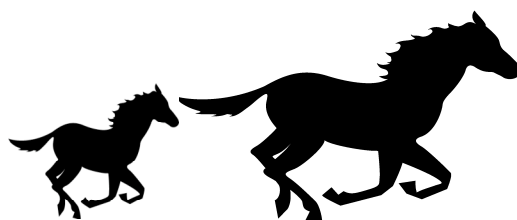




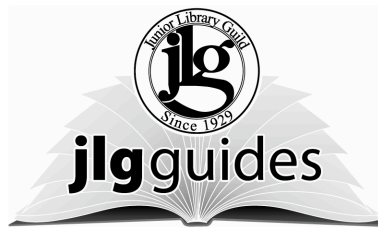
Wild Horses: Galloping Through Time

by
Kelly Milner Halls



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Wild Horses: Galloping Through Time

by Kelly Milner Halls

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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 than 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.

 wild horse _____

 domesticated horse _____

 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)**.

K What I Know	W What I Want to Know	L What I Learned

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.



COMPARE How are prehistoric and modern horses alike?	CONTRAST How are prehistoric and modern horses different?

Reading Comprehension

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

- The first true horses were about _____ to _____ inches tall.
- They had _____ toes on their front feet, and each one had a hoof.
- The name *Eohippus* means “_____ horse.”
- Why did the *Hyracotherium* become extinct? _____

- Who were Sir Richard Owens and Othniel C. Marsh? _____

- Mesohippus* means “_____” horse.
- How was *Mesohippus* different from *Hyracotherium*? _____

- 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.

Unit of Measurement	Body Part(s)	The Story Behind It
foot		
inch		
yard		
fathom		



Horses of the World

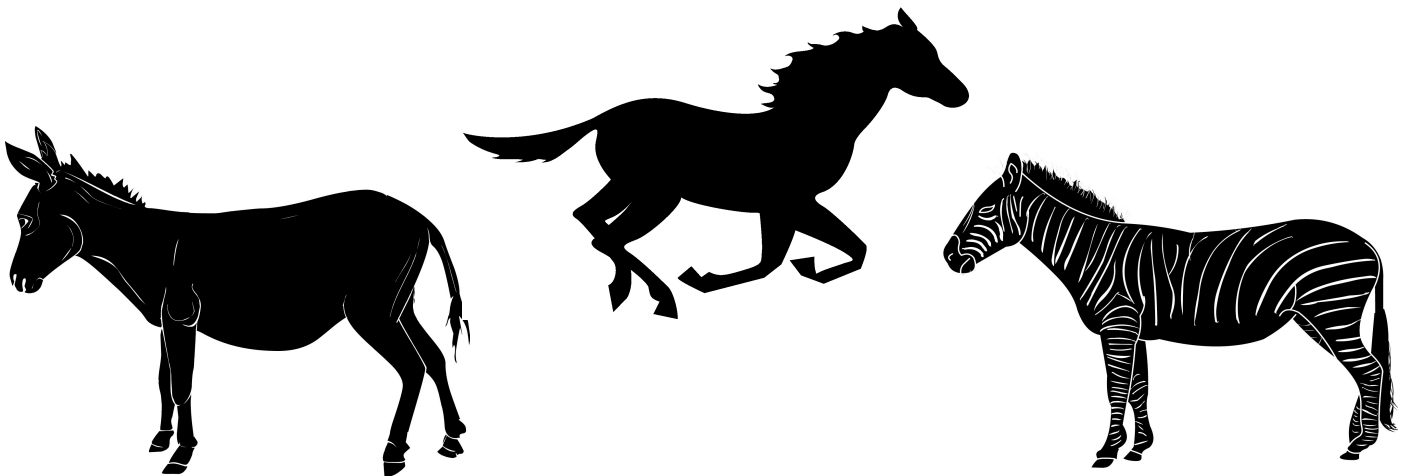
pages 14–15

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.

Horse Species	Short Mane	Long Mane	Striped	Small Ears	Large Ears
Domesticated horse <i>Equus caballus</i>					
Przewalski horse <i>Equus przewalskii</i>					
Plains zebra <i>Equus quagga</i>					
Grevy's zebra <i>Equus grevyi</i>					
Mountain zebra <i>Equus zebra</i>					
Burro <i>Equus asinus</i>					
Onager <i>Equus hemionus</i>					
Kiang <i>Equus kiang</i>					



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? _____

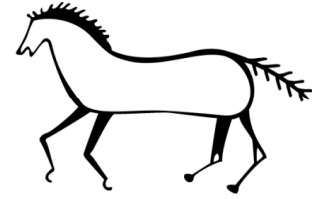
After You Read Drawing Conclusions



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?

Wild Horses of Western Europe

pages 28–37



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.

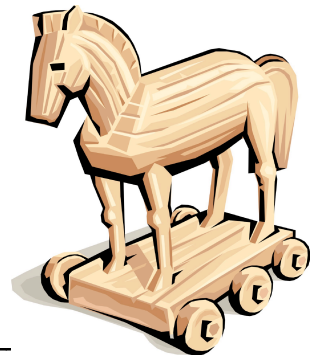
1.

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.) _____

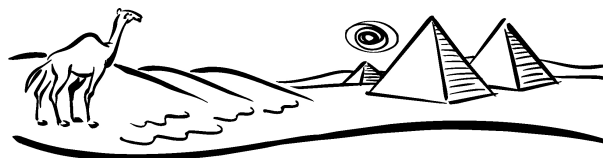
2. What is a hybrid? _____
3. The Greek word *petra* means “rock.” The Greek word *glyphe* means “carving.”
What is a petroglyph? _____
4. Look up these two art terms: *terra cotta* and *relief*. What would a terra cotta relief of
a horse look like? _____
5. Who are the Bedouins? _____

6. Define *debacle*. _____

As You Read

Reading Comprehension:

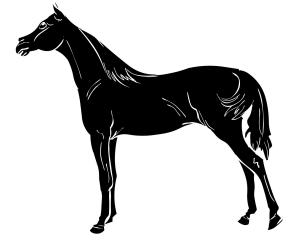
Main Ideas and Details



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.

Wild Horses of Africa

pages 46–55



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.

K What I Know	W What I Want to Know	L What I Learned

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? _____

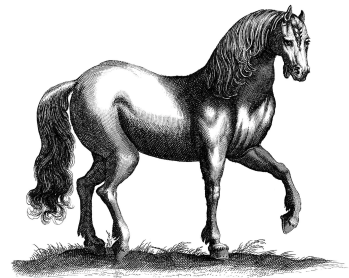
3. What advantages to zebras have by living in herds, or harems, rather than as isolated animals? _____

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?



Just for Fun

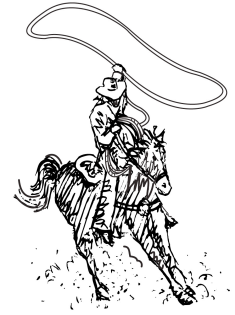
Read the following *idioms* that have to do with horses. Find out what each one means and write it on the lines provided.



Idiom	Meaning
A dark horse	
To change horses in midstream	
To put the cart before the horse	
To beat a dead horse	
You can lead a horse to water, but you can't make him drink.	
Horse sense	
To look a gift horse in the mouth	
To get on your high horse	
To hold your horses	
To chomp at the bit	
Donkey's years	
To work like a horse	
To horse around	

Wild Horses of the Americas

pages 56–63



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.

Word Used in English	Spanish Word of Origin	Definition
bronco		
rodeo		
mustang		
burro		
buckaroo		
lariat		
stampede		
canyon		
mesa		
lasso		

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.

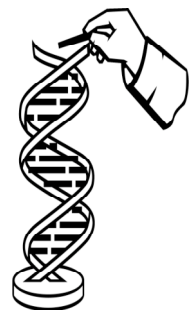
1.

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:

Peterson, Cris. *Wild Horses: Black Hills Sanctuary*. Honesdale, PA: Boyds Mills Press, 2003.
Ryden, Hope. *Wild Horses I Have Known*. New York: Clarion Books, 1999.

Fiction books about wild horses:

Farley, Terri. *Phantom Stallion: Wild Horse Island* series. New York: HarperCollins, 2008.
Farley, Walter. *The Black Stallion*. New York: Yearling, 1991. (First of a series of Black Stallion books)
Lester, Julius and Jerry Pinkney. *Black Cowboy, Wild Horses*. New York: Dial Books for Young Readers, 1998.
Price, Steven D. *Classic Horse Stories: Fourteen Timeless Horse Tales*. Lyons Press, 2002.
Sewell, Anna. *Black Beauty*. New York: Scholastic, Inc., 2003.

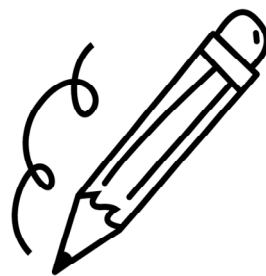
Books by Marguerite Henry:

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

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