

WILD HORSES

an american romance



TEACHER ACTIVITIES

By Elaine Larson and Ruth Bylander
South Dakota Public Broadcasting

Lesson Grade Level
6th – 9th Grades

LESSON PLANS

- I. An American Romance
- II. Wild Horse Annie
- III. Sanctuary and Breeds

Within each lesson plan are several short activities that could be pulled out and used separately.

RESOURCES

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Lesson Plan I: An American Romance

By Elaine Larson and Ruth Bylander, South Dakota Public Broadcasting

Lesson Grade Level:

6th – 9th Grades

LENGTH

Two to four class periods. Select the activities that best fit your time frame.

LESSON OBJECTIVES

1. Students will define “feral” and understand what that means for the American wild horse.
2. Students will explain the complexity of the options for the American wild horse.
3. Students will gain an understanding of the history of the wild horse.
4. Students will gain an understanding of the process of adoption of a wild horse.
5. Students will investigate the meaning of “romance” in the title of the **WILD HORSES** video.



EDUCATIONAL STANDARDS

Social Studies Standard: II-f, III-h, X-c

Life Science Standards: Reproduction & Heredity-3, Regulation & Behavior-1 & 4

English Language Arts Standards: 4, 5, 6, 7, 8, 9

RESOURCES AND MATERIALS

- Computer with Internet access
 - **NET WILD HORSES: AN AMERICAN ROMANCE** video, 57 minutes long
<http://netnebraska.org/interactive-multimedia/none/wild-horses-american-romance-full-program>
 - **NET WILD HORSES** website
<http://netnebraska.org/basic-page/television/wild-horses-american-romance>
 - **NET WILD HORSES: Resources – Web Links**
<http://netnebraska.org/basic-page/television/wild-horses-web-links>
 - **NET WILD HORSES: Resources – Glossary**
<http://netnebraska.org/basic-page/television/wild-horses-glossary>
- Pen and paper.

The following are found in the **RESOURCES** section at the end of this document:

- Educational Standards
- Background Information
- **WILD HORSE OPTIONS** Handout
- **WILD HORSE RESEARCH QUESTIONS** Handout
- **THE SPIRIT OF THE HORSE** Handout
- **WILD HORSE ESSAY** Handout
- **AN AMERICAN ROMANCE** Rubric

THE PROCESS

1. **Set the stage** by explaining to your students that you are going to look into the plight of wild horses in the American West. To help understand the video and later discussion, have students look up and show by discussion that they understand the following vocabulary. Either use dictionaries, or have students research on the web.



I. AN AMERICAN ROMANCE

Conquistador	Spanish and Portuguese soldiers, explorers, and adventurers who were some of the first Europeans to colonize much of the Americas in the 15 th , 16 th , and 17 th centuries.
Feral	A domesticated animal that has escaped from captivity and has now become wild. Horses were domesticated in Europe, brought to the Americas by Spanish conquistadors, escaped, and became wild inhabitants here.
Sanctuary	A place of safety. An animal sanctuary is a place where endangered animals are brought to live and be protected.

2. Have students **watch the program, WILD HORSES: AN AMERICAN ROMANCE** from the website. The program is 57 minutes long, so should be watched in 2 parts, about 28.5 minutes each over 2 different class periods.
3. After watching the first half of the program, **discuss** the following questions. You may want to break the class up into pairs to discuss, and then have them rejoin the whole group to share their conclusions.

What makes a horse "wild?" Many people debate the use of the term "wild" applied to the mustangs living in sanctuaries and on open ranges across the West. Is a wild horse simply an unbroken horse? Is "wild" the same as "feral" in referring to these horses?

(Social Studies Standard: X-c)
(Life Science Standards: Reproduction & Heredity-3, Regulation & Behavior-4)

4. After watching the second half of the program, **discuss** the following questions. Each option could be assigned to a small group, who then summarize their discussion for the whole group. Then, lead a group discussion directed toward a class vote.

Wild horses live on lands owned and managed by the U.S. government. Who should benefit from the management of these lands? Discuss the pros and cons of each option.

- a. **Wild horses.** These living reminders of the Old West have been roaming free on these lands for more than 100 years.
- b. **Other wildlife.** Wild horses are a fairly recent addition to the environment, and other animals and plants should take precedence.
- c. **Ranchers, loggers, and miners.** People should have the right to earn a living.
- d. **All of the above.** The government should make an effort to offer something for each group without completely shutting one out.

(Social Studies Standards: II-f, III-h, X-c)

5. Have students use the web links and content from the **NET WILD HORSES** website to **research** the following questions. You may want to make copies and distribute the **Background Information** in the Resources section at the end of this document. This research could be done individually as a homework assignment, or in small groups for discussion purposes. Students should write 1 paragraph for each part of Question I and 2-3 paragraphs for Question II.



I. AN AMERICAN ROMANCE

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- I. According to the Bureau of Land Management (BLM), the horse became extinct on the North American continent around 8000 BC. Spanish explorers reintroduced horses to North America in the 1500s.
 - a. Where did the original North American horses come from?
 - b. What may have caused their extinction?
 - c. What has been the history of the horse in North America?
 - d. What is the history of the horse in Native American cultures?

- II. What is the process for adopting a wild horse? What are the requirements?

(Life Science Standards: Regulation & Behavior 1, 4)

(Social Studies Standards: II-f)

(English Language Arts Standards: 7)

6. Show the handout, **THE SPIRIT OF THE HORSE**, on an overhead projector. What is romantic about these descriptions? Have a very brief discussion on this topic to make sure students understand the concepts before giving out the writing assignment. Have students **write** a short essay on the use of the word "romance" in the title of the program, **Wild Horses: An American Romance**. Students should incorporate some of the previous discussion and/or research in their essays, contrasting the harshness of reality with the romance story of the wild horse. If you have more class time, have students give a summary presentation of their essays.
 - What does it mean to take a "romantic" view of wild horse history and issues?
 - Does the program depict wild horses in a "romantic" way?
 - What would be the opposite of a "romantic" viewpoint or depiction?

Tip:

In this context "romance" does not refer to relationships between two people, but to an idealistic, emotional perspective.

(Social Studies Standards: II-f)

(English Language Arts Standards: 4, 5, 6, 7, 8, 9)

EVALUATION

A rubric for these activities is located in the Resources section at the end of this document.



II. WILD HORSE ANNIE

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Lesson Plan II: Wild Horse Annie

By Elaine Larson and Ruth Bylander, South Dakota Public Broadcasting

Lesson Grade Level:

6th – 9th Grades

Length:

One to two class periods. Select the activities that best fit your time frame.

Lesson Objectives:

1. Students will discover the story of Wild Horse Annie.
2. Students will explain what it means to be a role model.
3. Students will explain the concept of “common good” and perhaps why there may be disagreement as to what is “common”.



EDUCATIONAL STANDARDS

Social Studies Standard: II-f, III-h, IV-e, X-c, j

English Language Arts Standards: 4, 5, 6, 7, 8, 9

Resources & Materials:

- Computer with Internet access
 - **NET WILD HORSES: AN AMERICAN ROMANCE** video, 57 minutes long
<http://netnebraska.org/interactive-multimedia/none/wild-horses-american-romance-full-program>
 - **NET WILD HORSES** website
<http://netnebraska.org/basic-page/television/wild-horses-american-romance>
 - **NET WILD HORSES: The Mustang Dilemma – Dwindling Space**
(The story of Wild Horse Annie)
<http://netnebraska.org/basic-page/television/wild-horses-dwindling-space>
 - **NET WILD HORSES: Resources – Web Links**
<http://netnebraska.org/basic-page/television/wild-horses-web-links>
 - **NET WILD HORSES: Resources – Glossary**
<http://netnebraska.org/basic-page/television/wild-horses-glossary>
- Pen and paper.

The following are found in the **RESOURCES** section at the end of this document:

- Educational Standards
- Background Information
- **YOUNG PEOPLE AND WILD HORSE ANNIE TO THE RESCUE!** Handout
- **WILD HORSE ANNIE** Rubric

The Process

1. Have students **read** the **YOUNG PEOPLE AND WILD HORSE ANNIE TO THE RESCUE** handout at the end of this document. If you have Internet access, also display **The Mustang Dilemma – Dwindling Space** page on an overhead projector and have students take turns reading the information related to Wild Horse Annie.

(English Language Arts Standards: 6)
2. Ask the students to **think about** and give reasons why Velma “Wild Horse Annie” Johnston was a role model. Support students’ thoughts with this additional information:



II. WILD HORSE ANNIE

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- a. According to friend Dawn Lappin, because Johnston had polio when she was young, she had trouble turning her head. She was also sensitive about her crooked teeth. She overcame those physical difficulties as well as her shyness about her looks to make a public stand about something she cared about.
 - b. Wild Horse Annie proved that one person could change the law of the land. She organized a campaign using the media (newspapers, magazines, radio, and TV) and encouraged thousands of schoolchildren to write to Congress.
 - c. Johnston didn't let name-calling bullies stop her. She took on the name "Wild Horse Annie" after an opponent called her that to make fun of her.
(English Language Arts Standards: 6)
3. Then, have students break up in 6 small groups, assigning each of the following questions to 2 groups. Allow 5-10 minutes for **discussion**, then have the two groups with the same question get together, and have a spokesperson for each summarize the main points. Encourage them to discuss the new points, and then make a short list of the summarized main points. Gather everyone back into one group and have the three new spokespeople (different from the first ones) report to the whole group.
- a. What caused Velma Johnston to overcome her physical challenges to become a public spokesperson for wild horses?
 - b. Name other people (either historical figures or people in your community) who have overcome challenges to make a stand on an issue. What characteristics and attitudes do these people have that make them role models?
 - c. What is the "common good?" Did Wild Horse Annie's efforts support the common good? What present-day ramifications related to wild horse populations and land-use issues may be a result of her successful campaign?
(Social Studies Standards: II-f, III-h, IV-e, X-c, j)
4. Assign students to **write** a short essay **or** letter as homework for the next day. They should be prepared to do a summary presentation in class, and be able to answer questions afterward from the group. Students may use resources found on the **Wild Horses: Resources – Web Links** page, or find their own resources on the Internet or in the school library.
- a. Write a short essay on the role of citizen action in facilitating change. Cite examples from the history of our nation, the world, or your community. Include your opinion on the role citizens play in strengthening the "common good".
 - b. Write a letter to the editor from the perspective of a person living in Nevada during the time Wild Horse Annie was mounting her campaign to save wild horses. Your letter may either support or oppose her efforts. Support your opinions with facts as much as possible.
(English Language Arts Standards: 4, 5, 6, 7, 8, 9)

EVALUATION

A rubric for these activities is located in the Resources section at the end of this document.



Lesson Plan III: Sanctuary and Breeds

By Elaine Larson and Ruth Bylander, South Dakota Public Broadcasting

Lesson Grade Level:
6th – 9th Grades

Length:

One to two class periods. Select the activities that best fit your time frame. This lesson can be divided into two activities based on standards, or combined to be intercurricular.



Lesson Objectives:

1. Students will discover the story of Dayton Hyde and the Wild Horse Sanctuary.
2. Students will explain the social impact of the sanctuary.
3. Students will explain the concept of “breed”.
4. Students will explore how the type of horse breed affects survival.

EDUCATIONAL STANDARDS

Social Studies Standard: III-h, IV-e, X-j
Life Science Standards: Reproduction & Heredity-3, Regulation & Behavior-1 & 4
English Language Arts Standards: 4, 5, 6, 7, 8, 9

Resources & Materials:

- Computer with Internet access
 - **NET WILD HORSES: AN AMERICAN ROMANCE** video, 57 minutes long
<http://netnebraska.org/interactive-multimedia/none/wild-horses-american-romance-full-program>
 - **NET WILD HORSES** website
<http://netnebraska.org/basic-page/television/wild-horses-american-romance>
 - **NET WILD HORSES: Solutions – Sanctuary**
(The story of Dayton Hyde and the Wild Horse Sanctuary)
<http://netnebraska.org/basic-page/television/wild-horses-sanctuary>
 - **NET WILD HORSES: Mustangs and the Land – Public Land**
(The story of the Pryor Mountain Wild Horse Range)
<http://netnebraska.org/basic-page/television/wild-horses-public-land>
 - **NET WILD HORSES: Mustangs and the Land – Herds and Harems**
(The story of the Pryor Mountain Wild Horse Range’s herds and harems)
<http://netnebraska.org/basic-page/television/wild-horses-sanctuary>
 - **NET WILD HORSES: Resources – Web Links**
<http://netnebraska.org/basic-page/television/wild-horses-web-links>
 - **NET WILD HORSES: Resources – Glossary**
<http://netnebraska.org/basic-page/television/wild-horses-glossary>
- Pen and paper.

The following are found in the **RESOURCES** section at the end of this document:

- Educational Standards
- Background Information
- **DAYTON O. HYDE AND THE WILD HORSE SANCTUARY** handout
- **WILD HORSE ANCESTORS** handout
- **SANCTUARY AND BREEDS** Rubric



III. SANCTUARY AND BREEDS

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The Process

1. As homework the day before the lesson begins, have students watch at home on the web, **WILD HORSES: AN AMERICAN ROMANCE**, and read the information from 3 pages from the **WILD HORSES: Solutions – Sanctuary** web page. (English Language Arts Standards: 8)
2. In class the next day, introduce students to Dayton O. Hyde by giving them the handout, **DAYTON O. HYDE AND THE WILD HORSE SANCTUARY**, or by showing it on an overhead projector. Have a student **read** the information to the class.

In 1988, Dayton O. Hyde founded the Institute of Range and the American Mustang (IRAM), a nonprofit organization that owns the 1,000-acre Black Hills Wild Horse Sanctuary southwest of Hot Springs in the South Dakota Black Hills. The Sanctuary is home to about 350 mustangs.

(English Language Arts Standards: 6)

3. Lead a class **discussion** or break students into groups:
 - a. According to the program, why did Dayton Hyde found the Black Hills Wild Horse Sanctuary?
 - b. How does Dayton Hyde fund IRAM and the Black Hills Wild Horse Sanctuary?
 - c. How is the work of Dayton Hyde impacting wild horse population and issues of land use?

(Social Studies Standards: III-h, IV-e, X-j)

4. As homework the day before the next day's lesson begins, have students watch at home on the web, **WILD HORSES: AN AMERICAN ROMANCE**, and read the information from 3 pages from the **WILD HORSES: Mustangs and the Land – Public Lands and Mustangs and the Land – Herds and Harems** web pages.

(English Language Arts Standards: 8)

5. Start a second day with the **WILD HORSES ANCESTORS** handout, given to students, or on an overhead. Have a student read the information to the class. (Or you may wish to make this part of the previous day's homework.)

Wild Horse Ancestors:

Wild horses, like those in the Pryor Mountain Wild Horse Refuge in Montana, have a unique genetic background. Blood testing has shown that the Pryor horses are primarily derived from horses with Spanish ancestry. Wild horses in other areas have different unique genetic make-ups.

(English Language Arts Standards: 8)

6. Use class time to research the following questions for discussion. Or assign them as a paper that uses this research. Use the **WILD HORSES: Resources – Web Links** to research the different types of wild horse breeds. Wikipedia has some information on this topic as well.



III. SANCTUARY AND BREEDS

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- a. How are these breeds different? How are they similar?
- b. How do the traits of each breed help these horses adapt to the environment in which they live?
- c. Why are the horses found in different sanctuaries or refuges around the country genetically different from each other?
(Life Science Standards: Reproduction & Heredity-3, Regulation & Behavior -1 & 4)

EVALUATION

A rubric for these activities is located in the Resources section at the end of this document.

WILD HORSES

an american romance



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WEB RESOURCES

- NET WILD HORSES: AN AMERICAN ROMANCE video, 57 minutes long
<http://netnebraska.org/interactive-multimedia/none/wild-horses-american-romance-full-program>
- NET WILD HORSES website
<http://netnebraska.org/basic-page/television/wild-horses-american-romance>
- NET WILD HORSES: Resources – Web Links
<http://netnebraska.org/basic-page/television/wild-horses-web-links>
- NET WILD HORSES: Resources – Glossary
<http://netnebraska.org/basic-page/television/wild-horses-glossary>



EDUCATIONAL STANDARDS

National Council for the Social Studies Curriculum Standards for Social Studies

II. Time, Continuity, & Change

Social studies programs should include experiences that provide for the study of *the ways human beings view themselves in and over time*, so that the learner can:

- f. use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about and action taking on public issues.

III. People, Places, & Environments

Social studies programs should include experiences that provide for the study of *people, places, and environments*, so that the learner can:

- h. examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions.

IV. Individual Development & Identity

Social studies programs should include experiences that provide for the study of *individual development and identity*, so that the learner can:

- e. explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions.

X. Civic Ideals & Practices

Social studies programs should include experiences that provide for the study of *the ideals, principles, and practices of citizenship in a democratic republic*, so that the learner can:

- c. locate, access, organize, and apply information about an issue of public concern from multiple points of view.
- j. recognize and interpret how the "common good" can be strengthened through various forms of citizen action.

National Council of Teachers of English Standards for the English Language Arts

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.



EDUCATIONAL STANDARDS (CONT.)

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

National Science Education Standards Life Science Standards, Content Standard C

As a result of their activities in grades 5-8, all students should develop understanding of:

REPRODUCTION AND HEREDITY

3. Every organism requires a set of instructions for specifying its traits. Heredity is the passage of these instructions from one generation to another.

REGULATION AND BEHAVIOR

1. All organisms must be able to obtain and use resources, grow, reproduce, and maintain stable internal conditions while living in a constantly changing external environment.
4. An organism's behavior evolves through adaptation to its environment. How a species moves, obtains food, reproduces, and responds to danger are based in the species' evolutionary history.



BACKGROUND INFORMATION



Mustangs represent the spirit of the Old West. Wild and free, they evoke images of vast rolling prairies, untamed hills and mountains, and hidden canyons.

Though the ancestors of horses once roamed across North America, they died out thousands of years ago. The horse returned to the Americas with the invasion of Spanish explorers in the 16th century. Some of those animals escaped from or were freed by their masters, reproduced in the wild, and became the foundation for the herds of mustangs that still roam the American West today. Over the centuries, more horses have joined these wild bands.

One of the enduring romances of the Old West is the tale of the spiritual bond between mythic heroes and the wild horses they tamed. At the turn of the century, there were possibly as many as 2 million wild horses. But the Old West is no more. Roads, cities, ranches, farms, people, and progress have covered much of the mustang's range, and the remaining horses are scattered throughout publicly owned lands and on a few private preserves in the West.

The transition has been cruel and bloody. Earlier in this century, wild horses were hunted down and shipped to slaughterhouses. With the government's blessing, mustangers used means fair and foul to destroy these icons of the past.



In the 1950s, the tide began to turn. As people became more attuned to humane animal treatment, the cruelty and the waste of the mustangers gave birth to a movement to protect these wild and free creatures. On December 15, 1971, Congress passed the Wild Free-Roaming Horse and Burro Act.

Today, an estimated 39,000 mustangs still roam federally managed lands in the West. The Department of Interior's Bureau of Land Management keeps mustangs from overwhelming the rangeland by capturing thousands of the horses each year and making them available for adoption by citizens. Between 1973 and 2005, more than 140,000 wild horses and burros were adopted throughout the United States.



I. AN AMERICAN ROMANCE

WILD HORSES OPTIONS

Wild horses live on lands owned and managed by the U.S. government. Who should benefit from the management of these lands? Discuss the pros and cons of each option.




1. **Wild horses.** These living reminders of the Old West have been roaming free on these lands for more than 100 years.
2. **Other wildlife.** Wild horses are a fairly recent addition to the environment, and other animals and plants should take precedence.
3. **Ranchers, loggers, and miners.** People should have the right to earn a living.
4. **All of the above.** The government should make an effort to offer something for each group without completely shutting one out.



I. AN AMERICAN ROMANCE

WILD HORSES RESEARCH QUESTIONS

- I. According to the Bureau of Land Management (BLM), the horse became extinct on the North American continent around 8000 BC. Spanish explorers reintroduced horses to North America in the 1500s.
 - a. Where did the original North American horses come from?
 - b. What may have caused their extinction?
 - c. What has been the history of the horse in North America?
 - d. What is the history of the horse in Native American cultures?
- II. What is the process for adopting a wild horse? What are the requirements?



I. AN AMERICAN ROMANCE

THE SPIRIT OF THE HORSE

"The horse spirit is no different from a human spirit. You can probably hear their cries; you can probably hear hoof beats; you can probably hear a gunshot. And that spirit of the horse is probably still in these canyons."



-Wallace Coffey, Comanche horseman and historian



"I'd love to be a horse. . . .

And sometimes, I just run across the prairie just as fast as an old body can go, just hoping that I'll become a horse, and not have to go back to being a human. But old age and my human body always catch up with me."

-Dayton Hyde, founder and operator of the Black Hills Wild Horse Sanctuary



I. AN AMERICAN ROMANCE

WILD HORSES ESSAY

Write a one-page essay on the use of the word "romance" in the title of the program, **WILD HORSES: AN AMERICAN ROMANCE**.



- What does it mean to take a "romantic" view of wild horse history and issues?
- Does the program depict wild horses in a "romantic" way?
- What would be the opposite of a "romantic" viewpoint or depiction?
- Use what you've learned in your discussions and research to contrast the harshness of reality with the romance story of the wild horse.

Tip:

In this context "romance" does not refer to relationships between two people, but to an idealistic, emotional perspective.



I. AN AMERICAN ROMANCE

AN AMERICAN ROMANCE Rubric

Student Name _____ Period _____

Activities	4 points	3 points	2 points	1 point	Subtotal
Discussion Preparation	Asked at least 3 questions, able to answer questions during discussion	Asked at least 2 questions, attempts to answer questions	Questions did not pertain to topic, unable to give correct answers to questions	No preparation, questions inappropriate,	
Discussion Participation	Fully participated	Participated some	Took over or let others take over	No participation at all	
Research	Completed the activity with excellent neatness, creativity, and accurate research.	Completed the activity with above level neatness, creativity, and accurate research	Completed the activity with average neatness, creativity, and accurate research.	Completed the activity with below level neatness, creativity, and accurate research.	
Essay	Clear message supported by its parts, in logical order, concise and easy to understand.	Clear message, but not in logical order.	Clear message, but not supported by its parts.	Message unclear, parts not supported, not concise, not easy to understand.	

Classroom Presentation

Competency	4	3	2	1	Points
Expression	Tone fit purpose and audience well	Tone could have been altered slightly to fit better	Tone was appropriate	Lacked tone	
Posture (Mannerisms)	Posture enhanced presentation at all times	Posture generally enhanced presentation	Attempted appropriate posture, but was still distracting	Inappropriate posture	
Pacing	Speed varied appropriately	Talked at a constant speed no matter what was said	Zipped or dragged through parts	Consistently too fast or too slow	
Volume	Volume enhanced presentation	Volume was appropriate most of the time	Inappropriate volume at times	Consistently inappropriate volume	
Eye Contact	Looked around at the whole audience	Looked at a couple of areas most of presentation	Stared at one spot most of presentation	Lacked eye contact	
Enunciation	Clear and understandable	Clear and understandable most of the time	Sometimes not understandable	Not understandable	
Subtotal					

Total Points _____



II. WILD HORSE ANNIE

YOUNG PEOPLE AND WILD HORSE ANNIE TO THE RESCUE!

"In hindsight, they wish they hadn't have made so much fun of her, and they wished they hadn't gave her the name that spread like wildfire. They also wished that they had paid attention to business at the time, because, basically, they didn't think that one woman could change Nevada around."

Dawn Lappin, wild horse refuge operator and president of WHOA (Wild Horse Organized Assistance), an organization founded by Wild Horse Annie.

Young people may not think they have the power to change things, but America's grade-school children played a big part in saving the American mustang.



In 1950, a Nevada woman noticed blood dripping from a truck ahead of her, and she followed it. What Velma Johnston found horrified her. Wild horses, many of them injured, had been packed into the truck and hauled to a shipping yard where they would be sent to a pet food factory.

This was legal. Hunters known as "mustangers" were licensed by the Bureau of Land Management to rid the range of mustangs. The horses were captured for slaughter or just gunned down as the panicked animals were hunted by plane or truck.

In 1952, Johnston, among others, convinced the Nevada Storey County Commission to ban the hunting of horses from airplanes. But she wanted more. Next, she lobbied the Nevada Legislature, where a heckler derisively named her "Wild Horse Annie". His name-calling backfired. The nickname stuck, and the movement grew like wildfire.

Wild Horse Annie got newspapers and television interested in the plight of wild horses. And she encouraged grade-school children across the nation to write to Congress. The massive letter-writing campaigns paid off. In 1959, the hunting of wild horses by airplane was banned. On Dec. 15, 1971, the United States Congress passed the Wild Free-Roaming Horse and Burro Act protecting these living remnants of the Old West. Wild Horse Annie died in 1977, but her legacy lives on, wild and free.



II. WILD HORSE ANNIE

WILD HORSE ANNIE Rubric

Student Name _____ **Period** _____

Activities	4 points	3 points	2 points	1 point	Subtotal
Discussion Preparation	Asked at least 3 questions, able to answer questions during discussion	Asked at least 2 questions, attempts to answer questions	Questions did not pertain to topic, unable to give correct answers to questions	No preparation, questions inappropriate,	
Discussion Participation	Fully participated	Participated some	Took over or let others take over	No participation at all	
Research	Completed the activity with excellent neatness, creativity, and accurate research.	Completed the activity with above level neatness, creativity, and accurate research	Completed the activity with average neatness, creativity, and accurate research.	Completed the activity with below level neatness, creativity, and accurate research.	
Essay	Clear message supported by its parts, in logical order, concise and easy to understand.	Clear message, but not in logical order.	Clear message, but not supported by its parts.	Message unclear, parts not supported, not concise, not easy to understand.	

Classroom Presentation

Competency	4	3	2	1	Points
Expression	Tone fit purpose and audience well	Tone could have been altered slightly to fit better	Tone was appropriate	Lacked tone	
Posture (Mannerisms)	Posture enhanced presentation at all times	Posture generally enhanced presentation	Attempted appropriate posture, but was still distracting	Inappropriate posture	
Pacing	Speed varied appropriately	Talked at a constant speed no matter what was said	Zipped or dragged through parts	Consistently too fast or too slow	
Volume	Volume enhanced presentation	Volume was appropriate most of the time	Inappropriate volume at times	Consistently inappropriate volume	
Eye Contact	Looked around at the whole audience	Looked at a couple of areas most of presentation	Stared at one spot most of presentation	Lacked eye contact	
Enunciation	Clear and understandable	Clear and understandable most of the time	Sometimes not understandable	Not understandable	
Subtotal					

Total Points _____



III. SANCTUARY AND BREEDS

DAYTON O. HYDE AND THE WILD HORSE SANCTUARY

In 1988, Dayton O. Hyde founded the Institute of Range and the American Mustang (IRAM), a nonprofit organization that owns the 1,000-acre Black Hills Wild Horse Sanctuary southwest of Hot Springs in the South Dakota Black Hills.



The Sanctuary is home to about 350 mustangs.



III. SANCTUARY AND BREEDS

WILD HORSE ANCESTORS

Wild horses, like those in the Pryor Mountain Wild Horse Refuge in Montana, have a unique genetic background. Blood testing has shown that the Pryor horses are primarily derived from horses with Spanish ancestry. Wild horses in other areas have different unique genetic make-ups.





III. SANCTUARY AND BREEDS

SANCTUARY AND BREEDS Rubric

Student Name _____ Period _____

Activities	4 points	3 points	2 points	1 point	Subtotal
Discussion Preparation	Asked at least 3 questions, able to answer questions during discussion	Asked at least 2 questions, attempts to answer questions	Questions did not pertain to topic, unable to give correct answers to questions	No preparation, questions inappropriate,	
Discussion Participation	Fully participated	Participated some	Took over or let others take over	No participation at all	
Research	Completed the activity with excellent neatness, creativity, and accurate research.	Completed the activity with above level neatness, creativity, and accurate research	Completed the activity with average neatness, creativity, and accurate research.	Completed the activity with below level neatness, creativity, and accurate research.	
Essay	Clear message supported by its parts, in logical order, concise and easy to understand.	Clear message, but not in logical order.	Clear message, but not supported by its parts.	Message unclear, parts not supported, not concise, not easy to understand.	

Classroom Presentation

Competency	4	3	2	1	Points
Expression	Tone fit purpose and audience well	Tone could have been altered slightly to fit better	Tone was appropriate	Lacked tone	
Posture (Mannerisms)	Posture enhanced presentation at all times	Posture generally enhanced presentation	Attempted appropriate posture, but was still distracting	Inappropriate posture	
Pacing	Speed varied appropriately	Talked at a constant speed no matter what was said	Zipped or dragged through parts	Consistently too fast or too slow	
Volume	Volume enhanced presentation	Volume was appropriate most of the time	Inappropriate volume at times	Consistently inappropriate volume	
Eye Contact	Looked around at the whole audience	Looked at a couple of areas most of presentation	Stared at one spot most of presentation	Lacked eye contact	
Enunciation	Clear and understandable	Clear and understandable most of the time	Sometimes not understandable	Not understandable	
Subtotal					

Total Points _____