

<b>Course</b>	Agricultural Science I
<b>Unit</b>	Equine Science
<b>Lesson</b>	Introduction
<b>Estimated Time</b>	50 minutes

### Student Outcome

The student will explain origins of the horse; how it has influenced American society; how it was reintroduced to the U.S.; and some of the types, sizes, colors, and breeds of horses.

### Learning Objectives

1. Describe the influence of the horse throughout history.
2. Identify how the horse returned to America.
3. Examine how the role of horses has changed from that of early America.
4. Identify the different horse types, sizes, colors, and breeds.

### Grade Level Expectations

SC/LO/3/A/9-11/b      SC/LO/3/C/9-11/b

### Resources, Supplies & Equipment, and Supplemental Information

#### Resources

1. *Equine Science* (Student Reference). University of Missouri-Columbia: Instructional Materials Laboratory, 1995.
2. University of Missouri-Columbia Extension Division agricultural publication
  - a. G2780: Horse Registries and Associations
3. *Equine Science Curriculum Enhancement*. University of Missouri-Columbia: Instructional Materials Laboratory, 2003.

#### Supplemental Information

1. Internet Sites
  - ☐ Breeds of Livestock (Dictionary). Oklahoma State University. Accessed June 4, 2007, from <http://www.ansi.okstate.edu/breeds/horses/>.
  - ☐ *The Draft Horse in America*. Eastern Draft Horse Association. Accessed June 4, 2007, from <http://www.easterndrafthorse.com/History/drafthorseinamerica.htm>.
  - ☐ Horses & History. Accessed June 4, 2007, from <http://www.equinfinity.com/history.html>.
  - ☐ Loch, W. *Horse Registries and Associations*. University of Missouri-Columbia Extension Division agricultural publication, G2780. Accessed June 4, 2007, from <http://extension.missouri.edu/explore/agguides/ansci/g02780.htm>.
  - ☐ Pavia, A. *How Horses Made America Great*. Accessed June 4, 2007, from [http://www.fund4horses.org/pdf/how\\_horses.pdf](http://www.fund4horses.org/pdf/how_horses.pdf).
2. Print
  - ☐ Ensminger, M. E., and C. J. Hammer. *Equine Science*. 8<sup>th</sup> ed. Upper Saddle River, NJ: Pearson Education, Inc., 2004.

## Interest Approach

Show various pictures or slides showing horses involved in different activities. After students have had a few minutes to look over the pictures or slides, ask them to give further examples of equine activities.

## Communicate the Learning Objectives

1. Describe the influence of the horse throughout history.
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Instructor Directions	Content Outline
<b>Objective 1</b>  <i>It is thought that the Chinese were the first to keep horses in herds for uses other than food. Horses have been many things to people – a source of food, a weapon of war in the conquering of enemies, transportation, a companion, etc. Whatever the use, there is no doubt that the horse has helped shape the course of human history.</i>	<b>Describe the influence of the horse throughout history.</b>  <ol style="list-style-type: none"><li>1. Food source</li><li>2. Transportation</li><li>3. Power source</li><li>4. Companion</li></ol>
<b>Objective 2</b>  <i>Almost since the beginning of time, horses have populated most of the world. However, in North America, they had vanished until they were reintroduced in the late 1400s by the Spanish Conquistadors.</i>	<b>Identify how the horse returned to America.</b>  <ol style="list-style-type: none"><li>1. Spanish Conquistadors</li><li>2. Cortez</li><li>3. de Soto</li><li>4. Missionaries</li></ol>
<b>Objective 3</b>  <i>When America was young and still unexplored, the horse was essential in providing transportation, power to pull plows, and companionship for the lonely cowhand on the trail. Almost everyone owned at least</i>	<b>Examine how the role of horses has changed from that of early America.</b>  In early America <ol style="list-style-type: none"><li>1. Columbus's second voyage brought 25 horses</li><li>2. 1600s colonists brought horses when they settled</li><li>3. Spreading westward – Lewis &amp; Clark</li></ol> Population rise until early 1920s and decrease until early 1960s

Instructor Directions	Content Outline
<i>one horse. Today, the equine population is much less.</i>	In America today – the recreational horse
<p><b>Objective 4</b></p> <p><i>Horses come in a variety of types, colors, and sizes. Choosing a type and breed of horse depends on the owner's needs and how much money the individual wants to spend.</i></p>	<p><b>Identify the different horse types, sizes, colors, and breeds.</b></p> <p>Classifying horses by size, build, weight, and type (light, draft, or ponies)</p> <ol style="list-style-type: none"> <li>1. Ponies: Less than 14 hands and 500-900 pounds</li> <li>2. Light: 14-17 hands high and 900-1,400 pounds</li> <li>3. Draft: 14-17+ hands and 1,400+ pounds</li> </ol> <p>Color (black, brown, bay, and chestnut as common coat colors)</p> <p>Breeds and breed registries</p>
<p><b>Application:</b></p>	<p>Other activities</p> <ol style="list-style-type: none"> <li>1. Visit some local horse farms that have different breeds of horses. Have students look for the differences between breeds. Have them note the coloring of certain breeds and if there are characteristic colorings or other features that are unique to that breed. Explore the predictability of offspring coloring in horses as compared to other stock.</li> <li>2. Go to a horse show. Have students look for as many unique characteristics as they can find.</li> <li>3. View videos from the various breed associations.</li> <li>4. Students can research information on a particular breed. Breed association addresses are available by:             <ol style="list-style-type: none"> <li>a) doing a computerized search, b) using the UMC Extension Guide G2780, or c) contacting the American Horse Council, 1616 H Street NW, 7<sup>th</sup> Floor, Washington, DC 20006 (202-296-4031).</li> </ol> </li> <li>5. Display the poster, "Guide to Horses" (available for purchase from Nasco).</li> <li>6. Students can create horse breed PowerPoint presentations.</li> </ol>
<p><b>Closure/Summary</b></p>	<p>There is no doubt that horses have had a very large impact on humanity. People have been fortunate to have domesticated an animal that is much more powerful than themselves. Today, the horse's popularity is on the increase with such sports as dressage, endurance events, and hunter jumping. With these events receiving a great</p>

Instructor Directions	Content Outline
	deal of notoriety in the Olympics, the number of horse owners will continue to increase.
<b>Evaluation: Quiz</b>	Answers: 1. c 2. a 3. c 4. d 5. b 6. d 7. b 8. a 9. c