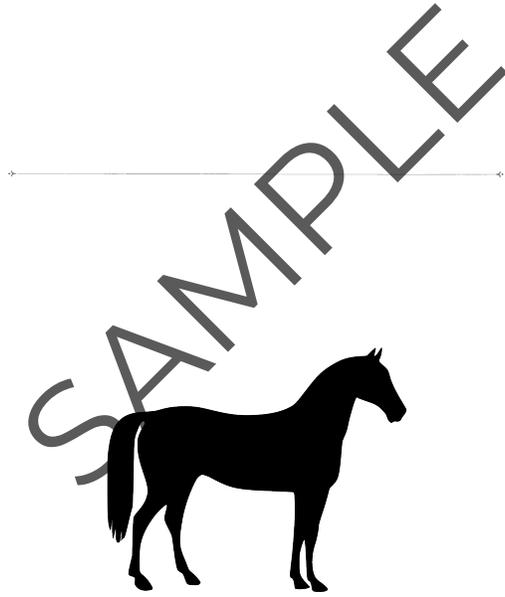


**HISTORY**  
*of the*  
**HORSE**



# HISTORY OF THE HORSE

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Edited by Joshua Berg

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## A Literature Approach Designed for Primary and Intermediate Grades

A guide to  
Equine history

Welcome to the wonderful world of the horse! Contained within these pages is a framework by which to learn more about this special animal. You will read books written by people who have experienced the way a horse can enrich one's life. These books tell the story of the horse during different times in history and how they have been integral to the human story. They have moved people across deserts and over mountains, they have provided companionship to brave homesteaders, they have earned wages for their owners, and they have offered the public entertainment. The human story is irrevocably intertwined with the horse. As your knowledge of the horse grows, so will your admiration. Enjoy exploring their history through the medium of the beautifully written books selected in this guide. Your life will be enriched!



“No hour of life is  
wasted that is spent  
in the saddle.”  
—Winston Churchill



## LESSON 34

1. Discuss the tales of Jerry Barker (Chapter 35) and Seedy Sam (Chapter 39). Examine the hardships they suffered by the greed and carelessness of others. For instance, Sam was not able to take Sundays off because he was forced to make up the expensive fee for his cab. Jerry became very sick from the thoughtlessness of his clients. What does the Bible say about greed? Write a paragraph in notebook on this subject and include some scriptures such as 1 Timothy 6:10.
2. If desired, watch the film *Black Beauty*. This 1994 film, rated G, is directed by Caroline Thompson.

## LESSON 35

1. In preparation for *White Stallion of Lipizza*, read page 144 in *Handbook of Horses* on the Lipizzaner.
2. What are some differences between the Lipizzaner and the Arab? Which is larger?
3. In *Album of Horses* read pages 62-65. Discuss the extensive training of these horses.
4. Watch the video "The Spanish Riding School of Vienna" on [www.youtube.com](http://www.youtube.com). Part 1 and 2 will be of interest.



## LESSON 36

1. Our next text is about the famous Spanish Riding School in Vienna. Read Chapters 1-3 of *White Stallion of Lipizza* (hereafter referred to as *White Stallion*).
2. What is Hans' dream? How does Hans work dutifully towards his goal?
3. Halfway through *Draw 50 Horses* trace the *Performing Lipizzaner* in *Levade*, *Capriole* and *Piaffe*. Color drawings (these horses are usually white with grey spots on their bellies and lower legs) and paste into notebook. Define: piaffe, levade, capriole. Record the definition of each movement under the corresponding picture.

## LESSON 37

1. Read Chapters 4-6 of *White Stallion*.
2. What does father tell Hans after the accident? Discuss the librarian's generosity.
3. On pages 22-23 of *Handbook of Horses* read about *Coat Colors*.
4. The Bible verse this week is Micah 6:8. Record in notebook and memorize.



## LESSON 38

1. Read Chapters 7-8 of *White Stallion*.
2. Did Hans excitement over the Lipizzaners dissipate once he sees them? How did the first sentence in *The Art of Horsemanship* (page 33) apply to Hans? Tante Lina and Onkel Otto had a Haflinger. On pages 58-59 of *Handbook of Horses* read about this horse.
3. From the glossary of *Handbook of Horses* define colt and filly. Record definitions in notebook.
4. Do some research on Xenophon. A good place to start would be in an encyclopedia or the Landmark Book *The Exploits of Xenophon*. It is currently out-of-print but check your local library. Record findings in notebook.

## LESSON 39

1. Read Chapters 9-11 of *White Stallion*.
2. What is in Piber, Austria? What did Hans learn there?
3. Discuss how it is that horses have a natural affinity and aptitude to learn graceful leaps and steps.
4. The Bible verse this week is about the creation of animals. Record Genesis 1:24-25 into notebook.

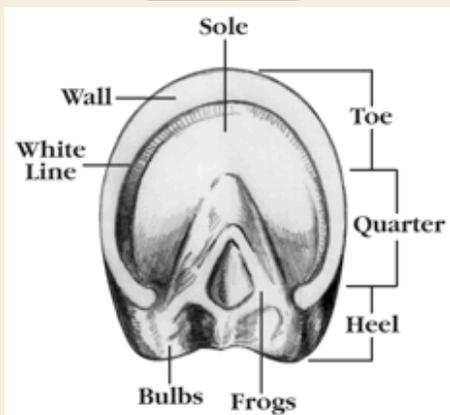
## LESSON 40

1. Read Chapters 12-13 of *White Stallion*.
2. How did Hans get to meet Borina, the world champion courbetteur? Did Papa support Hans' dream?
3. On page 55 of *White Stallion* copy the symbols into notebook. Symbols and markings are very important in breeding and identification. Learn more about them on page 24 of *Handbook of Horses*.

## LESSON 41

1. Read Chapters 14-16 of *White Stallion*.
2. Why did Hans go to speak to Colonel Podhajsky? Was Hans able to prove his knowledge and worth to the Colonel? How did the Colonel respond?
3. From an atlas draw a map of Austria and Slovenia. In Austria mark Piber and Vienna. In Slovenia mark Lipica (Lipizza). Also locate and draw the Niedere Tauern Mountains and the Danube River.

Horse Hoof



Hooves are hard and strong. Some horses can go without shoes if they have healthy hard hooves. The breed will usually determine if the horse will have hard or soft hooves.

The Frog is a shock absorber and is very sensitive. It must be kept clean and free from rocks.

The Sole is hard but can easily bruise if not taken care of daily. The sole and the frog also have to be oiled to prevent them from drying and cracking. As we saw in *Black Beauty* it is very important to clean the hoof of rocks before a ride so no bruising occurs.