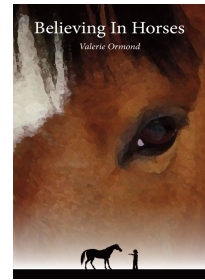


# Believing In Horses



## ≈99 *Interdisciplinary Activities*≈

By: Edward J. Ormond  
noted with suggestions of  
*Gardner's Multiple Intelligences*

**"One person with a belief is equal to a force of ninety-nine who have only interest."-- John Stuart Mill**

### ≈1≈

1. *Stress Research*. What are the top five stress producers? Why might moving to a new location be stressful? Write a paragraph about a particular stressful period in your life. **(Science = SC)** **(Multiple Intelligence #6&7)**
2. *Fair Weather Friends*. Compare and contrast the typical weather and climates of San Diego, CA and Bowie, MD. Compare each of these to your own city's climate. Which of the three cities would you rather live and why? **(SC)** **(MI#7)**
3. *Analyzing Choices*. Provide the readers with a copy of Horse Racing Statistics from your area or a well-known race. Ask them: Choose which horse you would pick to be the winner. Why did you choose this horse? Was it because of their name? The odds? The horse's track record? The jockey's reputation? What does this say about them? **(Math = M)** **(MI#2&7)**
4. *Accents* – Do you have what other people may consider to be an accent? Brainstorm a list of stereotypical "accents." Play a guessing game where someone reads from the book (where there isn't any dialect) and others guess which accent the reader is mimicking. **(LA = Language Arts/Theater)** **(MI#1,5&6)**
5. *Investigation/Illustration*. Find information on a chameleon and present it to the class. Why does the author choose this animal to personify Rachel? Draw an illustration to depict this character. **(SC)** **(MI#7&8)**
6. *Character Studies* – Ongoing. Suggestions are given throughout these pages. **(LA)** **(MI#1&6)** Develop a Character Study of RACHEL.

### ≈2≈

7. *Similes and Metaphors*. A *simile* is a comparison using the words "like" or "as." For example: "She was about to speak up, when Austin answered, cool as a cucumber, "Sorry, we took a wrong turn..." The meaning of cool as a cucumber is calm and relaxed. Create two more similes:  
Cool like \_\_\_\_\_ Hot as \_\_\_\_\_  
A *metaphor* is a comparison between two things, without the words "like" or "as." An example of a metaphor based on above could be: "Austin was a cool cucumber." What other metaphors could you use to describe any of the characters? **(LA)** **(MI#1)**
8. *Foreshadowing*. What is it? Can you predict which sentences in Chapter on use this literary technique? **(LA)** **(MI#1&6)**
9. *Character Studies* – Ongoing. **(LA)** **(MI#1&6)** Begin a Character Study of SADIE.
10. *Poetry*. Choose a poetic form and write about how your first impressions of someone changed. **(LA – W=Writing)** **(MI#1&7)**
11. *Computer Mapping*. Ongoing. Use Google Earth to view the places mentioned in the novel. **(Technology = TE/SS = Social Studies)** **(MI#1&2)**



### 3

12. *Netiquette*. Sadie uses the computer throughout the novel. Discuss the manners and/or rules that you should follow when using technology. **(TE)** (MI#7)
13. *Women's Rights*. "The first fifty years of [Grandma Collin's] life had been captured in an era where women were not allowed to fulfill their dreams." Research this topic and provide examples that support this statement. Did you find anything that shocked you? Present the information in a thought-provoking way. **(LA-W/SS)** (MI#1,6&7)
14. *Heritage Research*. Investigate the Irish Immigration/Potato Famine of 1850. **(SS)** (MI#1&6)
15. *Computer/Writing*. Visit the Author's website and watch videos of Lucky. Write a descriptive paragraph about Lucky's movements. **(TE/LA-W)** (MI#1&8)
16. *Horse Terminology*. Present to the class the definitions and visuals of walking, trotting, cantering, etc. Include any other terms you feel would help the reader's use of imagery. **(SC/LA)** (MI#6&8)
17. *Similarities/Differences*. Identify the relationship between Sadie's grandmother and your own grandparent OR interview a class member about their grandmother and analyze the similarities and differences. **(LA-W)** (MI#1&7)
18. *Character Studies* – Ongoing. **(LA)** (MI#1&6) Begin a Character Study of GRANDMA COLLINS.
19. *Government*. Develop a unique way to remind the class about the United States Congress. **(SS)** (MMI!)

### 4

20. *Based on the Base* – Speaking Spanish with her father creates a special bond for Sadie. Using your knowledge of base/root words, predict what you think the English translation of what Dad is saying to Sadie when he whispers, "Tranquiiiiilloo...."? Use your resources to come up with more words whose common base is the similar in Spanish and English. **(LA/Foreign Language)** (MI#1)
21. *Models*. Construct a model of Loftmar Stables, including the indoor arena. **(Art/LA)** (MI#1,4&5)
22. *Research/Experiment*. Herd Dynamics **(SC)** (MI#8)
23. *Culinary Arts*. Sadie's mom makes a carrot cake to celebrate Lucky's arrival. Devise some other desserts that would be humorous for other animals. Bake a cake, if you'd like! **(Home Economics)** (MI#1&5)
24. *Military Research*. Present the troubles in Afghanistan and the roles played by the United States from 2008-2011 to classmates OR choose another military engagement to present. **(SS)** (MI#1&2)

### 5

25. *Sing-A-Long* – Find and play the song "Getting To Know You" from The King and I. Listen and/or sing along with the lyrics. Is there anything you can learn from this tune? Can you relate to it or make any comparisons? Determine how it relates to the action in the chapter. **(Music/Theater)** (MI#1&3)
26. *English v. Western* – Compare and Contrast the different styles and present them to the class. **(LA/SS)** (MI#1&4)

27. *Research Sadie's question on page 48: "What did the Native Americans do in the old days?"* (SS/LA-W) (MI#1&9)

28. *Character Studies* – Ongoing. (LA) (MI#1&6) Begin a Character Study of JESSI.

29. *"Creasearch"* - Research creatures native to the Chesapeake Bay like Great Blue Herons. (SC/LA) (MI#1&8)



30. *Read-Aloud* - Find the portions of the book, *Charlotte's Web*, that involves the "signs" in the webs to read aloud to your own class or a younger grade or sibling. (LA) (MI#1,7&8)

31. *Lucky Graphing* – Austin "viewed every square inch of [Lucky's] 250 square foot body." Use Graph Paper to draw an accurate 2D drawing of Lucky. Be sure to include a scale! (Math) (MI#2)

32. *Color Me Lucky* – Create artwork that represents what Austin traces in Lucky's coat. (Art) (MI#1,4&8)

33. *Character Studies* – Ongoing. (LA) (MI#1&6) Begin a Character Study of AUSTIN.

34. *Genealogy* – Austin and Sadie have a tight family relationship. Draw their "Family Tree." You may wish to extend this activity by creating relatives for the Navarros. (LA/SS/Art) (MI#1&4)



35. *Character Studies* – Ongoing. (LA) (MI#1&6) Begin a Character Study of DAD.

36. *Paralanguage* – Dad "seemed to remember every famous quote he ever heard...." Find a variety of motivational quotations (Never give in--never, never, never, in nothing great or small, large or petty, never give in except to convictions of honour and good sense. Never yield to force; never yield to the apparently overwhelming might of the enemy. – *Sir Winston Churchill, 1941*) and write them along with one of the elements of paralanguage on cards. Play a guessing game where the class guesses the paralanguage style. (Clarity, Emphasis, Pitch, Rate and Volume) (LA/SS) (MI#1,7&9)

37. *Gardening* – In this chapter we learn that Mrs. Navarro finds "gardening peaceful, meaningful, and allowed her time to think." Draw a landscape plan (using scale) of a garden you like, would like to have or what you think what "native" plants might be included in Mom's Maryland garden. Research what plants and trees are native (indigenous) to your area of the country. (Art/Math/SC) (MI#2,4&8)

38. *Character Studies* – Ongoing. (LA) (MI#1&6) Begin a Character Study of MOM.

39. *Project/Plan Proposal* – Develop a presentation for a plan using technology that you would like to take on as a mission or see put into action. (Rescues, Saving the Rainforest, Cross-curricular connections, etc.) (LA/SS/TE) (MI#1,4,6,7&8)



40. *Unwanted Horses Research* – This chapter reveals some of the issues around this problem. Investigate further. (LA/SS) (MI#1,8&9)

41. *Public Speaking* – Prepare a five sentence persuasive speech to convince an audience to care about unwanted horses. Make every word count! (LA-W/Theater) (MI#1&6)

42. *Want Ads* – Pages 77 & 78 mentions several jobs related to horses. Brainstorm a more detailed list of related occupations. Create clever “Want Ads” to attract people your age to apply for the position. **(LA-W/Art)** (MI#1,4,6&9)

43. *Acknowledging Nala* – The story of Nala goes from sadness to happiness. Compose your own short story with the same theme. **(LA-W)** (MI#1,6,7&8)

### 9

44. *Problem/Solution* – Research a local “Problem” for which your group can offer “Solutions.” Create a dynamic way (with graphics) of presenting information to a specific audience – one that can help you carry on with the solution! **(LA-W/Theater)** (MI#1,4,6&9)

45. *Breed Brood* – Many types of horses are mentioned in this chapter. Add to the worksheet. **(LA/SC)** (MI#1,8)

46. *Character Studies* – Ongoing. **(LA)** (MI#1&6) Begin a Character Study of MRS. HERITAGE.

### 10

47. *Research TPR* – Choose a dynamic way of presenting information to a specific audience (i.e. A Retirement Community, A Children’s Hospital, etc.) **(LA/Tech)** (MI#1,6&9)

48. *Lineage* – Research “War Admiral” and create a pedigree to one of his great-grandsons. **(LA/SS)** (MI#1&8)

49. *Character Studies* – Ongoing. **(LA)** (MI#1&6) Begin a Character Study of MRS. HAWKINS.

50. *Writing* – Develop an essay that Mrs. Hawkins would title, “A Library Success Story.” **(LA)** (MI#1,6&9)

### 11

51. *Proofreading* – Sadie asks her mom for an editorial review of her email to TPR. Proofread a similar one. **(LA)** (MI#1)

52. *Improvisation* – Play some Theater Improv Games. Examples: Pretend that when Sadie shows up at the TPR that the people there have no idea whom she is or why she is there; Pretend you are Sadie’s friend, and you are afraid of horses. While you are at the barn with Sadie, someone hands you a horse and asks you to lead it to its stall. **(LA/Theater)** (MI#1,5,6,7&8)

53. *Table Topics* – Practice Extemporaneous (on the spot) Speaking Skills by providing students one sentence topics on which to develop two-minute speeches. Examples follow: Describe a place setting in the novel so far; Describe Sadie’s routine for grooming her horse; Which character are you most like/unlike and why? What do you think it takes to be a leader? Why do you think Austin is always in the right place at the right time?, etc. **(LA/Theater)** (MI#1,5,6,7&8)

54. *Character Studies* – Ongoing. **(LA)** (MI#1&6) Begin a Character Study of MS. CLARKE.

55. *Good People* – Sadie reflects upon how lucky she is to have good people in her life and wishes the same for Ms. Clarke. Write a letter to someone for whom you are grateful to have in your life OR Write a letter reminding someone else about the people in their lives. **(LA-W)** (MI#1,6&7)

## ≈12≈

56. *Cultural Melting-Pot Market* – Research your own culture/heritage or another that interests you. Hold a “Market Day” where you and your classmates sell or barter for goods and/or services that represent the culture chosen. (Note the concept of Supply & Demand!) Be sure to have a visual display that gives information about your choice, too. The “facilitator” could even make a “Melting Pot” stew! **(LA/SS/Art/Music...)** (MI#1-9!)



57. *Bill of Rights* – Mr. Edwards’s “Grassroots” Politics includes utilizing the powers given to the citizens of the United States in the Bill of Rights. Determine which of the first ten rights he is referring to. Discuss what responsibilities are linked with rights (Especially in the Bill of Rights).

58. *Bill to Law* – Choose an interesting way to inform your audience about the process of how an *idea* goes from a Bill to a Law. **(LA/SS/Music)** (MI#1,4&6)

59. *Role Playing* – Mr. Edwards asked Sadie questions as if he were a member of Congress. Produce some potential questions and answers they might have rehearsed as a simulated Congressional Hearing. **(LA/SS/Theater)** (MI#1,6&7)

60. *Research* – Have fun verifying Mr. Edwards’ “search” on The Maryland Horse Council. **(LA/TE)** (MI#1)

61. *Character Studies* – Ongoing. **(LA)** (MI#1&6) Begin a Character Study of MR. EDWARDS.

## ≈Chapter 13≈

62. *Maryland Obstacle Course* – Coordinate with your Physical Education teacher. Suggested Maryland physical feats could include the Crab Walk across The Western Shore, the Chicken Dance across the Eastern Shore, jogging along the Atlantic Ocean, hiking Mount Backbone in Western Maryland, crossing the Chesapeake Bay Bridge represented by a balance beam, and other fun including jumping horse hurdles and finally heading back to the barn! **(Physical Education)** (MI#5)

63. *Rotunda Round-Up* – Have each student choose a state and locate a picture of its capital building’s rotunda to present to the class. **(SS/Architecture)** (MI#1&4)

64. *Wild Horses* – Delegate Bragg mentions the “wild mustang round-ups out West.” Research them “then and now” and present the results to the class.

65. *Character Studies* – Ongoing. **(LA)** (MI#1&6) Begin a Character Study of DEL. BRAGG.

66. *Creative Writing* – Write a short story retelling the chapter’s events from the perspective of Grandma Collins’ hairclip! Let the descriptions of the setting and emotions drive your pencil. **(LA-W/SS)** (MI#1&4)

## ≈14≈

67. *Writing the News* – Locate someone “with a story to tell” to interview (or create one) and write your own “Human Interest Story.” If possible, film the interview or act it out! **(LA)** (MI#1&6)

68. *We need a break* – Write a commercial that could be placed in the interview with Mrs. McGlade. Keep the topic relative to the novel. **(LA/Varies)** (MI#1,Varies)

69. *TV Terms* – Develop a list of terms and definitions that are used in the Communications Industry. *Optional:* Invite a local news anchor to speak to the class. **(LA)** (MI#1&6)

70. *Dialect* – Write a conversation (or script) using Jake and Tom’s vernacular. *Extension:* Choose a different dialect (way of talking) and rewrite the same script conveying the same message. **(LA/SS)** (MI#1&6)

71. *Character Studies* – Ongoing. **(LA)** (MI#1&6) Begin a Character Study of JAKE and TOM.

## ≈15≈

72. *Wounded Warriors* – Research this subject and who else might be involved with helping these brave warriors. Brainstorm how you or your friends could be of service to this important organization. **(LA/SS)** (MI#1,6,7&9)

73. *Character Studies* – Ongoing. **(LA)** (MI#1&6) Begin a Character Study of SERGEANT LUCERO.

74. *Preconceived Ideas* – Sadie realized that she really did like Maryland; “A place she was sure she was going to hate before she lived here.” (p 139) Write about a time you experienced the same feeling or delve into the ideas of prejudice and how you may have changed your mind about a certain group of people or ideas. **(LA/SS)**

## ≈16≈

75. *Equine Appraiser* – Research the profession or invite an appraiser to speak to the class. **(SC)** (MI#1,2&8)

76. *Hunting Season* - Do you know what a deer stand is? Do your classmates? Present information about hunting a certain animal to your class and be sure to express your feelings on the issue(s) involved. **(SC)** (MI#1,7&8)

77. *Stormy Weather* – Sadie remarks that she “still hadn’t figured out this Maryland weather.” Many Japanese haiku are written about the four seasons. Try your hand at Haiku! **(LA/SC)** (MI#1&8)

## ≈17≈

78. *Idioms* – “Head over Hooves” - Make a guessing game (and/or Bulletin board) by drawing “literal” pictures of idioms for the class to guess the phrase illustrated. (Head over heels, piece of cake, raining cats and dogs, barrel of laughs, etc.) **(LA/Art)** (MI#14&7)

79. *Foreshadowing* – The author uses this technique more than the initial read may tell. Look back on the previous chapters and make a list of when the author gave clues to the plot’s outcome. **(LA)**

80. *Tone* – The first half of Chapter 17 is full of words that suggest the tone. Underline or count the amount of times a “negative” like “Nothing,” “Hadn’t” or “Never” is used. Analyze your conclusions. **(LA)** (MI#1,2&6)

## ≈18≈

81. *EEI* – Create/Imagine a task or mission that you and a group might accomplish. Compile a list of “Essential Elements of Information” you would need to bring the task to fruition. **(LA/ALL)** (MI#1/varies)

82. *Naval Intelligence* - Sadie is a child of a Navy Officer and is used to certain terms such as “watch.” Using the Navy (or other careers associated with certain catch phrases) create an informative presentation with visual support to the class about these career specific phrases. **(LA/SS/Art)** (MI#1&4)

## ≈19≈

83. *Grandma Collins' Re-telling* – “Sadie already imagined Grandma Collins telling this story on the future.” Choose a part of the story to retell in a clever and imaginative way as perhaps Ms. Collins might be prone to embellishing her “stories.” **(LA/Theater)** (MI#1&6)

84. *Family Compliments* – Sergeant Lucero remarks that he thinks Sadie got some of her courage from her mother. Think of some of the character traits that you may have inherited from a family member and make a “greeting card” (Gratitude/Sympathy?) for the person whose trait to which you have been compared. **(LA/Art)** (MI#1,6&7)

85. *Cold Hot Oxymorons* - On page 173 Sadie cries tears that were both sad and happy. List ten different oxymorons. **(LA)** (MI#1&6)

86. *Preakness* – Choose 3 boys and 3 girls from your class to race. Find six hobbyhorses for these selected jockeys to gallop with hold a race around your sports field as you cheer them on. Present the winner with a necklace of Black-Eyed Susans! **(SS/Physical Education)**



## ≈20≈

87. *Veteran's Day* – Research the history of the holiday and present it to the class in a patriotic manner. **(SS)** (MI#1,Varies)

88. *The American Flag* – Devise a visually artistic way to present the class with an informative presentation on the ways the American flag's design has changed throughout history. Experiment with murals, cakes, pizza, candy or even gelatin! **(SS/Art/Home Ec)** (MI#1,Varies)

89. *Amish Aim* – Research the Amish community and practices. How has the First Amendment affected them? **(LA/SS)** (MI#1,6&9)

90. *Hold an Auction* – Generate donations from friends and family and conduct a real live auction. Donate the proceeds to a local horse rescue operation. **(SS)** (MI#6,7&9)

91. *Communication* – Austin “rolls his eyes” in this chapter. Play a “Charades-type” of game with your group or the class by providing them with non-verbal expressions and having them guess what you and/or your group are trying to portend. **(LA/Theater)** (MI#1&5)

92. *Signs* – Different people or cultures have “signs” that mean something like an itchy palm indicates that you will be receiving money. Research these signs and present to the class several of which you were previously unaware. **(LA/SS)** (MI#1,7&Varies)

93. *Names* – Do you know what your name means? (Strong, Guardian, etc.) How about the origin? What culture believed in Thor? Do you know where to find the story of David and Goliath? Research your name and/or some of the other names included in the book and present them to your class. **(LA/SS)** (MI#1&7)

## ≈21≈

94. *Creative Dramatics* – Write a script for the last part of Chapter 21 being very careful to express the character's feelings through words and avoid stage directions. Act it out focusing on words and the character's intentions rather than emotions. **(Theater/LA)** (MI#1,5&6)



95. *Character Studies* – Complete all of the Character Studies. **(LA)** (MI#1&6)

96. *Madame Dressage's Wax Museum* - Using your character studies, have reader's dress and act as a character in the book. Invite students from the grade who will be reading the book next year to watch these characters "morph" into life. Have the "statues" stay still (as a wax figure) until they have an audience in front of them. Then they can act and talk like the character being careful not to give away too many details! **(LA/Art)** (MI#1,4,5,6&7)

97. *Believing in Expression* - Create an art piece that represents one of the characters. (Watercolor, line drawing, sculpture, collage, etc.) Your choice - Be creative! **(LA/Art)** (MI#1,4,5,6&7)

98. *Review* – Write a short review of the book and send it to the [EdUCator@believinginhorses.com](mailto:EdUCator@believinginhorses.com). Be sure that you have a "catchy lead" and one "clincher sentence" that might end up on the author's website! **(LA)** (MI#1)

99. *Believing in You* – Design your own interdisciplinary activity and if you like it – send it to the EdUCator at the above address and we might add it to our list!

- **HOWARD GARDNER** believed that all human beings have multiple intelligences.
  - *We* believe that these multiple intelligences can be nurtured and strengthened and have designed the above activities with that in mind.
  - Gardner believes that each individual has nine intelligences:
1. **Verbal-Linguistic Intelligence** -- well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words **(LA)**
  2. **Mathematical-Logical Intelligence** -- ability to think conceptually and abstractly, and capacity to discern logical or numerical patterns **(Math)**
  3. **Musical Intelligence** -- ability to produce and appreciate rhythm, pitch and timber **(Music)**
  4. **Visual-Spatial Intelligence** -- capacity to think in images and pictures, to visualize accurately and abstractly **(Art)**
  5. **Bodily-Kinesthetic Intelligence** -- ability to control one's body movements and to handle objects skillfully **(P. E.)**
  6. **Interpersonal Intelligence** -- capacity to detect and respond appropriately to the moods, motivations and desires of others. **(Them)**
  7. **Intrapersonal Intelligence** -- capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes **(Me)**
  8. **Naturalist Intelligence** -- ability to recognize and categorize plants, animals and other objects in nature **(Nature)**
  9. **Existential Intelligence** -- sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why do we die, and how did we get here. **(Us)**