



# Lesson 2: Horses and Humans

## VR Objectives

Students will understand that:

- The horse industry provides a wide range of services. There are opportunities to be involved in the industry as a professional, a recreational participant, or a casual observer.
- That horses are purposefully bred for an athletic job. Horses are used for work, sport, and recreation.
- Modern horse husbandry supports a horse athletically and physiologically and keeps horses and people safe.
- Horses have shaped human history and culture and continue to provide benefits to humans today.



## Lesson Materials

- VR Headset OR iPad and TimeLooper App.

Download the Free App



## PART 1: VR experience

### Horses



## PROCEDURE

### PRE-VR Discussion:

- Have you ever met, fed, or rode a horse? What was it like? What do you imagine?
- How have you seen horses being used in our society today? In the past?
- Write down 3-5 things that you already know or think you know about horses...Compile a class list of what they know.

### EXPLORING THE APP.

As students go through the VR experience, have them:

- "uses"/jobs of horses both historical/modern
- Care/responsibilities (job/races)- ranch hand, horse owner
- Health, history & anatomy (farrier/vet)
- *Different kinds of environments (barn, stall, ranch, tack room)*

### POST VR Exploration

When students are done exploring, choose some of the POST exploration questions to ask them.



## Lesson 2: Horses and Humans

### Lesson objectives

Students will understand that:

- the “working” relationship between humans and horse in Oregon
- that horses have had a huge impact on our state and world throughout history
- that wild horses still roam free in Oregon
- there are different opinions about what the role of horses should be

### PART 2: Classroom connection

#### Horses: Wild or Working? A spirited discussion



### PROCEDURE

#### Activity

1. Share the following quote with students:  
***Wherever a man has left his footprints in the long ascent from barbarism to civilization, we find the hoof print of a horse beside it*** (John Trotwood Moore).  
Ask students to reflect on what they think is meant by this.
2. Tell students that horses have played a significant role in the history of Oregon and the US and that many would argue that the advancements that we have made as a civilization could not have happened without horses. However, horses were not always here to serve humans. What happened to the wild horses that they once were? Students are going to explore this.
3. Tell students that there is an ongoing debate in Oregon about wild horses vs. working horses and that the class is going to learn more about the controversy and then come together for a spirited discussion. The class will divide in half, each taking on one side of the argument, and then come to the discussion with their pre-assigned perspectives. If possible, let students self-select which side of the conversation they will research- wild or working.
4. Have students work in pairs and provide teams with electronic and hard copy versions of the student handout so that they can easily access the linked resources. Let them know that during the debate they will each be responsible for discussing one of the questions. Students are welcome to do additional research, but they must ensure the credibility of the source and cite them when making their argument.

### Lesson Materials

- Lesson handouts with linked articles and videos
- ipads, chromebooks, or computers

### Highlighted NGSS

#### Disciplinary Core Ideas

- ESS3.A: Natural Resources

#### Crosscutting Concepts:

- Stability and Change

#### Science and Engineering Practices:

- Obtaining, Evaluating, & Communicating Information
- Argument from Evidence



## Lesson 2: Horses and Humans



### PROCEDURE

#### PART 2: Horses: Wild or Working? Cont.

- When students have completed their research and have prepared their side of the debate, tell them that half of each side of the debate is going to come together in a circle (e.g. for a class of 28; 7 students for wild and 7 students for working), the remaining students will stay at their desks and record notes on who is making the strongest points using their handouts.

##### Share the Debate Guidelines

- Flip a coin to see which side will go first
- Classmates must be called by name
- Students must provide EVIDENCE for their ideas and opinions
- A student may not spend more than 2 minutes making their point
- Students must alternate making points between sides (wild, working, wild, working, etc.)
- If someone in the group hasn't spoken yet, invite them to speak

Go over the sentence frames and talk about how students can respect each other while also disagreeing.

- Once you have determined which side will go first, read the first question aloud to kick off the discussion. Encourage students to take turns and remind them to disagree respectfully using sentence frames. As the facilitator, you may need to keep the discussion going and/or ask students to share evidence or reasoning:
  - "expand on what makes you think that?"
  - "what is your evidence?"
  - "where did you get that information?"
  - "does anyone have a different idea?"
- When the first question has been sufficiently addressed, have students switch roles with the observers coming into the debate circle and the debate students taking on the role of observer. Pose the next question.

##### Debrief

When students have finished the debate have them reflect on the notes that they took:

- which side do you feel made a stronger argument for the first question? Second? Why?
- was it easy to be respectful when disagreeing with an idea? Were you always successful?
- what role do you think horses will play in our future?

### Teaching Tips



Take the time to have students establish some group agreements around how to be respectful to one and other. What does respect look like to them? Write out student ideas and refer back to them as needed.

Give students time to think about what role they generally take on in a discussion. Do they usually step up or step back? Challenge students to be more reserved or more outgoing depending on their usual comfort level.

Ask students to reflect on whether they felt heard by their classmates. How well did they do at listening to their classmates? Is there anything that they would want to do differently in the next discussion?

### Career Corner



There are a number of jobs that involve working with horses. The most common degrees that would set you on a path to working with horses would be Equine Studies or Animal Science.

# Should Wild Horses be Left to Roam?

## Student Debate Handout

To fully discuss this topic, you must be able to answer the following questions:

How did horses shape human history and culture in Oregon?	
What does the relationship between horses and humans look like today? What benefits do humans get from this relationship?	
Why are we rounding up wild horses in Oregon?	
Why do people care about horses staying wild?	

## Resources to use for evidence

Article	Title & Link
A	<a href="#"><u>Hundreds of wild horses rounded up in Eastern Oregon</u></a>
B	<a href="#"><u>Controversy surrounds wild horse gathers in Eastern Oregon</u></a>
C	<a href="#"><u>Work horses in Oregon by Lewis E. Judson</u></a>
D	<a href="#"><u>Wild Horse and Burro Program</u></a>



# Debate Questions

## 1. In your opinion, is it better for horses to be wild or working?

Position/Claim:	
Textual Evidence: Pull direct quotes and cite the source	Explanation: How does this evidence support your position?
What might someone say to challenge you?	How will you counter their argument?

## 2. What should the future of horses in Oregon be?

Position/Claim:	
Textual Evidence: Pull direct quotes and cite the article letter (F-H) and/or author and year	Explanation: How does this evidence support your position?
What might someone say to challenge you?	How will you counter their argument?

## DEBATE GUIDELINES to keep in mind:

- Call your classmates by name
- Provide EVIDENCE for your ideas and opinions
- Invite someone to speak who hasn't spoken yet
- If you are observing the debate, do not speak

## Sentence Frames

<b>Build on an Idea</b> <ul style="list-style-type: none"><li>• Wouldn't that also mean...?</li><li>• As _____ already mentioned...</li><li>• If that is the case, then...</li><li>• I'd like to add something. I would say that...</li><li>• You made a good point when you said... however</li><li>• I agree with ____; but on the other hand, ____</li></ul>	<b>Disagree</b> <ul style="list-style-type: none"><li>• I'm not sure I agree with..... because ____</li><li>• I don't think that's right since____</li><li>• That's not how I see it. I think____</li><li>• Actually, isn't it true that____</li><li>• Another way to look at it is____</li><li>• I can see that ____; however, I disagree with____</li></ul>
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## Observer Notes:

For those observing the debate, answer the questions in the boxes below.

Shoutouts! Who made a great point?	
Questions? What lingering questions do you have?	
Reflection. Did the discussion change your mind, or strengthen your opinion?	