languages Arts: English</td>
<td>NL-ENG.K–12.12</td>
<td>Applying Language Skills</td>
</tr>
<tr>
<td>Language Arts: Foreign Language</td>
<td>NL-FL.K–12.3</td>
<td>Connections</td>
</tr>
<tr>
<td>Science</td>
<td>NS.9–12.1</td>
<td>Science As Inquiry</td>
</tr>
<tr>
<td>Science</td>
<td>NS.9–12.3</td>
<td>Life Science</td>
</tr>
<tr>
<td>Science</td>
<td>NS.9–12.5</td>
<td>Science and Technology</td>
</tr>
<tr>
<td>Science</td>
<td>NS.9–12.6</td>
<td>Science in Personal and Social Perspectives</td>
</tr>
<tr>
<td>Science</td>
<td>NS.9–12.7</td>
<td>History and Nature of Science</td>
</tr>
<tr>
<td>Social Studies: Civics</td>
<td>NSS-C.9–12.1</td>
<td>Civic Life, Politics, and Government</td>
</tr>
<tr>
<td>Social Studies: Geography</td>
<td>NSS-G.K–12.1</td>
<td>The World in Spatial Terms</td>
</tr>
<tr>
<td>Social Studies: Geography</td>
<td>NSS-G.K–12.2</td>
<td>Places and Regions</td>
</tr>
<tr>
<td>Social Studies: Geography</td>
<td>NSS-G.K–12.5</td>
<td>Environment and Society</td>
</tr>
<tr>
<td>Social Studies: U.S. History</td>
<td>NSS-USH.5–12.1</td>
<td>Era 1: Three Worlds Meet (Beginnings to 1620)</td>
</tr>
<tr>
<td>Social Studies: World History</td>
<td>NSS-WH.5–12.1</td>
<td>Era 1: The Beginnings of Human Society</td>
</tr>
<tr>
<td>Social Studies: World History</td>
<td>NSS-WH.5–12.2</td>
<td>Era 2: Early Civilizations and the Emergence of Pastoral Peoples</td>
</tr>
<tr>
<td>Technology</td>
<td>NT.K–12.4</td>
<td>Technology Communications Tools</td>
</tr>
<tr>
<td>Technology</td>
<td>NT.K–12.5</td>
<td>Technology Research Tools</td>
</tr>
</tbody>
</table>