



# Lessons About the Unwanted Horse

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# Lessons About the Unwanted Horse

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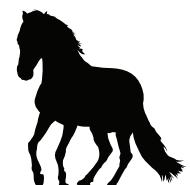
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# Lessons about the Unwanted Horse

## Preface

Horse ownership and equine activities are keenly rewarding, especially for youth. The bond that develops between a human and his or her animal can be life-changing as it motivates personal growth and achievements.

As a life-long equine enthusiast, I don't need a study to know that the outside of a horse is good for the inside of a human; however, there is ample scientific evidence documenting the positive effects of the human-horse bond on the physical, mental, and emotional health of those who participate in equine activities. As the project manager for this lesson series, I can cite my own and others' research demonstrating that equestrian activities develop a youth's skills in decision making, communication, goal setting, thinking, and problem solving; they also teach responsibility and engender good citizenship. Horsemanship can be a never ending journey of education, enjoyment and satisfaction for participants of every age.

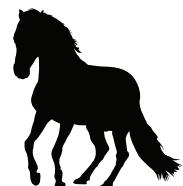
Horse ownership can bring great rewards, but it also carries tremendous responsibility—the decision to own should not be made casually. When one acquires a horse, one takes on the care and nurturing of a completely dependent animal, of a species with unique behaviors and physical needs, neither a bulky dog nor an oddly friendly cow. The Animal Welfare Council hopes, as do this series' creators, that these lessons will inform the would-be horse owner (or horse buying parent) about the immediate duties, costs, and expectations of horse ownership.

The horse owner also belongs to a larger community—the horse industry—where individual and collective decisions and accepted practices shape the present welfare and future outcomes for these remarkable animals. The Animal Welfare Council believes that the horse owner's second responsibility is to be knowledgeable about the greater issues of the industry and therefore make informed decisions about its direction. The unwanted horse issue is at the forefront of today's industry concerns; everyone in the equine community has a duty to know the facts and address the issue honestly. Furthermore, these lessons recognize that the unwanted horse is a concern not only for the industry itself, but also for the general public whose role should be to encourage legislators to create equine law based on facts rather than emotion.

The goal of these lessons is to provide a realistic look into the issues surrounding the unwanted horse, in material shaped appropriately for children between 10 and 12 years old, the age at which many children first engage seriously with horse ownership or equine activities. The Animal Welfare Council believes these lessons can contribute to the development of a number of important academic skills and that the content will benefit not only the children studying it but the horse industry as a whole: Better informed youth will make wiser decisions about their equine participation, and they will mature into knowledgeable adult voters making thoughtful decisions about horse industry legislation and regulations.

This series comes from a group of people who have great love and admiration for horses and who believe the solution to the unwanted horse issue requires cooperative efforts from those in the horse industry and those in the general public. It is the hope of the Animal Welfare Council as well as the series' creators that the lessons will inform and encourage knowledgeable equine participation, raise awareness of the unwanted horse issue, and engage those the lessons touch in actively seeking solutions, so that thoughtful, deliberate and responsible ownership becomes the universal practice of the horse industry.

Jill Montgomery  
Author, *Lessons About the Unwanted Horse*





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# Lessons about the Unwanted Horse

## Introduction

The face of animal welfare is changing as is our society's perception of animals and their roles in our lives. The growing gulf between agriculture and the end consumer distances the daily realities of food production, and this encourages the general population to embrace as companion animals those previously considered livestock, such as horses. In addition, the tendency of humans to anthropomorphize (attribute human characteristics to animals) is reinforced by movies, television and books. These trends coupled with the influence of animal rights ideology are creating real changes in the United States regarding industry practices for the traditional use of livestock. A new category of horses has emerged, the "Unwanted Horse," that is now the focus of much discussion; as their numbers surge in a time of economic hardship, the need is great to educate the public in general, and horse owners specifically, about the issue from a factual and historical perspective. The AAEP (American Association of Equine Practitioners) has defined unwanted horses as "horses which are no longer wanted by their current owner because they are old, injured, sick, unmanageable, fail to meet their owner's expectations (e.g., performance, color or breeding), or their owner can no longer afford them." The Animal Welfare Council developed this set of lesson plans to provide tools and resources to assist teachers and horse industry youth leaders to explain this trend and its impacts on horses and animal welfare.

Animal Welfare Council members support the use of animals in recreation, entertainment, industry and sports. The organization is dedicated to advancing the responsible and humane use of animals in these activities. Visit <http://www.animalwelfarecouncil.com> for more information about the Animal Welfare Council.

This six-lesson program guides students through key elements contributing to the rise of unwanted horses in the United States, with the goal of stimulating understanding and potential solutions for the issue. Each lesson includes a teacher's guide with goals, background material, resources for further reading, alignment with Common Core State Standards, presentation outline, hand-outs in reproducible format for the students, and a reinforcing group or independent activity that can be completed either as part of the lesson or as a field exercise. The lessons may be presented in series, as might be used in traditional classrooms or home schooling programs, or independently in youth activity settings such as 4-H, Girl Scouts, or Boy Scouts. A bonus lesson has been included as an overall evaluation tool with questions that can be used in a Jeopardy-style quiz game.





## Objectives:

These lesson plans use activities grounded in standards and benchmarks to help learners acquire, integrate and apply knowledge. This is accomplished by having participants do an activity to create an experience with the information introduced in the lesson, then share their reactions to that information publicly ("Herd Time"), reflecting on how it is relevant to them, then apply the knowledge to their lives through the field exercises ("Pasture Time"). The overall objective for the learner will be to examine trends and impacts being brought to bear on the larger horse industry by the "Unwanted Horse" phenomenon. Individual topics use exercises that can be applied to building skills specified in the Common Core State Standards for English Language Arts; Literacy in History/Social Studies, Science, and Technical Subjects; and Math.

**Target Audience:** The lessons plans are suggested for youth 10-12 years of age. The materials could be presented to an older audience with adjustments in presentation tone and expectation for more in-depth discussion in the group and individual activities.

Included materials re-enforce key information and encourage student interaction:

## Teacher's Guides:

- Content summary
- Learning goals
- Common Core State Standards curriculum alignments
- Background information
- Resources for further reading
- Presentation outline
- Answer keys for each student handout game, worksheet, and vocabulary builder

## Students Handouts:

**Student Background Information** (to be read independently or as a group)

### "Herd Time" Group Discussion:

- Discussion questions
- Games, worksheets, and/or vocabulary builders

### "Pasture Time" Field Exercises:

- Activity description with suggested resources
- Games, worksheets, and/or vocabulary builders





## Lesson Series Evaluation Game:

This group activity is an interactive 7th session for the group to demonstrate the cumulative knowledge they acquired through the "Lessons About the Unwanted Horse" series.

### You can choose to add:

- DVD / Computer player to view resource materials on DVD or the internet
- Live horse(s) for demonstrations
- Photos of horses from trade journals or magazines
- Model horses to enhance your presentation
- Booklets and other resources

## Delivering your Lessons about the Unwanted Horse

**Step 1.** Review the entire session. Begin by familiarizing yourself with the "Lessons about the Unwanted Horse" background information. Look for ways to use the reference materials. Draw on your group's experience.

**Step 2.** Deliver the Lessons about the Unwanted Horse by using the Presentation Outline. This point by point document covers the key information for the group to use in their activities and learning process.

**Step 3.** Pass out visual aids, background and other handouts, and other supporting material for the lesson. Explain which materials will be completed independently (and when), and which will be done as a group.

**Step 4.** Encourage your group to have fun discussing the Herd Time questions and activities.

**Step 5.** Explain to the group how the Pasture Time questions and activities will be completed (individually or as a group) and what the expectations for completion of the activities will be.

**Step 6.** Provide multiple opportunities for your group to demonstrate their knowledge by checking for understanding in the discussion. Allow the group to check their work with answer keys provided for worksheets and games.

**Step 7.** Evaluate what your group has learned using questions found in the evaluation game.





# Lesson One

## Is a Horse More Like a Cow than Like a Dog?

- Content examines horses as livestock versus companion animals, qualities of horses and benefits to them that support livestock status, horse's role as bridge animal between urban and rural culture.

### Teacher Guide and Resources: Goals

1. Learner will develop critical thinking skills.
2. Learner will increase awareness of animal agriculture.
3. Learner will develop topic specific vocabulary.

### Common Core Standards

RIT.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
RIT.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
RIT.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
RIT.6	Assess how point of view or purpose shapes the content and style of a text.
RIT.10	Read and comprehend complex literary and informational texts independently and proficiently.
W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### Activities for This Lesson

#### Lesson One Herd Time:

- Exercise 1: Student will read and discuss how and why the media and popular culture anthropomorphize horses.  
Exercise 2: Student will analyze the physical attributes of horses in comparison to cows and dogs  
Exercise 3: Student will match vocabulary words and definitions

#### Lesson One Pasture Time:

- Exercise 1: Word-find with lesson vocabulary words  
Exercise 2: Student will conduct and report on a field exercise observation to examine animal behavior.





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## Lessons about the Unwanted Horse

### Lesson One

#### Background Information:

Horses in today's society enjoy a unique position which bridges the space between animal agriculture as a member of the **livestock species** and companion animals. While many horses are used on farms and ranches in the service of producing agricultural products, others are kept purely for the enjoyment and recreation of their owners. Horses are the most common livestock species housed in cities and towns. This casual familiarity sometimes leads people to think of horses' behavior as similar to the animals they deal with more often, such as dogs or cats, or to even assign human characteristics to horses. This assignment of human characteristics is known as **anthropomorphization**.

Horses have many wonderful characteristics that lend to their role in human's lives. These attributes made the species a good candidate to domesticate. **Equines** (horses, donkeys, mules, and zebras), have been adapted to perform many jobs through selective breeding. Examples range from the small Shetland pony pulling ore carts in mines, to the giant draft breeds that carried armor-clad knights, to the modern average-size ranch horse working cattle. Even with these adaptations to specific purposes, horses of all sizes have common characteristics. For example, horses have the ability to learn and adapt to perform tasks from repetitive **training**. Horses can be very docile and curious, characteristics that humans have used to teach them a wide variety of jobs. Horses' powerful muscles give them a great capacity to perform work such as carrying a rider, pulling a cart, or sled. Horses' behaviors are also defined by their nature as both **herd** and **prey** animals. Examples of the horse's nature include: herd instinct; their desire to be with other horses, their prey animal instinct; a strong **flight** response to fearful situations, and as **herbivores**; their requirement for **pasture** for **grazing**, or when kept in a **stable** in a **barn** or **stables, hay** and possibly **grain**.

In the centuries since horses were re-introduced to North America in the 1500's by the Spanish Explorers, their primary roles as transportation and beasts of burden have changed dramatically. As our society has become more mechanized the number of people working directly with horses has diminished. In many families, ownership of a horse may be four or five generations in the past. The first-hand knowledge of how to care for horses and how they behave is now more limited than even 40 years ago. Today many people's ideas about horse behavior are shaped by TV or in films; in some cases the portrayal of horses is realistic, but in most, the picture is highly romanticized. Hollywood presents the Lone Ranger's horse, Silver, running to the rescue at exactly the right moment, **Mr. Ed** making phone calls for Wilbur, the Black Stallion rearing in front of Alec, his rescuer, and then helping the boy onto his back, and the animated Spirit, "Wild Stallion of the Cimarron," saving the day for his mare-friend Rain. These images belie the reality of the training and camera angles (and special effects) that humans employed to create these extraordinary stories. Our great or great-great grandparents had more accurate, everyday knowledge about horses' behavior than these shows portray.

The true characteristics of horses as a livestock species earn them their classification as livestock and allow them to receive many benefits in animal agriculture. There are no penalties for horse owners who view their animals as companions; however, if the status of horses were changed from livestock to companion animal, much would be lost. The United States Department of Agriculture (**USDA**) and state departments of agriculture administer disease control programs for horses, maintain quarantine facilities, and provide disaster relief programs for ranchers and farmers following floods, fires, hurricanes, and tornadoes. Land Grant University and Cooperative Extension equine programs are supported through agriculture funding. Agricultural status also includes property and sales tax advantages to those in the business of raising horses. Humane laws for the care and management of livestock are overseen and enforced





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### Lesson One

through the Department of Agriculture and State Veterinarian offices. Equine Limited Liability laws are codified in livestock related statutes. Zoning and regulation of horse / livestock properties are less complex with fewer local and state agencies involved in their management than comparable companion animal facilities.

Horses have a unique position in American culture as the species that crosses between animal agricultural settings and urban settings. Horses enjoy a positive image in America, with as many as one in three families indicating they wish to ride a horse, according to a survey done by the Horse Industry Alliance. Although kids on average are four generations off the farm, the horse still has a relevant place in many urban settings. From police work to park hack or parade mount, city people without exposure to farm animals, such as cows, pigs, sheep, or chickens, may still have opportunity to put their hands on horses. For young people with limited personal exposure to animal agriculture, learning the facts about horses can create an understanding of the common characteristics that horses share with other livestock species such as cattle and sheep or goats. Building on their knowledge of horses may help these young people better appreciate the needs and challenges of the broader animal agriculture industry.

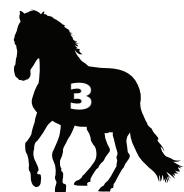
#### ***Resources for further reading***

American Association of Equine Practitioners. "Definition Of Horses As Livestock". October 05 2001, Article # 555  
<http://www.thehorse.com>.

Comerford, P. M. and J.T. Potter. "Start with Safety: Horse Safety Guidelines". 2nd Edition. AYHC Education Committee, <http://www.ayhc.com>

Goodnight, Julie. "Understanding Horse Behavior" cited April 28, 2009  
<http://juliegoodnight.com/questionsNew.php?id=218>.

Grice, Lindsay. "Thinking Like a Horse: How Understanding Basic Horse Psychology Simplifies Training" INFO Sheet, Ministry of Agriculture, Food and Rural Affairs; Agricultural Information Contact Centre, Northern Ontario Regional Office, [www.omafra.gov.on.ca](http://www.omafra.gov.on.ca).





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## Is a Horse More Like a Cow than Like a Dog?

1. Explain to students the format of the lesson:
  - a. Introduction of topic - Characteristics of the horse as a livestock species.
  - b. Distribute Student Background handout for students to use in completing the exercises.
  - c. "Herd time" (Provide students with handouts and worksheets.)
  - d. "Pasture time" (Explain expectations for which activities will be used and how assignment will be checked.)
2. The roles of horses in modern American life include:
  - a. Horses are a bridge animal between livestock and companion animal, and between urban settings and rural agriculture.
  - b. In recreational settings, many identify their horse more as a companion animal than as livestock. In production agriculture and ranching settings, the connection to livestock may be stronger.
  - c. The American population is more urban and suburban and is showing the tendency toward "anthropomorphization" of all animals.
  - d. Describe examples of progression of horse portrayals in TV shows and movies throughout last 50 years. Prompt students with discussion questions from student handouts. Invite them to work on matching definitions with key words. (**Refer to Student Handouts.**)
3. Actual characteristics of horses as livestock offer the species benefits and protections as livestock:
  - a. Horses are herd /prey animals that require large spaces for exercise and forage, specialized handling skills and facilities for proper management. They have been selectively bred to serve many purposes.
  - b. Horses suffer no penalties from being treated as companion animals unless their status as livestock is changed through legislation. Horses (and their owners) benefit from horses' livestock status, through research, educational efforts, and government disease management and disaster relief programs, as well as through humane laws that are overseen by the State Veterinarian and Departments of Agriculture.
  - c. Ask students to identify cow-like and dog-like characteristics of horses and mark them on their handouts. (**Refer to Student Handouts.**)
4. Review how "Pasture Time" field exercise will be completed.
  - a. Explain whether the "find-a-word" exercise is to be returned completed at the next meeting or given as just a take-home. (**Refer to Student Handouts.**)
  - b. Explain whether the farm or ranch trip to view horses interacting will be arranged as a group activity or completed as an individual assignment. For an individual assignment, prepare a list of possible sites for students to visit and instructions for how they should work with the herd owners to view the horses interacting. Include safety instruction regarding their observation of the animals in the herd that addresses approaching the animals.





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## Lessons about the Unwanted Horse

### Lesson One

#### Answer Key ~ “Herd Time” Student Handout

- 2.** Describe the physical attributes of a horse, tally them in one of two categories, cow-like and dog-like, and then add up the characteristics that fit in each category, e.g. what does a horse eat, where are horses kept, what size is a horse, what is a horse's main defense?

##### Cow-like

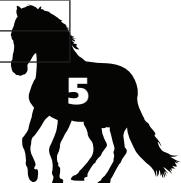
large animal  
herd animal  
flight animal  
hooved animal  
grazing animal  
prey animal  
herbivore  
long-lived  
very strong  
eats hay  
kept in barns or pastures

##### Dog-like

trainable  
domesticated animal  
used for work  
used for recreation and sport  
may be kept as companions

- 3.** Match definitions with key words:

1	Anthropomorphize	H	Attribute human form or personality to
2	Barn	G	Building for housing farm animals and equipment
3	Equine	R	Of or relating to, or resembling a horse or the horse family
4	Flight	L	Act of running away
5	Grain	Q	The seed or fruits of various cereal grasses
6	Grazing	M	Feeding on growing herbage in the field
7	Hay	N	Herbage dried and cured for fodder
8	Herbivore	A	Plant eating animal
9	Herd	E	A number of animals of one kind
10	Livestock	J	Animals kept or raised for use, pleasure or profit, especially farm animals
11	Mr. Ed	P	The talking horse
12	Pasture	O	Land or plot of land used for grazing
13	Prey	B	An animal taken by a predator as food
14	Species	F	Class of individuals having common attributes
15	Stables	K	A building in which domestic animals are housed and fed, especially with stalls or compartments
16	Stall	I	Compartment for domestic animals in barn or stable
17	Training	D	Forming by instruction discipline, or drill
18	USDA	C	United States Department of Agriculture





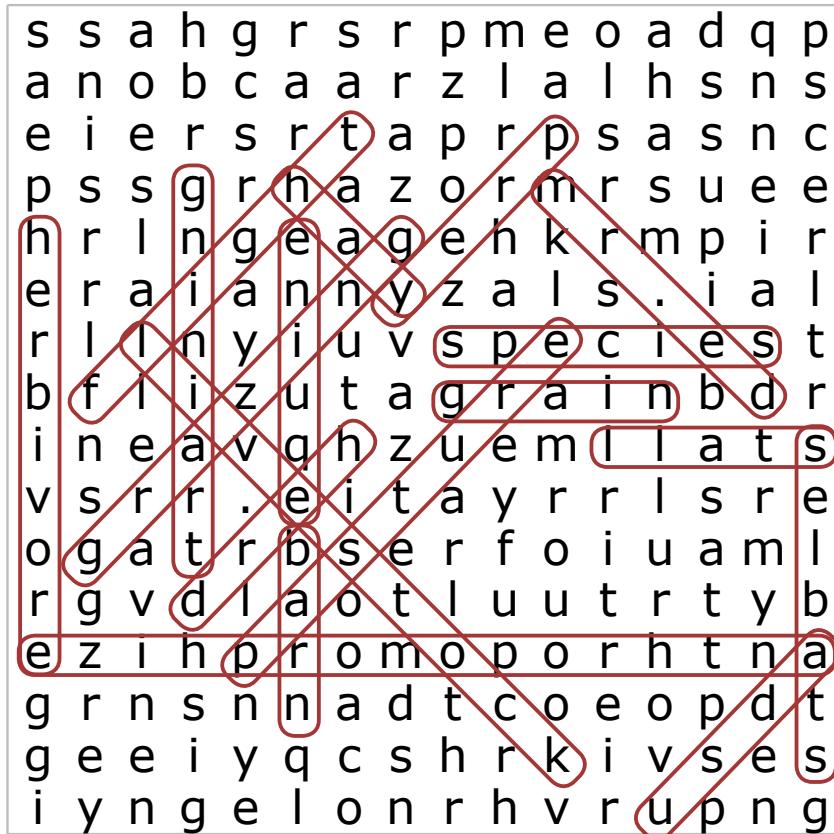
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# Lesson One

## **Answer Key ~ “Pasture Time” Student Handout**

- ### **1. Find-a-word puzzle – key words from discussion and vocabulary:**



# Lessons about the Unwanted Horse: Lesson One Is a Horse More Like a Cow than Like a Dog?

## Student Background Information

In the United States horses are classified as a **livestock species**. Many horses are used on farms and ranches to help produce food; others are kept purely for the enjoyment and recreation of their owners.

Horses are the most common livestock species housed in cities and towns. Their familiar presence sometimes leads people to think of horses' behavior as similar to the animals they deal with more often, such as dogs or cats, and to even assign human characteristics to them. Assigning human characteristics to animals is known as **anthropomorphization**.

**Equines** (horses, donkeys, mules, and zebras) have many wonderful traits that make them a good **species** to domesticate. Through selective breeding, horses have been adapted to perform many jobs, from the Shetland pony pulling ore carts in mines, to the giant draft breeds that carried armor-clad knights, to the modern ranch horse working cattle. Regardless of size or purpose, all horses share common characteristics. For example, horses can learn to perform tasks from repetitive **training**. Their willingness and curiosity make it easy for them to learn a wide variety of jobs. Horses' powerful muscles allow them to carry a rider or pull a cart or sled. Horses by nature are both **herd** and **prey** animals; they prefer to be with other horses (herd instinct) and demonstrate a strong **flight** response to fearful situations (prey instinct). As **herbivores** (plant eaters) they need **pasture** for **grazing**, or when kept in a **stable** in a **barn** or **stables**, they need to be fed **hay** and possibly **grain** and be given regular exercise.

For centuries, horses served as transportation and beasts of burden; however, as our country has become more mechanized, horses' roles have changed. We use horses less for work and more for recreation. Fewer people live on farms and ranches, so today many people's ideas about horses are shaped by TV or movies. In some cases the portrayal of horses is realistic, but in more cases it is not. The Lone Ranger's horse, Silver, independently runs to the rescue; **Mr. Ed** makes phone calls for Wilbur; the Black Stallion rears in front of his rescuer and then helps the boy onto his back; and Spirit, "Wild Stallion of the Cimarron," saves his animated mare-friend Rain. These stories don't show the training, camera angles and special effects humans used to create them.

Handling horses requires specialized knowledge. People who regularly deal with horses stay safe by understanding horses' behavior and having respect for their size and strength. They understand whether the horse



# Lessons about the Unwanted Horse: Lesson One Is a Horse More Like a Cow than Like a Dog?

is the **dominant** (alpha, leading) or a **subordinate** (following) animal in the herd, and treat the animal accordingly; they learn horse language, like head motions, ear pinning, or threatened kicks. Safe human interaction with horses requires the human to be a leader in the horses' herd. Although the human need not be harsh to the horse, if he or she treats a horse like a dog, the results will be disappointing—and probably dangerous.

Horses' classification as **livestock** entitles them to many benefits in animal agriculture. The United States Department of Agriculture (**USDA**) and state departments of agriculture have disease control programs for horses, maintain quarantine facilities, oversee agricultural animal welfare, and provide disaster relief programs for ranchers and farmers following natural disasters. Certain equine educational programs are supported through agriculture funding. Livestock status for horses also conveys advantages to the owner in certain legal, zoning, and tax situations. Horse owners have the option to treat their horses as **companion animals** rather than as livestock; however, if the horse's **legal status** as a livestock species changes, much good for the horse and owner will be lost.

A recent survey showed that as many as one in three families want to ride a horse. The horse still does useful jobs in many cities from police work to recreation, and for many city people horses may be the only livestock species they ever interact with. For young people with limited exposure to **animal agriculture**, learning the facts about horses can create an understanding of the common characteristics that horses share with other livestock species such as cattle and sheep or goats. Knowing facts about horses may help people better appreciate the needs and challenges of the broader animal agriculture industry.

## ***Resources for further reading***

1. Comerford, P. M. and J.T. Potter. "Start with Safety: Horse Safety Guidelines". 2nd Edition. AYHC Education Committee, <http://www.ayhc.com>
2. Goodnight, Julie. "Understanding Horse Behavior" cited April 28, 2009 <http://juliegoodnight.com/questionsNew.php?id=218>.
3. Grice, Lindsay. "Thinking Like a Horse: How Understanding Basic Horse Psychology Simplifies Training INFO Sheet", Ministry of Agriculture, Food and Rural Affairs; Agricultural Information Contact Centre, Northern Ontario Regional Office, [www.omafra.gov.on.ca](http://www.omafra.gov.on.ca).





# Lessons about the Unwanted Horse: Lesson One Is a Horse More Like a Cow than Like a Dog?

## “Herd Time” Group Discussion



1. Talk about how human characteristics were assigned to the horse in these scenarios.

- a. Lone Ranger's horse Silver would show up on cue to advance the plot of the show, rescuing his rider from the bad guys.



photos courtesy Fiftysevweb



- b. Mr. Ed talked to his owner and generally created trouble to keep the show funny.



- c. In the Black Stallion movies, a wild stallion bonded with a shipwrecked young boy and went on to become a great racehorse.



image courtesy Dreamworks SKG

- d. Spirit, the animated “Wild Stallion of the Cimarron,” heroically rescued his herd mate from natural disaster.





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# Lessons about the Unwanted Horse: Lesson One Is a Horse More Like a Cow than Like a Dog?

2.

Describe the physical attributes of a horse, tally them in one of two categories, cow-like and dog-like, and then add up the characteristics that fit in each category, e.g. what does a horse eat, where are horses kept, what size is a horse, what is a horse's main defense?

Cow-like

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Dog-like

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# Lessons about the Unwanted Horse: Lesson One

## Is a Horse More Like a Cow than Like a Dog?

**3.**

Match the letter for the definition with the key word:

- |   |   |
|---|---|
| <input type="checkbox"/> Anthropomorphize | A Plant eating animal   |
| <input type="checkbox"/> Barn             | B An animal taken by a predator as food                                       |
| <input type="checkbox"/> Equine           | C United States Department of Agriculture                                     |
| <input type="checkbox"/> Flight           | D Forming by instruction discipline, or drill                                 |
| <input type="checkbox"/> Grain            | E A number of animals of one kind   |
| <input type="checkbox"/> Grazing          | F Class of individuals having common characteristics                          |
| <input type="checkbox"/> Hay              | G Building for housing farm animals and equipment                             |
| <input type="checkbox"/> Herbivore        | H Attributing human form or personality to                                    |
| <input type="checkbox"/> Herd             | I Compartment for domestic animals in barn or stable                          |
| <input type="checkbox"/> Livestock        | J Animals kept or raised for use, pleasure or profit, especially farm animals |
| <input type="checkbox"/> Mr. Ed           | K A building housing domestic animals, especially with stalls or compartments |
| <input type="checkbox"/> Pasture          | L Act of running away   |
| <input type="checkbox"/> Prey             | M Feeding on growing herbage in the field                                     |
| <input type="checkbox"/> Stables          | N Herbage dried and cured for fodder  |
| <input type="checkbox"/> Stall            | O Land or plot of land used for grazing                                       |
| <input type="checkbox"/> Species          | P The talking horse   |
| <input type="checkbox"/> Training         | Q The seed or fruits of various cereal grasses                                |
| <input type="checkbox"/> USDA             | R Of or relating to, or resembling a horse or the horse family                |





# Lessons about the Unwanted Horse: Lesson One Is a Horse More Like a Cow than Like a Dog?

## “Pasture Time”

Field Exercises:  
group activity or  
independent take-  
home exercise



- 1.** Find-a-word puzzle – key words from discussion and vocabulary:

Anthropomorphize

Barn

Equine

Flight

Grain

Grazing

Hay

Herbivore

Herd

Livestock

Mr. Ed

Pasture

Prey

Stables

Stall

Species

Training

USDA

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e	i	e	r	s	r	t	a	p	r	p	s	a	n	c	
p	s	s	g	r	h	a	z	o	r	m	r	s	u	e	
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e	r	a	i	a	n	y	z	a	l	s	.	i	a	l	
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b	f	l	i	z	u	t	a	g	r	a	i	n	b	d	r
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g	e	e	i	y	q	c	s	h	r	k	i	v	s	e	s
i	y	n	g	e	l	o	n	r	h	v	r	u	p	n	g

- 2.** Visit a farm or ranch that has a herd of horses on pasture; watch how the animals interact with each other in a group. Observe without directing their behavior. What do you notice about the animals' behavior? Can you see a hierarchy among the animals? How do they react to something new or strange in their environment?

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## Lessons about the Unwanted Horse

# Lesson Two

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## The Horses We All Own - The Wild Horse & Burro Program

- Content explores government ownership of horses, the Wild Horse and Mustang Program (*Description of current state of affairs and challenges facing BLM program.*)

### Teacher Guide and Resources:

#### Goals

- Learner will increase awareness of equine evolution and biology.
- Learner will develop geography and mapping skills.
- Learner will develop practical math skills.

#### Common Core Standards

RIT.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
RIT.10	Read and comprehend complex literary and informational texts independently and proficiently.
W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
5.NOB10	Perform operations with multi-digit whole numbers and with decimals to hundredths.
6.NS	Compute fluently with multi-digit numbers and find common factors and multiples.
5.MD	Represent and interpret data.
6.RPR, 7RPR	Understand ratio concepts and use ratio reasoning to solve problems.
6.G	Solve real-world and mathematical problems involving area, surface area, and volume.

#### Activities for this lesson:

##### Lesson Two Herd Time:

Exercise 1: Calculate BLM wild horse and burro population growth based on reproduction rates of 20% for one, five, and ten years by compounding numbers

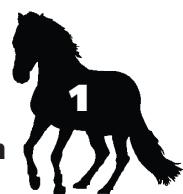
Exercise 2: Calculate feed cost increases based on reproduction rates for wild horses and burros moved from the range to long-term holding for one, five, and ten years by compounding numbers

Exercise 3: Identify the location of Herd Management Areas and suggested rationale for these placements

##### Lesson Two Pasture Time:

Exercise 1: Calculate area needed to house national herd on the range with increases based on reproduction rates projected for one, five, and ten year by compounding number

Exercise 2: Research to identify sanctuary or holding area for national herd closest to student's home





## Lessons about the Unwanted Horse

### Lesson Two

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#### Background Information:

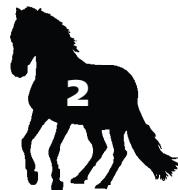
Many are surprised by the fact that the US Government is the owner of more horses than any other single entity in the world. The latest available data, compiled Feb 29, 2012, show 37,300 wild horses and burros roaming on Bureau of Land Management (BLM) lands in 10 western states, plus an additional 45,800 horses and burros in short term holding pens (12,400) and long term holding facilities (33,400). According to numbers compiled in June 2012, the American people collectively own 83,100 wild horses and burros. The Bureau of Land Management and US Forest Service are charged with caring for this national herd as directed by the **1971 Wild Free-Roaming Horses and Burros Act**.

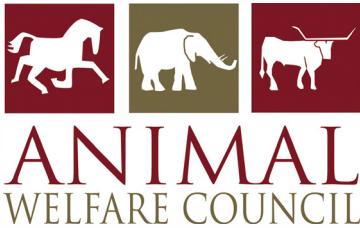
Horses were re-introduced to the Americas by Spanish explorers in the early 1500s. The species had died out on this continent more than 10,000 years before, but these early equines had crossed the Bering land bridge into Asia, migrating from there to Africa and Europe, where they thrived and were eventually domesticated. Some of the horses the explorers brought to the New World escaped from the expeditions and additional animals were freed by later explorers and settlers to become the ancestors of today's wild horse or mustang (from *mestengo*, meaning stray). Burros accompanied missionaries and prospectors to the west as pack animals. Some escaped while others were turned loose to join the wild herds when the mines shut down. Horses far outnumber burros in the national herd, with approximately 15% of the herd being burros.

There are two primary reasons for the rapid population growth of wild horses and burros. The first is that the animals' only natural predators are mountain lions and man; the small population of mountain lions do little to reduce overall herd numbers, and the horses have been protected from predation by man under the 1971 Wild Free-Roaming Horses and Burros Act. The second reason is a prolific **reproduction rate of 20 percent annually**. The agencies managing the wild horse population must meet the extreme challenge of keeping the numbers of animals on the range at a level that ensures the health of both the range and the herd. The appropriate management level (AML) or **number of animals sustainable on the authorized 31.6 million acres of federal herd management areas (HMA) is 26,545** horses and burros (1190 acres per animal). This land is shared by other wildlife and grazing leases, and provides access to oil and gas rights. The BLM and Forest Service must manage **179 HMAs** for multiple uses in the 10 Western states that are home to wild horses and burros. These include: **California, Oregon, Nevada, Idaho, Utah, Arizona, Montana, Wyoming, Colorado, and New Mexico**. Land in many of the HMAs is arid with sparse vegetation and limited forage. The number of horses currently on the range exceeds the sustainable number by more than 10,800 animals.

The BLM and US Forest Service have two primary means to manage herd levels, both of which begin with removing horses and burros from the range. When the population in an HMA exceeds its sustainable level, the excess animals are gathered from the range to ensure the herd size remains consistent with the land's ability to support it. BLM removed 8464 wild horses and 413 burros from the range in 2011.

The first and preferred outcome for the animals removed from the range is placement in good adoptive homes. The requirements for adopting a wild horse or burro are basic and management is very similar to standard horse-keeping practices. After caring for the animal for a year, the adopter gains full ownership. The Bureau placed 2844 removed animals into private care through adoption in 2011—down from a recent high of 5,701 in 2005. Since the 1970s the BLM has adopted out more than 230,000 animals.





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# Lessons about the Unwanted Horse

## Lesson Two

The second method of keeping them off the range is placement in holding facilities. The holding facilities are of two types, short term and long term. The animals in short term holding facilities (corrals) are candidates for adoption. Some short term facilities partner with prisons where inmates learn horse training skills as they "gentle" the mustangs and prepare them for life as domesticated animals. The most recent count for **wild horses and burros in short term holding is 12,400 animals**. Long term holding facilities (pastures) are used when a wild horse or burro is determined to be unadoptable. These animals remain under the protection of the BLM to live out their natural lives. The long-term holding facilities are contracted pastures located in the plains of Kansas and Oklahoma. The most recent figure for wild horses and burros **in long term holding is 33,400 animals**. The average life span of a horse or burro on the range is 15 years, which is about half that of the animals in long term holding. 2011 costs to care for the animals in holding were 47% of the total budget for the wild horse and burro program and totalled \$35.7 million. For 2011 the average cost of care was \$780 for each animal. Without pasture, the cost of short term holding is higher than the cost of long-term holding due to the need to buy feed. These counts and costs are updated routinely on the BLM website and can be found at<sup>1</sup> <http://www.blm.gov/wo/st/en/prog/whbprogram.html>.

Another population control method used to manage the herd on a more limited basis is contraception. *Porcine Zona Pellucida* (PZP) was developed and tested in the 1990s; since 2004 more than 4,562 mares have been treated with the contraceptive and returned to the range in 80 of the 179 HMAs. Significant reductions in the rate of population increase have not yet been apparent. Improvements in administration of the drug are needed, as well as more time to assess the effectiveness of the treatment as a herd management tool.

The newest method of herd management is direct sale of horses that are determined to be unadoptable after being passed over for adoption three times or when they are over 10 years of age. This option was not available until December 2004 when the Wild Free Roaming Horse and Burro Act was amended to provide sale authority. This program eliminates the one-year trial period that adopters must comply with. Upon sale, ownership of the animal passes immediately to the buyer. Approximately 8,400 animals became eligible for sale, and to date, about 3,300 have been sold using this program.

This protected class of horse is part of the unwanted horse population as legislation mandates their protection and care without guarantee for the resources needed to provide for them. The government is attempting to find cost-effective alternatives to their life-long care of horses removed from the range. Without a change in the current structure, the direct costs for holding the animals will overwhelm the program.

1. US Dept. of the Interior Bureau of Land Management, "Wild Horse and Burro Quick Facts," cited July 23, 2012 at [http://www.blm.gov/wo/st/en/prog/whbprogram/history\\_and\\_facts/quick\\_facts.html](http://www.blm.gov/wo/st/en/prog/whbprogram/history_and_facts/quick_facts.html)

### Resources for further reading

Bureau of Land Management. National Wild Horse and Burro Program

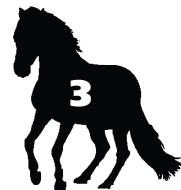
- <http://www.blm.gov/wo/st/en/prog/whbprogram.html>

Fuller, Alexandra. "Spirit of the Shrinking West: Mustangs," National Geographic, February 2009

McNabb, Ken. "Why Manage the Mustangs?" Episode 224 of series, "Ken McNabb, Discovering the Horseman Within", <http://www.kenmcnabb.com/tv>

USA.gov. "Wild Horse and Burro Program Frequently Asked Questions" (FAQs), cited April 16, 2009,

- <http://www.fs.fed.us/rangelands/ecology/wildhorseburro/index.shtml>





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## Lessons about the Unwanted Horse

### Lesson Two

# The Horses We All Own – The Wild Horse and Burro Program

1. Explain to students the format of the lesson:
  - a. Introduction of topic - Challenges facing BLM's Wild Horse and Burro program.
  - b. Distribute Student Background handout (SB1-2) for students to use in completing exercises.
  - c. "Herd time" (Provide students with handouts and worksheets.)
  - d. "Pasture time" (Explain expectations for which activities will be used and how assignment will be checked.)
2. Americans are responsible for 83,100 wild horses and burros supported by public funding.
  - a. Briefly describe the 1971 Wild Free-Roaming Horses and Burro Act, the legislation that created protections for these horses.
  - b. Few predators and prolific reproduction resulted in an over-population of the animals. Ask students what predators horses face in the wild (humans and mountain lions).
  - c. The herd reproduction rate is 20% annually on the range. Refer to question one in "Herd Time" and do the herd growth math with the group.
  - d. Two main methods are used to manage the herd growth on the range, both beginning with removing horses in round-ups: offering them for adoption or maintaining them in holding areas. Adoption is the preferred method. Horses and Burros in holding areas (45,800) cost 35.7 million to feed and care for in 2011. This averages \$780 per horse in holding. Refer to question two in "Herd Time" and do the maintenance costs math with the group. ([Refer to Student Handouts](#).)
3. Rangeland and herd management is a balancing act for the Bureau of Land Management.
  - a. Capacity for the 31.6 million acres designated to herd management areas is 26,545 animals. This provides an average of 1190 acres per animal. With more than 37,000 horses on the range, more than 44 million acres would be needed to sustain this herd on the range with no population growth. Review map in student handout or use internet to show BLM Herd Management Areas at: [http://www.blm.gov/pgdata/etc/medialib/blm/wo/Planning\\_and\\_Renewable\\_Resources/wild\\_horses\\_and\\_burros/public\\_land\\_stats/2011\\_maps.Par.19854.File.dat/National\\_all\\_maps.pdf](http://www.blm.gov/pgdata/etc/medialib/blm/wo/Planning_and_Renewable_Resources/wild_horses_and_burros/public_land_stats/2011_maps.Par.19854.File.dat/National_all_maps.pdf) Refer to question 3 in "Herd Time" and discuss location of HMAs.
  - b. Expanding the available rangeland has been suggested, but needs to be combined with herd growth control to be sustainable. Contraception drugs for mares on the range have been used on a limited basis. More study of this method is needed.
  - c. Prompt students to discuss solutions they believe could help the BLM with managing wild horses and burros. Invite them to work on the calculation questions as a class or in small groups. ([Refer to Student Handouts](#).)
4. Review how "Pasture Time" field exercise will be completed.
  - a. Explain whether the "pasture problem" exercise is to be returned at the next meeting or is given as just a take-home. ([Refer to Student Handouts](#).)
  - b. Explain whether the search to identify wild horse sanctuaries will be done as an individual assignment or in group. Coach the students on potential sources of information (BLM map, internet, phone book) and provide instructions for how they should work with the sanctuary managers to learn about their horses and programs. As the instructor, you may want to call ahead on behalf of your students to make sure the manager is willing to take their calls.





## Lesson Two

### Answer Key ~ “Herd Time” Student Handout

#### 1. Population growth of the herd.

Calculate the number of horses that the BLM will have on the range at the end of each year when the animals reproduce at a rate of 20% annually and if 15% of the increased number are removed. How many horses will be on the range next year, five years from now, 10 years from now?

This year began with 37,300 horses and burros on the range. A population growth of 20% will increase the range herd to 44,760 ( $37,300 \times 20\% = 7460 + 37,300 = 44,760$ ). If the BLM removes 15% of the total herd, at the end of the year there will be 38,046 horses on the range (44,760  $\times 15\% = 6714$ ;  $44,760 - 6714 = 38,046$ ).

Year	Year Start Range Herd	20% Increase	Herd Subtotal	15% Gathered	Year End Range Herd
1	37,300	7,460	44,760	6,714	38,046
2	38,046	7,609	45,655	6,848	38,807
3	38,807	7,761	46,568	6,985	39,583
4	39,583	7,917	47,500	7,125	40,375
5	40,375	8,075	48,450	7,267	41,182
6	41,182	8,236	49,419	7,413	42,006
7	42,006	8,401	50,407	7,561	42,846
8	42,846	8,569	51,415	7,712	43,703
9	43,703	8,741	52,443	7,867	44,577
10	44,577	8,915	53,492	8,024	45,468

Chart 1

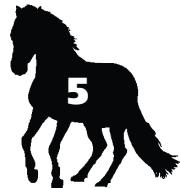
#### 2. Cost of population growth of the herd when removed from range.

Calculate the cost to feed wild horses and burros in holding when the 45,800 currently in holding increase by the number removed from the range. This year began with 45,800 animals in holding. How many animals will be held by the end of the year? And what will be the cost of their feeding? What will the cost be in five years? In ten years?

Use the gather numbers from question 1 to calculate the numbers of animals in holding each year. Use those numbers and the average feed cost of \$780 per horse to figure the cost to feed all the animals in holding.

Year	Year Start Horses in Holding	15% Gathered Added to Holding	Year End Horses in Holding	Feed Cost per Horse in Holding	Total Cost of Feed for Horses in Holding
1	45,800	6,714	52,514	\$780.00	\$40,960,920.00
2	52,514	6,848	59,362	\$780.00	\$46,302,578.40
3	59,362	6,985	66,348	\$780.00	\$51,751,069.97
4	66,348	7,125	73,472	\$780.00	\$57,308,531.37
5	73,472	7,267	80,740	\$780.00	\$62,977,141.99
6	80,740	7,413	88,153	\$780.00	\$68,759,124.83
7	88,153	7,561	95,714	\$780.00	\$74,656,747.33
8	95,714	7,712	103,426	\$780.00	\$80,672,322.28
9	103,426	7,867	111,293	\$780.00	\$86,808,208.72
10	111,293	8,024	119,316	\$780.00	\$93,066,812.90

Chart 2





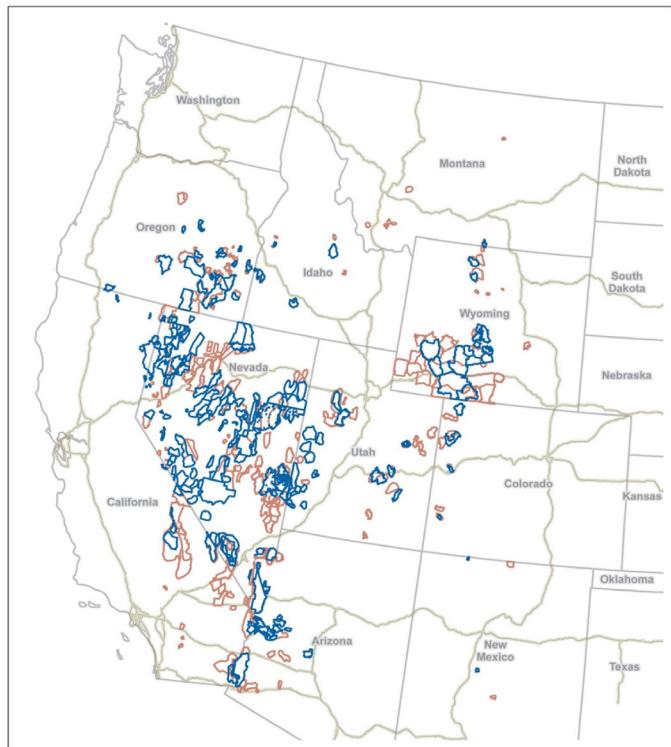
## Lessons about the Unwanted Horse

### Lesson Two

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- 3.** States with HMAs include California, Oregon, Nevada, Idaho, Utah, Arizona, Montana, Wyoming, Colorado, and New Mexico. These areas were designated in the Wild Free Horse and Burro Act.

The large tracts of public land and low population density in these high plains deserts and mountains helped make the areas feasible to designate for this specific government use.



[http://www.blm.gov/pgdata/etc/medialib/blm/wo/Planning\\_and\\_Renewable\\_Resources/wild\\_horses\\_and\\_burros/public\\_land\\_stats/2011\\_maps.Par.19854.File.dat/National\\_all\\_maps.pdf](http://www.blm.gov/pgdata/etc/medialib/blm/wo/Planning_and_Renewable_Resources/wild_horses_and_burros/public_land_stats/2011_maps.Par.19854.File.dat/National_all_maps.pdf)

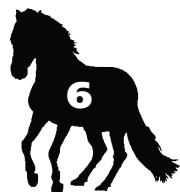
### Answer Key ~ “Pasture Time” Student Handout

**1.**

Year	Horses on Range	Acres Needed per Horse on Range	Total Acres Needed for Horses on Range
1	38,046	1,190	45,274,740
2	38,807	1,190	46,180,235
3	39,583	1,190	47,103,839
4	40,375	1,190	48,045,916
5	41,182	1,190	49,006,835
6	42,006	1,190	49,986,971
7	42,846	1,190	50,986,711
8	43,703	1,190	52,006,445
9	44,577	1,190	53,046,574
10	45,468	1,190	54,107,505

How much more land is needed to house the range herd growth for the next ten years?

Use the average of 1190 acres needed per horse on the range and the answers from question 1 in the Herd Time questions.



## Lessons about the Unwanted Horse: Lesson Two The Horses We All Own – The Wild Horse & Burro Program

### Student Background Information

The US Government owns more horses than any other single entity in the world. As of June 2012, the American people collectively own **83,100 wild horses and burros**. There are **37,300 wild horses and burros roaming on federal land in 10 western states plus 45,800 horses and burros in short-term holding pens (12,400) and long term holding facilities (33,400)**. The Bureau of Land Management and US Forest Service have the task of caring for this national herd as directed by the **1971 Wild Free-Roaming Horses and Burros Act**.

Horses died out on this continent more than 10,000 years ago, but were reintroduced to the Americas by Spanish explorers in the early 1500s. Some of the horses the explorers brought to the New World escaped or were freed; these became the ancestors of today's wild horse or **mustang** (from *mestengo*, meaning stray). Of the burros carrying goods for missionaries and prospectors to the west, some escaped while others were turned loose when the mines shut down. Horses far outnumber burros in the national herd, with approximately 15% of the herd being burros.

#### Population Growth

The wild horse and burro population increases by **20% every year**. The animals' only natural predators are mountain lions and man. The small numbers of mountain lions do little to reduce overall herd numbers. These horses are **protected from predation by man** under the 1971 Wild Free-Roaming Horses and Burros Act. The Bureau of Land Management (BLM) and US Forest Service must meet the extreme challenge of keeping the numbers of animals on the range at a level that ensures the health of both the range and the herd.

The appropriate management level (AML) or number of animals sustainable on the designated 31.6 million federal acres is 26,545 horses and burros (**1190 acres per animal**). Other wildlife, livestock with grazing leases, and oil and gas industry interests also share this land. The BLM and Forest Service must manage 179 federally-owned herd management areas (HMAs) for these multiple uses. The HMAs are found in: California, Oregon, Nevada, Idaho, Utah, Arizona, Montana, Wyoming, Colorado, and New Mexico. The land is remote and unattractive for other uses which means these HMAs are likely to remain available for the national herd. However, much of it is arid with sparse vegetation which limits how many animals can survive on it.

The number of horses currently on the range exceeds the sustainable number by 10,800. Sustaining this size herd on the range with no population growth would require more than 44 million acres. Review map in student handout or use the internet to see BLM Herd Management Area locations: [http://www.blm.gov/pgdata/etc/medialib/blm/wo/Planning\\_and\\_Renewable\\_Resources/wild\\_horses\\_and\\_burros/public\\_land\\_stats/2011\\_maps.Par.19854.File.dat/National\\_all\\_maps.pdf](http://www.blm.gov/pgdata/etc/medialib/blm/wo/Planning_and_Renewable_Resources/wild_horses_and_burros/public_land_stats/2011_maps.Par.19854.File.dat/National_all_maps.pdf)



## Lessons about the Unwanted Horse: Lesson Two The Horses We All Own – The Wild Horse & Burro Program



The BLM and US Forest Service have two primary means to manage herd levels; both begin by removing horses and burros from the range. On average, the BLM removes about 15% of the horses and burros per year.

### New Homes... or Holding Facilities?

The preferred outcome for the removed animals is placement in good homes. The requirements for adopting a wild horse or burro are basic and management is very similar to standard horse-keeping practices. Since the 1970s the BLM has adopted out more than 230,000 animals.<sup>1</sup>

Horses that are not immediately adopted are placed in **holding facilities**, of which there are two types, short term and long term. The animals in **short term** holding facilities (corrals) are candidates for adoption. Some short term facilities partner with prisons where inmates learn horse training skills as they “gentle” the mustangs and prepare them for life as domesticated animals. The most recent count for wild horses and burros in short term holding is 12,400 animals.

Unadoptable wild horses and burros are placed in **long term** holding facilities (pastures) where they remain under the protection of the BLM to live out their natural lives. The most recent figure for wild horses and burros in **long term holding** is 33,400 animals. The average life span for horses and burros in long term holding is almost twice their 15 year life span on the range. Each animal in holding costs an average of \$780 annually to feed and keep. Holding costs to care for the animals for 2011 were 47% of the total budget for the wild horse and burro program and totaled \$35.7million. The cost of short term holding is higher than long-term; without pastures, the facility must pay for food.<sup>1</sup> See the BLM website where counts and costs are updated routinely at <http://www.blm.gov/wo/st/en/prog/whbprogram.html>

Contraception is another population control method that has been used since 2004 on a limited basis, although significant reductions in the rate of population increase have not yet been seen. The newest method of herd management is direct sale of horses that are determined to be unadoptable after being passed over for adoption three times or when they are over 10 years of age.

Wild horses and burros are a protected class of horse and part of the unwanted horse population. Legislation mandates their protection and care yet doesn't guarantee money to provide for them. The government is attempting to find cost-effective alternatives to the expense of life-long care for horses removed from the range. Without a change in the current structure, the direct costs for holding the animals will overwhelm the program.

<sup>1</sup> US Dept. of the Interior Bureau of Land Management, Wild Horse and Burro Quick Facts, cited July 24, 2012 at [http://www.blm.gov/wo/st/en/prog/whbprogram/history\\_and\\_facts/quick\\_facts.html](http://www.blm.gov/wo/st/en/prog/whbprogram/history_and_facts/quick_facts.html)

## Lessons about the Unwanted Horse: Lesson Two The Horses We All Own – The Wild Horse & Burro Program

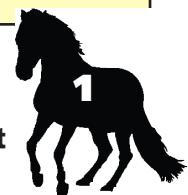


- 1.** The animals on the range reproduce at a rate of 20% annually and the BLM removes 15% of the herd annually. How many horses will be on the range next year, in five years, in ten years?

Year	Year Start Range Herd	20% Increase	Herd Subtotal	15% Gathered	Year End Range Herd
1	37,300	7,460	44,760	6,714	38,046
2	38,046				
3					
4					
5					
6					
7					
8					
9					
10					

- 2.** Using the gather calculations from question 1 and feed cost of an average of \$780 per animal in holding, how many horses will be in holding and how much will it cost to feed them next year, in five years, in ten years?

Year	Year Start Horses in Holding	15% Gathered Added to Holding	Year End Horses in Holding	Feed Cost per Horse in Holding	Total Cost of Feed for Horses in Holding
1	45,800	6,714	52,514	\$780.00	\$40,960,920.00
2	52,514				
3					
4					
5					
6					
7					
8					
9					
10					



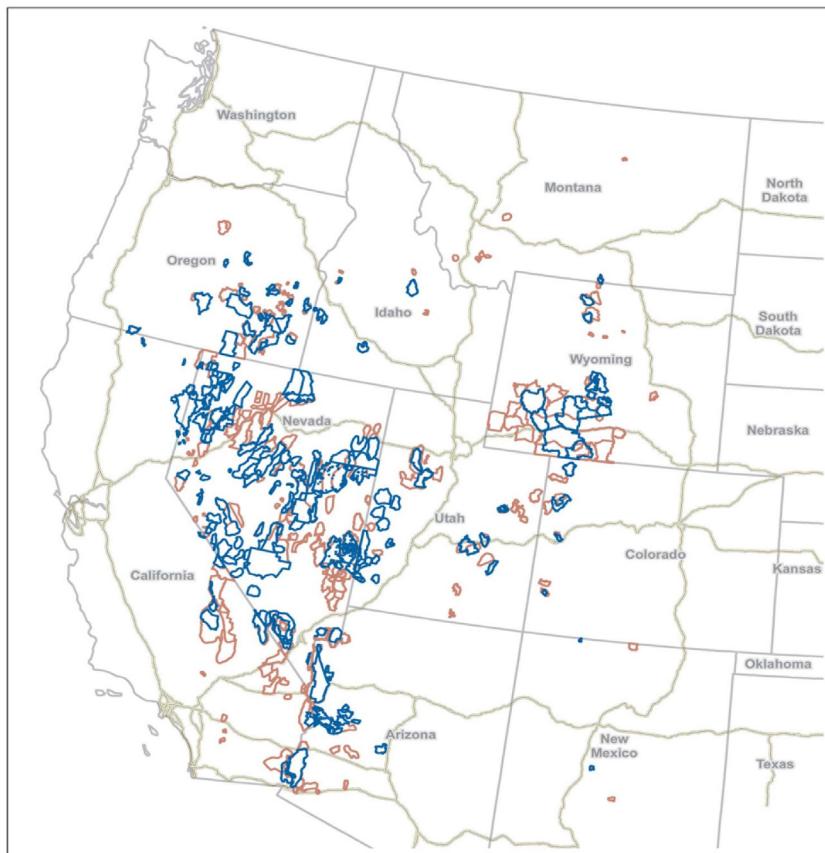


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## Lessons about the Unwanted Horse: Lesson Two The Horses We All Own – The Wild Horse & Burro Program

3. Using the map of BLM HMAs where wild horses and burros roam, identify the states that contain herd management areas. What reasons may there be for these locations?



Interactive online map:

[http://www.blm.gov/pgdata/etc/medialib/blm/wo/Planning\\_and\\_Renewable\\_Resources/wild\\_horses\\_and\\_burros/public\\_land\\_stats/2011\\_maps.Par.19854.File.dat/National\\_all\\_maps.pdf](http://www.blm.gov/pgdata/etc/medialib/blm/wo/Planning_and_Renewable_Resources/wild_horses_and_burros/public_land_stats/2011_maps.Par.19854.File.dat/National_all_maps.pdf)

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## Lessons about the Unwanted Horse: Lesson Two The Horses We All Own – The Wild Horse & Burro Program

# “Pasture Time”

**Field Exercises:  
group activity or  
independent take-  
home exercise**

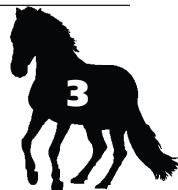


- 1.** A bill introduced in the 2009 Congress would amend the Wild and Free Roaming Horse and Burro Act to allow the BLM to expand HMAs. How much more land would be needed each year to house the horses if none are gathered from the range?

Using the average of 1190 acres needed per horse on the range and the answers from question 1 in the Herd Time questions, calculate pasture needs for wild horses and burros next year, in 5 years, and in 10 years.

Year	Horses on Range	Acres Needed per Horse on Range	Total Acres Needed for Horses on Range
1	38,046	1,190	45,274,740
2	38,807		
3			
4			
5			
6			
7			
8			
9			
10			

- 2.** State and private sanctuaries have also been developed to keep mustangs and burros. Locate and list 4 or 5 horse sanctuaries closest to your home.
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### Lesson Three

# The Life Cycle and Recycle of Horses

- Content examines the typical course of a horse's life in uses and ownership: Average lifespan of horses, economics of horse care, current euthanasia and disposal options, and worldwide uses of horses.

## Teacher Guide and Resources:

### Goals

- Learner will develop familiarity with common practices and economics of horse care.
- Learner will increase awareness of equine uses and end of life options.
- Learner will gain knowledge of world-wide cultural differences in the uses of horses and the by-products of these uses.
- Learner will develop practical math skills.

### Common Core State Standards

RIT.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
RITE.6	Assess how point of view or purpose shapes the content and style of a text.
RITE.10	Read and comprehend complex literary and informational texts independently and proficiently.
SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate
W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
5.NOB10	Perform operations with multi-digit whole numbers and with decimals to hundredths.
5.MD	Represent and interpret data

### Activities for this lesson:

#### Lesson Three Herd Time:

Exercise 1: Student will discuss typical reasons for changes of ownership linked to horse linked to the human.

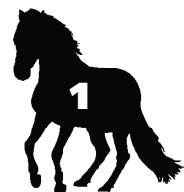
Exercise 2: Students will calculate the minimum average cost of care for the life of a horse

Exercise 3: Rank the methods of carcass disposal cost and environmental impact the have using the chart.

#### Lesson Three Pasture Time:

Exercise 1: Students will list the countries with the highest human horse meat consumption.

Exercise 2: Student will research and identify cultures eating foods considered in parts of the US to be unusual.





### Lesson Three

#### Background Information

Domesticated horses with modern veterinary care routinely live to an **average of 25 years of age**; it is not uncommon for them to reach 30 years. Historically, horses pass through several owners during this long lifespan. Ownership transitions often occur at predictable points. The first typically happens when the breeder sells a young horse as a performance prospect to an owner or horse trainer specializing in starting young horses; this transfer usually occurs when the youngster is a **weanling, yearling, or two-year old**. After being started, the horse may change owners for a performance career, and possibly again for a subsequent move into a second career or to a different level of competition. As horses become aged and their capacity to perform in their discipline is diminished, they are often retired to pasture, or to become companions to other animals, or to move into careers that require limited workloads. This may mean another change of ownership. These typical transfers can account for **five, six, or more changes of ownership in a horse's lifetime**.

Most young horses are started with a specific discipline or sport in mind. Generally, these activities are done "under saddle" or in harness and fall into one of **three large categories: racing, showing, and recreation**. Under saddle activities include turf or dirt track racing, steeple chasing, Western pleasure, gymkhana events, working cattle classes, reining, English equitation, jumping, dressage, eventing, packing, fox hunting, and trail riding. Driving activities are somewhat less common in modern equitation; examples include harness racing, pleasure driving, combined driving, farming with horses and pulling contests. If the animal proves unsuccessful in one intended career, it is often moved to a different discipline. Transfers of ownership happen frequently at this stage until matches between owner and purpose are found. Horses that are successful in many Western disciplines are reclassified from junior animals to seniors around age five or six, although in English disciplines the classification change frequently happens at older ages, often at 8 to 12 years. Many aged animals (15 and older) are desirable mounts for beginning riders and are very reliable in their specific abilities; this is another common ownership transfer point. Even with more vigorous careers behind them, many horses work until late in their lives in riding schools, therapeutic riding programs, and even as "baby sitter" mounts for young children.

The cost of maintaining a horse is an important factor affecting the course of the animal's life. Horse-keeping is expensive for most owners: According to the American Association of Equine Practitioners (AAEP), **the average minimum cost of care is \$1825 annually per horse**. Veterinary expenses, farrier fees, and board can easily increase these costs to \$5,000 or more annually. These costs may be less for owners with large pastures such as farmers and ranchers who do not provide hay for their animals on a year-round basis. But regardless of horse-keeping circumstances, when horses reach the end of their usable lives, the costs of continued feed and care can be overwhelming to their owners.

Old age is not the only thing that can sideline a horse from usefulness. Injury, dangerous disposition or sickness can negate a horse's desirability. Not every owner has the means or the will to keep the horse that has no purpose, or requires on-going veterinary expense, or is difficult or dangerous to handle. When this is the case, the owner faces limited options, typically consisting of private sale, sale at auction, leasing, placement at a retirement facility, and donation or surrender to a wide variety of organizations such as therapeutic riding centers, colleges or universities, mounted police units, prison programs, and horse rescues.



### Lesson Three

The truth, however, is that not all horses will have homes for the full length of their lives because ultimately there may not be a willing new owner or appropriate placement for the horse. People tend to view horses as livestock, working animals, or companion animals. All three views are respected within the larger horse industry, and decisions made for horses will be shaped by the owner's perspective. End of life decisions for animals can be and often are emotional from any of these viewpoints, but should be guided by factual information and humane treatment of the animal.

An end of life decision may in fact be the kindest and most practical solution for an animal. These decisions are not made lightly, and typically involve a licensed veterinarian to assist in euthanasia and advise on carcass disposal. According to AAEP, "Euthanasia refers to a good death, which is one that occurs with minimal pain and at the appropriate time in the horse's life to prevent unnecessary pain and suffering." The American Veterinary Medical Association (AVMA) recognizes three methods of humane euthanasia for horses: barbiturate overdose, gunshot, and captive bolt.

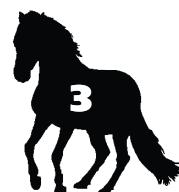
The decision to euthanize a horse should be based not only on medical considerations but also on the horse's current and future quality of life and on the owner's means or will to provide continued care for the horse. The following criteria developed by the AAEP should be considered in evaluating the necessity for euthanasia. Not all criteria need to be met for every case.

1. Is the horse's medical condition chronic and incurable?
2. Does the immediate medical condition have a hopeless prognosis for life?
3. Is the horse a hazard to itself or its handlers?
4. Will the horse require continuous medication for the relief of pain for the remainder of its life?
5. Will the medical condition result in a lifetime of continued individual confinement?

Furthermore, and in accordance with the AVMA's position on the euthanasia of unwanted animals, the AAEP is not opposed to the euthanasia of unwanted animals, when appropriate, by properly trained personnel, using acceptable humane methods. Although euthanasia is a difficult decision, it gives the owner total control over the way his or her horse's life comes to a conclusion.

Carcass disposal also needs to be planned. Options include rendering, processing for food, disposal at landfill, burial, incineration, composting, and bio-digestion. The method of euthanasia may affect disposal options; some euthanasia methods present environmental factors—for example, in many areas of the country, there are laws governing the burial or disposal of horses following euthanasia via intravenous anesthetic. A veterinarian should be able to assist in determining what method of carcass disposal is most available and what the costs for disposal would be.

Processing horses for food (slaughter) may be an option unthinkable to some horse owners in the United States but in much of the rest of the world, horses are processed for food in the same way as other livestock species. Worldwide, 1485650.41 metric tonnes of horsemeat was processed for food between 2009 and 2010. Outside of the U.S., more than one billion people consume horsemeat, in some places by preference and in some by necessity. Countries consuming the most horsemeat are China, Mexico, Kazakhstan, Russian Federation, and Argentina. Furthermore, horsemeat is now being imported back into the U.S., primarily for zoo meat, but also for ethnic markets desiring horsemeat. Horsemeat is high in protein (20% more than beef), low in fat (25% less fat than lean beef) and is rich in both iron and Omega 3. Horsemeat is free from Bovine Spongiform Encephalopathy ("mad cow" disease)—horse





# Lessons about the Unwanted Horse

## Lesson Three

breeding for meat has never been industrialized and horses are fussy eaters, only feeding on grass and grain. Other by-products of processing horsemeat include leather, horse hair products such as bows for musical instruments and belts or jewelry, tail extensions and wigs for horses, as well as zoo animal and pet food, bone-meal, and glue ingredients. Traditionally, horses that are processed are unserviceable, vicious or otherwise unacceptable in today's equestrian community. Less than 1% of U.S. horses are processed for food annually, compared to other mortality of 3-4% of U.S. horses annually.

The Animal Welfare Council respects the right of the responsible horse owner to choose this option when applicable. In addition the AWC asserts that every horse and all animals shall, at all times, be treated humanely and with dignity, respect and compassion.

### ***Resources for further reading***

Ahern, Ph.D., James J., David P. Anderson, Ph.D., DeeVon Bailey, Ph.D., Lance A. Baker, Ph.D., W. Arden Colette, Ph.D., J. Shannon Neibergs, Ph.D., Michael S. North, MBA, Gary D. Potter, Carolyn L. Stull, Ph.D., *"The Unintended Consequences of a Ban on the Humane Slaughter (Processing) of Horses in the United States"*, Animal Welfare Council, Inc. 2006

Alberta Equine Welfare Group. *"The Alberta Horse Welfare Report"*, 2008, found at  
<http://www.afac.ab.ca/reports/08horsereport.pdf>

American Veterinary Medical Association. *"Euthanasia Guidelines: 2007 Report of the AVMA Panel on Euthanasia,"* JAVMA 2001; 218:669-695.

Food and Agriculture Organization of the United Nations. [http://faostat3.fao.org/home/index.html#VISUALIZE\\_BY\\_DOMAIN](http://faostat3.fao.org/home/index.html#VISUALIZE_BY_DOMAIN) Choose: Production >Livestock Primary> Horsemeat >from 2009 to 2010>sum

Unwanted Horse Coalition. *"Own Responsibly."* Available at:  
[http://www.unwantedhorsecoalition.org/resources/UCH\\_brochure.pdf](http://www.unwantedhorsecoalition.org/resources/UCH_brochure.pdf)

WeirdFood.com. <http://www.weird-food.com/index.html>

WorldAtlas.com. Map of the Globe, <http://www.WorldAtlas.com>





### Lesson Three

## The Life Cycle and Recycle of Horses

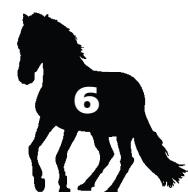
1. Explain to students the format of the lesson:
  - a. Introduction of topic – lifespan of horses, economics of care, current euthanasia and disposal options, and worldwide uses of horses.
  - b. Distribute Student Background handout (pages SB1-3) for student use in completing exercises.
  - c. "Herd time" (Provide students with handouts and worksheets.)
  - d. "Pasture time" (Explain expectations for which activities will be used and how assignment will be checked.)
2. From ownership to end of life:
  - a. Horses live to an average of 25 years of age. It is not uncommon for them to reach 30 years. They can have many uses during this time; three broad categories of use are racing, showing, and recreation.
  - b. During a horse's long life, ownership commonly transfers when the horse is young, when it is trained for a specific purpose, when it changes to a different level of competition or a different career, and when it becomes aged or injured. Ownership is also transferred because owner's circumstances change. Ask students about what circumstances would prompt owners to sell or transfer ownership of a horse.  
*(Refer to Student Handouts Herd Time Q1.)*
  - c. The American Association of Equine Practitioners (AAEP) estimates the **average cost of care is \$1825 annually per horse**. Veterinary expenses, farrier fees, and board can easily increase these costs to \$5,000 or more annually. These costs may be less for owners with large pastures.
  - d. When horses reach the end of their usable lives or their owner's circumstances change, the costs of continued upkeep can be overwhelming to their owners. *(Refer to Student Handouts Herd Time Q2.)*
  - e. Options for horses that are no longer wanted or usable include private sale, sale at auction, leasing, retirement, and donation or surrender to a wide variety of organizations such as therapeutic riding centers, colleges or universities, mounted police units, prison programs, and horse rescues. Not all horses are able to go on to second careers due to injury, dangerous dispositions, sickness, or old age. Some owners who can no longer care for their horses may not be able to find a new owner to take on the horse. In some cases euthanasia may be the kindest and most practical solution. This difficult decision is most often made with advice from a licensed veterinarian.
  - f. The AAEP publishes guidelines regarding euthanizing a horse to help owners faced with this important decision. The term euthanasia is derived from the Greek term *eu* meaning good and *thanatos* meaning death. A "good death" would be one that occurs with minimal pain and at the appropriate time in the horse's life to prevent unnecessary pain and suffering. Justification for euthanizing a horse should be based on medical considerations as well as on the horse's current and future quality of life and the owner's means or will to continue care.





### Lesson Three

- g. The following criteria should be considered in evaluating the necessity to euthanize a horse (not all criteria need to be met for every case):
    1. Is the horse's medical condition chronic and incurable?
    2. Does the immediate medical condition have a hopeless prognosis for life?
    3. Is the horse a hazard to itself or its handlers?
    4. Will the horse require continuous medication for the relief of pain for the remainder of its life?
    5. Will the medical condition result in a lifetime of continued individual confinement?
  - h. Acceptable methods of euthanasia for horses include: barbiturate overdose, gunshot and penetrating captive bolt.
  - i. Options for carcass disposal include rendering, processing for food, disposal at landfills, burial, incineration, composting, and bio-digestion. Euthanasia methods will affect disposal options, some of which are regulated by law. Costs vary widely across the nation, and by methods used. The ranges of cost for euthanasia and carcass disposal could be defined as \$0 - \$300 low, \$301 - \$750 moderate, and \$751 and up high. Prompt students with discussion questions from student handouts. Invite students to work on the carcass disposal exercise as a class or in small groups. ([Refer to Student Handouts Herd Time Q3.](#))
3. Worldwide uses of horses
    - a. Much of the world's population uses horses for racing, recreation, and work just as Americans do; however, much of the non-U.S. world also uses horses for food.
    - b. Worldwide, 1485650.41 metric tonnes of horsemeat was processed for food between 2009 and 2010. Outside of the U.S., more than one billion people consume horsemeat, in some places by preference and in some by necessity. Countries consuming the most horsemeat are China, Mexico, Kazakhstan, Russian Federation, and Argentina. Furthermore, horsemeat is now being imported back into the U.S., primarily for zoo meat, but also for ethnic markets desiring horsemeat. Other by-products of processing horsemeat include leather, horse hair products such as bows for musical instruments and belts or jewelry, tail extensions and wigs for horses, as well as zoo animal and pet food, bone-meal, and glue ingredients. ([Refer to Student Handouts Pasture Time Q1, Q2 and World Map](#))
  4. Review how "Pasture Time" field exercise will be completed (in group or individually).
    - a. Explain whether the mapping exercise will be returned completed at the next meeting or given as just take-home. [Refer to the websites shown on the handouts.](#)
    - b. Explain whether the unusual food exercise will be returned completed at the next meeting or given as just take-home. [Refer to the websites shown on the handouts.](#)
    - c. If time allows prompt students to work on mapping exercise and questions from student handouts during meeting. [Refer to Student Handouts Pasture Time Q1, Q2 and World Map](#)





### Lesson Three

#### Answer Key ~ “Herd Time” Student Handout

**1.** Discuss the typical times at which horses change owners. What circumstances in the owners' lives might lead to the sale of a horse or transfer of its ownership?

**Typical changes of ownership linked to horse:**

- breeder sells a young horse as a performance prospect to an owner or horse trainer to start
- after being started
- for a performance career
- for a second career or to a different level of competition
- when moved into careers that require limited workloads
- when retired to pasture, or to become companions to other animals

**Typical changes of ownership linked to owner circumstances:**

- economic hardship
- divorce
- child rider goes to college
- loss of interest
- change of residence
- illness or injury
- death of owner

**2.** Calculate the average minimal cost of horse-keeping for the entire average lifespan of a horse.

$$\$1,825 \times 25 = \$45,625$$

**3.** What methods of carcass disposal have the most impact on the environment? The least? Which are the most cost effective? What is the most expensive? The least expensive?

	<b>Method of Disposal</b>	<b>Cost Range (Low, Moderate, or High)</b>	<b>Environmental Impact (*euthanasia method increases risk or prohibits) (Low, Moderate, or High)</b>
1.	Bio-digestion	moderate to high	low
2.	Burial	high	moderate to high*
3.	Composting	moderate	low*
4.	Incineration	high	high
5.	Landfill	low	high*
6.	Processing for food	low or no cost	low*
7.	Rendering	low to moderate	low





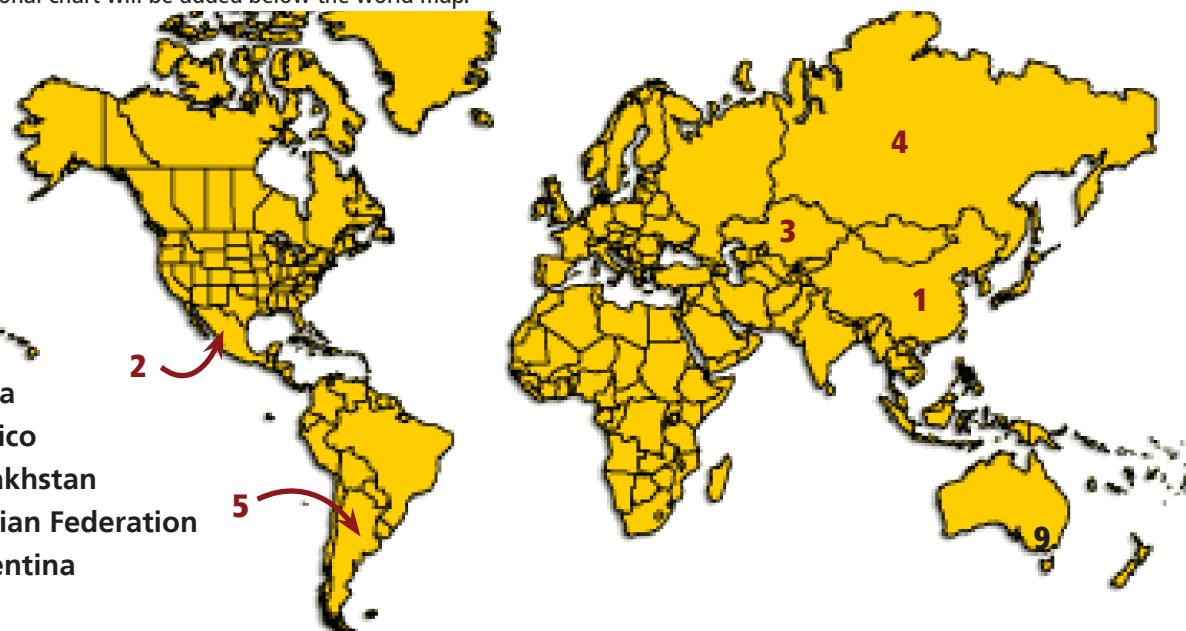
### Lesson Three

#### Answer Key ~ “Pasture Time” Student Handout

##### 1. What countries consume the most horsemeat? List the top 5.

Visit the Food and Agriculture Organization of the United Nations at <http://faostat3.fao.org/home/index.html#VISUALIZE>. From the left hand margin select Production from the options and then select Livestock Primary. Next, on the map select “horse-meat” on the drop down items menu, then select 2009 in the “from year” drop down menu and in the “to year” select 2010. In the last drop down menu box for aggregate select “sum.” Scan the map with your cursor to see the production of horse meat in different countries. If you want to see a specific country’s production level, select that in the country drop down box and an additional chart will be added below the world map.

1. China
2. Mexico
3. Kazakhstan
4. Russian Federation
5. Argentina



##### 2. Food preferences vary vastly between cultures. What foods are consumed in other cultures that we may find unusual in the U.S.? Visit <http://www.weird-food.com/index.html> Pick a category or a country and see what strange things people like to eat.

Examples include:

ants (Belize)	mountain oysters (Western United States and Canada)
fish eyes (Southeast Asia)	liver (Midwestern United States)
grasshoppers (Mexico)	tripe (Southern United States)
cat (China)	sweetbreads (Southern United States)
witchetty grubs (Australia)	



# Lessons about the Unwanted Horse: Lesson Three

## The Life Cycle and Recycle of Horses

### Student Background Information

Domesticated horses live to an average of 25 years of age. It is common for them to reach 30 years. They can have many uses during this time.

Historically, horses pass through several owners during this long lifespan. **Ownership transitions** often occur at predictable points. The first typically happens when the **breeder sells a young horse** to an owner or horse trainer specializing in starting young horses; the youngster is usually a weanling, yearling, or two-year old. **After being started**, the horse may change owners for a **performance career**, and possibly again for a **move into a second career** or to a different level of competition.

Most young horses are started with a specific discipline or sport in mind. Generally, these activities are done under saddle or in harness and fall into one of three large categories: racing, showing, and recreation. Under saddle activities include racing on the track, steeple chasing, Western pleasure, gymkhana events, working cattle classes, reining, English equitation, jumping, dressage, eventing, packing, fox hunting, polo, and trail riding. Driving activities are somewhat less common today; examples include harness racing, pleasure driving, combined driving, farming with horses and pulling contests.

If the animal proves unsuccessful in one intended career, he may be retrained for a different one. **Transfers of ownership happen frequently at this stage until matches between owner's purpose and horse ability are found.** Many reliable aged animals (15 and older) change homes to be desirable mounts for beginning riders. Many horses work until late in their lives in riding schools, therapeutic riding programs, and even as "baby sitter" mounts for young children. As horses become quite aged, they are often **retired to pasture**, or to become companions to other animals, or to **move into careers that require limited workloads**.

Old age is not the only thing that can sideline a horse from usefulness. **Injury, dangerous disposition or sickness** can cause a horse to be unwanted. Not every owner has the means or the will to keep the horse that has **no purpose**, or requires **on-going veterinary expense**, or is **difficult or dangerous to handle**. Situations such as **economic hardship, divorce, departure of a child rider to college, loss of interest, change of residence, illness or injury to owner** can necessitate an ownership change.

The cost of maintaining a horse is an important factor affecting the course of the animal's life. Horse-keeping is expensive for most owners: According to the American Association of Equine Practitioners (AAEP), the **average minimum cost of care is \$1825** annually per horse. Veterinary expenses, farrier fees, and board can easily increase these costs to \$5,000 or more annually. These costs may be less for farmers and ranchers with pastures who do not need to provide hay for their animals year-round. But regardless of horse-keeping circumstances, when horses reach the end of their usable lives, the cost of continued feed and care can be overwhelming to their owners.

When the horse becomes unwanted, the owner faces limited options, typically consisting of private sale, sale at auction, leasing, placement at a retirement facility. Other options include donation or surrender



## Lessons about the Unwanted Horse: Lesson Three The Life Cycle and Recycle of Horses



to organizations such as therapeutic riding centers, colleges or universities, mounted police units, prison programs, and horse rescues. The truth, however, is that not all horses will have homes for the full length of their lives because ultimately there may not be a willing new owner or appropriate placement for the horse.

In the USA, people categorize horses as livestock, or working animals, or companion animals. All three views are respected, and decisions made for horses will be shaped by the owner's perspective. End of life decisions for animals are not made lightly; they can be and often are emotional for the owner, but should be guided by factual information and humane treatment of the animal. Ending an animal's life may in fact be the kindest and most practical solution for an animal.

Ending an animal's life typically involves a licensed veterinarian to assist in euthanasia. According to AAEP, "**Euthanasia** refers to a good death, which is one that occurs with minimal pain and at the appropriate time in the horse's life to prevent unnecessary pain and suffering." The American Veterinary Medical Association (AVMA) recognizes three methods of humane euthanasia for horses: **barbiturate overdose (chemical euthanasia), gunshot, and captive bolt.**

The decision to euthanize also takes into account the horse's current and future quality of life as well as the owner's means to provide continued care for the horse. The AAEP states the following criteria for evaluating the necessity for euthanasia. Not all criteria need to be met for every case.

1. Is the horse's medical condition chronic and incurable?
2. Does the immediate medical condition have a hopeless prognosis for life?
3. Is the horse a hazard to itself or its handlers?
4. Will the horse require continuous medication for the relief of pain for the remainder of its life?
5. Will the medical condition result in a lifetime of continued individual confinement?

The Animal Welfare Council respects the right of the responsible horse owner to choose this option when appropriate. Furthermore, the Animal Welfare Council asserts that every horse and all animals shall, at all times, be treated humanely and with dignity, respect and compassion.

Euthanasia requires planning for carcass disposal, the costs of which range from as low as \$0 to more than \$2,000. Options include rendering, processing for food, disposal at landfill, burial, incineration, composting, and bio-digestion. The method of euthanasia may affect disposal options. In many areas, there are laws governing the burial or disposal in landfills of horses following chemical euthanasia (barbiturates). **Rendering** an animal euthanized by gunshot may entail only the expense of transportation to the rendering plant. **Landfill disposal or burial** can have significant environmental impacts and costs can be moderate to high for either. More expensive is **incineration (cremation)** which costs in the thousands and is not environmentally friendly. **Bio-digestion** of the carcass may be moderate in cost and have little environmental impact but it is not widely available; this is true also for the **composting** method. A veterinarian should be able to assist in determining what method of carcass disposal is most available and what the costs for disposal would be.

## Lessons about the Unwanted Horse: Lesson Three The Life Cycle and Recycle of Horses



**Processing horses for food (slaughter)** may be an option unthinkable to some horse owners in the United States but in much of the rest of the world, horses are processed for food in the same way as other livestock species. Worldwide, 1485650.41 metric tonnes of horsemeat was processed for food between 2009 and 2010. Outside of the U.S., more than one billion people consume horse-meat, in some places by preference and in some by necessity. Countries consuming the most horsemeat are **China, Mexico, Kazakhstan, Russian Federation, and Argentina**. (See below<sup>1</sup> for instructions to visit a website where you can explore the countries that produce and eat horsemeat.)

Less than 1% of U.S. horses are processed for food annually, compared to other horse mortality of 3-4%. Traditionally, horses that are sent for processing are unserviceable, vicious or otherwise unacceptable in today's equestrian community. Horsemeat is now being imported back into the U.S., primarily for zoo meat, but also for ethnic markets desiring horsemeat. Horsemeat is high in protein (20% more than beef), low in fat (25% less fat than lean beef) and is rich in both iron and Omega 3. Processed horsemeat by-products include leather, horse hair products such as bows for musical instruments and belts or jewelry, tail extensions and wigs for horses, as well as zoo animal and pet food, bone-meal, and glue ingredients.

To further explore foods we might consider unusual in this country, go to <http://www.weird-food.com/index.html>. Pick a category or a country and see what strange things people like to eat.

### ***Resources for further reading***

1. Ahern, Ph.D., James J., David P. Anderson, Ph.D., DeeVon Bailey, Ph.D., Lance A. Baker, Ph.D., W. Arden Colette, Ph.D., J. Shannon Neibergs, Ph.D., Michael S. North, MBA, Gary D. Potter, Carolyn L. Stull, Ph.D., "The Unintended Consequences of a Ban on the Humane Slaughter (Processing) of Horses in the United States," Animal Welfare Council, Inc. 2006
2. Alberta Equine Welfare Group. "The Alberta Horse Welfare Report", 2008, found at <http://www.afac.ab.ca/reports/08horserereport.pdf>
3. American Veterinary Medical Association. "Euthanasia Guidelines: 2007 Report of the AVMA Panel on Euthanasia," JAVMA 2001; 218:669-695.
4. Unwanted Horse Coalition. "Own Responsibly." Available at: [http://www.unwantedhorsecoalition.org/resources/UCH\\_brochure.pdf](http://www.unwantedhorsecoalition.org/resources/UCH_brochure.pdf)
5. Weird Foods Index at <http://www.weird-food.com/index.html>

<sup>1</sup> Visit this website to explore countries that produce and eat horsemeat: <http://faostat3.fao.org/home/index.html#VISUALIZE>. Follow these steps:

- From the left hand margin select Production from the options
- Select Livestock Primary
- On the map select "horsemeat" on the drop down Items menu
- Select 2009 in the "from year" drop down menu and 2010 in the "to year"
- In the last drop down menu box, for aggregate select "sum"

Scan the map with your cursor to see the production of horse meat in different countries. If you want to see a specific country's production level, select that in the country drop down box and an additional chart will be added below the world map.





## Lessons about the Unwanted Horse: Lesson Three The Life Cycle and Recycle of Horses

### “Herd Time”

Group Discussion



1. Discuss the typical times at which horses change owners.  
What circumstances in the owners' lives might lead to the sale of a horse or transfer of its ownership?

Horse reasons



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Owner reasons



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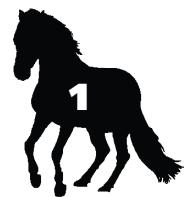
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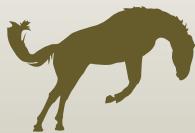
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2. Calculate the average minimal cost of horse-keeping for the entire average lifespan of a horse.





## Lessons about the Unwanted Horse: Lesson Three The Life Cycle and Recycle of Horses

- 3.** What methods of carcass disposal have the most impact on the environment? The least? Which are the most cost effective? What is the most expensive? The least expensive?

	Method of Disposal	Cost Range (Low, Moderate, or High)	Environmental Impact (Low, Moderate, or High)
1.	Bio-digestion		
2.	Burial*		
3.	Composting*		
4.	Incineration		
5.	Landfill*		
6.	Processing for food*		
7.	Rendering		
		*Euthanasia method increases risk or prohibits	





## Lessons about the Unwanted Horse: Lesson Three The Life Cycle and Recycle of Horses

# “Pasture Time”

**Field Exercises:  
group activity or  
independent take-  
home exercise**



1. What countries consume the most horsemeat? List the top 5.



2. Food preferences vary vastly between cultures. What foods are consumed in other cultures that we may find unusual in the U.S.? Visit <http://weird-food.com> pick a category or a country and see what strange things people like to eat.

Unusual food



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Where it's eaten

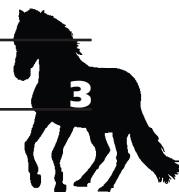


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## Lessons about the Unwanted Horse

### Lesson Four

# The Making of Unwanted Horses, A Quandary for the United States

- Content includes contributing factors such as the rise of the animal rights movement in the horse industry, the attractiveness of horses as a species to advance that ideology, legislative efforts as means to advance ideology, and economic climate impact to industry.

## Teacher Guide and Resources:

### Goals

1. Learner will be able to discuss the legislative process
2. Learner will be able to identify current legislation
3. Learner will be able to clearly express his opinions regarding current legislation

## Common Core State Standards

RIT.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
RIT.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
RIT. 7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words
RIT.10	Read and comprehend complex literary and informational texts independently and proficiently.
W.2	Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation
W. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate
History/Social Studies	G6, G7 (G8) Key Ideas & Details: Identify key steps in a text's description of a process related to history of social studies (e.g. how a bill becomes a law).

## Activities for this lesson

### Lesson Four Herd Time:

Exercise 1: Student will find answers to the key-word matching list

Exercise 2: Student will watch and listen to 'Schoolhouse Rock: How a Bill Becomes a Law' on YouTube  
(Computer screen or LCD Projector is needed for this lesson)

Exercise 3: Review Handout 2: How a Bill Becomes a Law\

### Lesson Four Pasture Time:

Exercise 1: Student will use information gathered from internet and the game board to follow the current session bill S. 1176 (in 2012) The American Horse Slaughter Prevention Act. The game can be used to follow any bill.





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## Lessons about the Unwanted Horse

### Lesson Four

#### Background Information

Start with the generally accepted statement, "All horses should be treated humanely." Now, try to define a methodology for that, and begin to grasp the problem this lesson will address: the dilemma of finding a common definition for humane treatment. The argument occurs between the advocates of *animal welfare* and those of *animal rights*. It is important to understand the difference between these two philosophies, both of which claim to further the well-being of horses, with very different means and outcomes.

*Animal welfare* is a traditional model that directs stewardship of animals to their best use and humane practices, while setting the value of the animal relative to its benefit for mankind. The American Veterinary Medical Association describes animal welfare as "a human responsibility that encompasses all animal well-being, including proper housing, management, nutrition, responsible care, humane handling, and when necessary humane euthanasia."

Animal welfare has been advocated for more than 140 years in the United States. Examples of organized groups include the American Society for the Prevention of Cruelty to Animals, established in 1866, and the American Humane Association, established in 1877. Local animal shelters, sanctuaries and groups, both formal and informal, are also instrumental in providing a safety net for companion animals and in some cases livestock. Animal welfare reflects the belief that animals have the right to be handled humanely and to live a life free of pain; however, animal welfare advocates do not believe that animals should have rights equal to those of humans.

The *animal rights* movement is a relatively new ideology that embraces the philosophy that an animal has rights and that those rights are equivalent to those of humans. Animal rights activists reject the use of animals for any purpose, whether or not the animals are treated humanely. Animal rights activists do not believe that animals of any type should be used in research, sporting events or entertainment venues, or as food. Animal rights advocates do not believe that animals should be used as work animals and believe that breeding and exhibiting animals in zoos and conservation parks is a form of exploitation.

The horse is in the unique position of being a livestock animal that is still used extensively for work and for recreation in both rural and urban settings, but in most cases having a relatively close relationship to humans. Familiarity with horses in those roles leads many people to consider them as companion animals rather than as livestock (which in the public mind equates to animals that are food sources). This public perception, however erroneous in terms of the horse's legal status, has made the species an attractive vehicle for advocates of animal rights to use to further their goals.

Following the animal welfare model, laws and regulations were developed by government process at local, county, state, and federal levels to ensure humane treatment of animals. As government became more central to animal control and to animal abuse or neglect law enforcement, advocacy groups from both welfare and rights groups began to use the legislative process to advance their agendas through legislation and regulation policy.

A major piece of animal advocacy legislation was the *1971 Free Roaming Wild Horse and Burro Act, Public Law 92-195*. With the intention of assuring humane treatment of wild horses, the act created a special category of horse, a protected wild horse or burro owned by the government with a prohibition on euthanasia and a commitment for the government to maintain that animal (if un-adopted) for its natural life, which can be 30 years or more. This special protection is being tested with complaints of damage to the range by overcrowding and undercounting. Advocates for more wild horses and burros proposed legislation to add millions of acres to the public range land currently used for herd





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## Lessons about the Unwanted Horse

### Lesson Four

management areas (HR 1018 - Restoring Our American Mustangs Act of 2009). See Lesson 2 for more details on 92-195 and its development and consequences.

Now, nearly 40 years since the enactment of 92-195, a combined segment of those working with horses and those in the general population want to apply similar protected status to domestic horses whose owners cannot or do not want to care for them anymore.

#### The Effects of Protected Status

There are many reasons horses become unwanted, including illness, injury, age, inappropriateness ("outgrown" as too small, not advanced enough), temperament, expense, or being burdensome for the owner's specific circumstances. In the past if a suitable home could not be found for an unwanted horse, and the owners did not want to euthanize it, they may have taken it to a livestock auction where it would sell reliably. Some horses went on to new homes, while others were purchased for processing; the latter established a baseline salvage value for horses that could not perform their intended purpose for their current owner, and consequently, it set a relative value for other horse sales.

Whereas previously a small portion of sale horses were sent for processing as human food, over the past decade successful legislative strategies at the state level (accompanied by arsons and acts of terrorism by animal rights activists) have closed all equine processing facilities in the United States. Since the plants closed, that reliable sale for low end horses is tenuous at best. The average value of horses across the board has been reduced by these changes in the market.

Proponents of banning processing of horses for food are seeking to require that privately owned horses be given protected status regardless of the conditions or preferences of the horses' owners, first by making it illegal to process horses for food and second by closing the borders to the export of horses that might be processed for food in other countries. Efforts to advance this special category of horses are playing out in legislative actions at both the state and federal level.

#### The Legislative Process

Understanding the process of passing legislation is useful in grasping the impact of legislation on an industry. A quick review of the process will make it easier to see how groups with special interests have influenced and can further impact the horse industry through legal advancement of their agendas. (An exercise is included for the students to create a game board that illustrates making a law; Student Handout 2 on the process of making a law is more detailed.)

The United States Congress makes federal laws for the nation. Congress is divided into two legislative bodies or branches: the Senate and the House of Representatives.

When a Senator or Representative has an idea for a new law, he/she produces a rough draft of the idea and sponsors it, making it a bill. The bill is then introduced to the legislative branch to which the Senator or Representative belongs. After introduction, the bill goes through a process which can leave it unchanged, amended, or laid aside so that no vote can be taken. If the bill is voted on by the entire legislative branch, a majority vote will send it to the other branch where it will go through a similar process. If a majority vote is achieved at the second branch and both the House and the Senate approve all changes made, the bill is then presented to the President. At that point, the President takes action on the bill by either signing it into law, letting it become law without a signature, vetoing it or pocket-vetoing it (keeping the bill without signature or return to Congress).





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## Lessons about the Unwanted Horse

### Lesson Four

#### Key legislative efforts impacting the horse industry include:

- 1971: Federal legislation creating the Free Roaming Wild Horse and Burro Act Public Law 92-195.
- 1996: Safe Commercial Transportation of Horses to Slaughter Act. This act requires trailers with adequate head room and floor space and prohibits double-deck trailers in transporting horses for processing; prohibits horses that are blind or cannot bear weight on all four legs from being transported; requires segregation of stallions and aggressive horses; sets maximum transportation times and minimum rest periods; prohibits the use of electric prods; and requires immediate USDA inspection upon arrival and provision of food and water after offloading. Understanding this act is important because most of the cruelty claims raised in the subsequent American Horse Slaughter Prevention Act were already addressed in this transportation regulation, had been in place and enforced by USDA-APHIS since 1996 and were helping to ensure that horses were treated humanely while being transported to plants.
- 1998: California legislation created the "Prohibition of Horse Slaughter and Sale of Horsemeat for Human Consumption Act of 1998." This legislation was passed by referendum vote; however, to date, CA has no convictions under this law, although the number of horses that are being transported to Mexico shows an increase. The CA statute was backed by a campaign group called "Save the Horses" and initially included a reclassification clause that would convert horses from livestock to companion animals; this clause was dropped from the legislation before the act was put to the public for a vote.
- 2003 HR 857 / S 2352: The American Horse Slaughter Prevention Act. This bill would have created a ban on the processing of horses for human food, including prohibition of the sale, possession and trade of live horses for human consumption. In subsequent years, several versions of this basic bill have been introduced.
- March 2007: The United States Court of Appeals for the Fifth Circuit affirms a decision upholding a Texas state law banning the sale of horsemeat for human consumption.
- March 2007: A federal district court orders the U.S. Department of Agriculture to stop inspecting horsemeat at the Cavel International slaughter plant, effectively closing the last operating horse slaughtering operation in the United States.
- May 2007: Illinois governor signs H.B. 1711, banning horse slaughter in Illinois.
- July 2008: Conyers and Burton introduce H.R. 6598, legislation amending Title 18 to prohibit horse slaughter for human consumption as a form of equine cruelty.
- June 2011: *GAO Study on the Closure of the Plants in the U.S.* The Government Accounting Office conducted a study on the effect of the closure of the U.S. processing plants on the horse industry and to some extent, on the welfare of U.S. horses. Originally this study was to be completed in March 2010 but due to the complexity of the issue, it was released in June 2011.
- June 2011: American Horse Slaughter Prevention Act S.1176 is introduced by Senator Landrieu.





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## Lessons about the Unwanted Horse

### Lesson Four

A number of influences ranging from social ideology to economic recession have combined over the past decade to create a shift in the traditional use and value of horses as livestock. Wildly fluctuating fuel prices have increased feed and transport costs for horse care, while horses' baseline value has been eliminated. Horses that previously may have changed owners five or six times over their 30 year lifespan, each time with a financial transaction marking the change of ownership, may no longer see that continued market value. Today many horse owners find continued ownership unrealistic or impossible following economic hardships or necessary lifestyle changes. Yet proponents of animal rights suggest that a horse have one owner from the cradle to grave regardless of the owner's capacity for continuing care. The general public (and some segments of the horse-owning population) may not grasp the gravity of this conflict in horse classification and humane treatment. Today a huge majority of Americans have no direct experience with food production, harvest or hunting, experiencing instead a disconnected "meat comes from the grocery store" mentality. To this group the concept of killing and consuming an animal with which one is familiar is acutely uncomfortable; it seems to violate an unspoken social contract between human and animal whereby the human is obligated to prolong the life of the familiar animal (especially one deemed a "pet") at all costs.

The horse is, undeniably, familiar and beloved, with a universally positive image, but that image is no longer necessarily agricultural; the populist view of horses has them moving from work partner or beast of burden to recreational partner and backyard pet. Those who own horses may identify the animal's role (livestock or companion animal) by the specific purpose for which they use their animals, but those who do not own horses probably identify them most as companion animals. (*Western Horseman Survey*)

This attitude has contributed to the development of new laws and regulations that represent current concepts of humane care. It is also the vehicle the animal rights movement uses to promote transferring the equine species from part of the food and fiber industry to exclusively companion animal status.

The primary tool for this approach has been lobbying to propel legislation through emotionally laden marketing efforts. Unfortunately the legislation behind the emotional appeals has not addressed the necessary practical issues, such as adequately funded rescues and sanctuaries, capacities and standards of care at such facilities, and appropriate options for euthanasia and carcass disposal.

### Resources for further reading

American Horse Council. *2009 Unwanted Horses Survey*, commissioned by the Unwanted Horse Coalition

American Youth Horse Council. *Industry Impact: Consequences of a Federal Ban on Horse Slaughter*, AYHC Network News, Summer 2004 Issue 2 Vol.4, page 18

CO Unwanted Horse Alliance. *Colorado Unwanted Horse Environmental Assessment Report*, Denver. 2008

*How Laws are Made*, Library of Congress on line, <http://kids.clerk.house.gov/middle-school/>

Schoolhouse Rock, *How a Bill Becomes a Law*: <http://www.youtube.com/watch?v=H-eYZFEzf8>





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# Lessons about the Unwanted Horse

## Lesson Four

### The Making of Unwanted Horses: A Quandary for the United States

#### 1. Explain to the students the format of the lesson:

- a. Introduce the topic: factors contributing to the rise of unwanted horses in the United States, such as the rise of animal rights in the horse industry, attractiveness of horses as a species to advance that ideology, legislative efforts as means to advance ideology, and economic climate impact to industry.
- b. Distribute the Student Background handout (SB1-3) for students to use in completing the exercises.
- c. Herd Time: Provide students with handouts and worksheets. They can work on the Student Handout 1 vocabulary while you are going over the material with them.
- d. Pasture Time: Explain expectations for which activities will be used and how assignments will be checked.

#### 2. The rise of animal rights in the horse industry:

- a. The trends in the companion animals realm are moving toward higher levels of care and management, from doggie day care to medical insurance. A number of animal owners are providing their pets with the level of maintenance that was once reserved for their children. The pet industry has begun referring to pet owners as pet parents. This attitude shift is being seen in segments of the horse owning population as well as in animal rights groups.
- b. The horse is in the unique position of being a livestock animal that is still used extensively for work and for recreation in both rural and urban settings, but in most cases having a relatively close relationship to humans. Familiarity with horses in those roles leads many people to consider them as companion animals rather than as livestock (which in the public mind equates to animals that are food sources). This public perception, however erroneous in terms of the horse's legal status, has made the species an attractive vehicle for advocates of animal rights to further their goals. This may also lead many non-horse owners to think of horses as companion animals and some to attribute human characteristics to them as in anthropomorphization.
- c. Animal welfare reflects the belief that animals have the right to be handled humanely and to live a life free of pain. However, animal welfare advocates do not believe that animals should have rights equal to those of humans.
- d. The animal rights movement is a relatively new ideology that embraces the philosophy that an animal has rights and that those rights are equivalent to those of humans. Animal rights activists reject the use of animals for any purpose whether or not the animals are treated humanely. Animal rights activists do not believe that animals of any type should be used in research, sporting events or entertainment venues, or as food. Animal rights advocates do not believe that animals should be used as work animals and believe that breeding and exhibiting animals in zoos and conservation parks is a form of exploitation.
- e. The Humane Society of the United States (HSUS) split from the American Humane Association in 1954 and embarked on a more animal rights type of mission, whereas the American Humane Association continues today the mission of animal welfare that they have pursued since 1877. Many people are unfamiliar with the true work of the Humane Society of the United States. HumaneWatch.org, an animal welfare organization that follows the activities and expenditures of HSUS, notes that 71% of Americans believe in error that HSUS is in charge of





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# Lessons about the Unwanted Horse

## Lesson Four

thousands of animal shelters. The HSUS has been extremely successful using legislation to advance its philosophy and in fact uses most of its resources to advance in this fashion. According to the Humane Watch public record analysis, of the nearly \$100 million HSUS budget in 2008, less than one half of one percent was used to provide money to organizations doing hands-on sheltering for animals.

- f. Refer to Student Handouts 1 – **Word Match** and 2- **How a Bill Becomes a Law**
3. **Legislation influenced by private interests.**
  - a. To help introduce students to the upcoming activity, lead a brief discussion to assess the students' understanding of the legislative process:
    - i. How does a bill become a law? Who is involved?
    - ii. Why do we have laws?
    - iii. What makes a good law?
  - b. Ask students to watch and listen to the Schoolhouse Rock version of *How a Bill Becomes a Law*:  
<http://www.youtube.com/watch?v=H-eYBZFEzf8>. You will need the means to project this video for the whole group or have them gather around a computer screen that is big enough for them to see the video.
  - c. Ask students to read the content of the *How a Bill Becomes a Law* (see Handout 2).
  - d. Legislative efforts can be used as means to advance ideology:
    - i. At what point(s) in the process of making a bill into a law could animal rights groups or animal welfare groups influence the congress members? (Answer: by submitting ideas for a bill, providing expert input in committee, or during floor votes with pressure on congress members and through lobbyists – a professional who presents issues to legislators and regulators)
4. Divide into teams for building a game board to illustrate *How a Bill Becomes a Law*. Handouts provide illustrated game board examples. Note that the game board can be used to follow any bill. Poster board, magazines or brochures with pictures of Washington D.C., tape or glue and marking pens will be needed for groups completing this project.
  - a. If time allows students to finish work on Legislation Game Board exercise, discuss how students can work together to track the bill. If not, determine and explain how they should work together to finish the game board (by phone, in person, or by internet).
  - b. The game board should show the main activities that a bill goes through to become a law.
  - c. A dice or a wheel with a spinner can be used to designate how many moves the player can advance in a turn.
5. Review how "Pasture Time" field exercise will be completed (in group or individually).
6. Review Legislation Tracking and Game Board exercises.
  - a. Explain whether the legislation tracking exercise will be returned completed at the next meeting or given as take-home only. Suggest resources students can use to find information such as [www.Thomas.gov](http://www.Thomas.gov).
  - b. Explain whether the "How a Bill Becomes a Law Game Board" they are to make (or are making) will be finished at this meeting or collected at the next meeting completed, or if time will be allocated to work on it or play it at the next meeting. Suggest resources students can use to find ideas.





# Lesson Four

### Answer Key - “Herd Time” Student Handouts

- 1.** Emphasize the words in this list as you present the lesson.

Answer	Term	Definitions
T	Lobbyist	Professional representing issues to lawmakers
Q	Committee Hearing	Members of Congress meet to listen to experts on the content of bills that are being considered.
N	Veto	President does not approve (sign) a bill to become a law
K	Constituents	The voters eligible to elect the politician to office
H	Proponent	Advocate for an issue
E	Representative	Elected to the House
B	Senate	Each state elects two members of this chamber
S	House of Representatives	Each state elects members to this chamber based on the population of their state.
P	Mark-Up	To make changes to a bill (by committee members)
M	Veto Override	Requires 2/3 vote from both chambers to pass (a vetoed bill)
J	Animal Welfare	Believes that animals have the right to be handled humanely and to live a life free of pain
G	Opponent	Challenges (is against) a proposed solution to an issue
D	Congressional Record	Document that records the title of all bills considered by Congress
A	Debate	Representatives or Senators voice support or opposition and propose amendments before voting on the bill.
R	Pocket Veto	President does not sign or return a bill to Congress
O	Animal Rights	Believes that animals should have rights equal to those of humans
L	Unwanted Horse	Horse that the owner no longer wishes to keep
I	Hopper	A box that bills are placed in on the clerk's desk (in the House of Representatives)
F	Bill	The document that describes a proposed law, act, or resolution
C	Congress	The legislative branch of the government





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## Lessons about the Unwanted Horse

### Lesson Four

#### Answer Key - “Herd Time” Student Handouts

## 2. How A Bill Becomes A Law

The United States Congress makes federal laws for the nation. **Congress** is divided into two legislative bodies (sometimes called branches or chambers): the **Senate** and the **House of Representatives**.

#### **Where do bills come from?**

Two of the most common ways that a **bill** is created are by suggestions either from a member of Congress (**Representative** or **Senator**) or from one of their **constituents** (voters that elect the politician to office). To officially introduce the bill a Congress member must place the bill in the **hopper** (a wooden box at the Clerk's desk). The Congress member is then considered the bill's primary sponsor. Once the bill is introduced, the Clerk assigns the bill a legislative number, the bill's title is recorded in the **Congressional Record**, and then the chamber's leadership assigns the bill to committee(s) for review.

#### **Processing a bill**

Bills can spend a lot of time in committees and their subcommittees. **Committee hearings** seek input from experts on the topic and content of the bill. The information committee that members gain from hearings and research can be used to **mark-up** the bill (make changes to it that they deem important). For the bill to advance to debate, the committee must report the bill favorably to the chamber of congress. If they do not report favorably the bill dies in committee.

#### **Being counted – the votes in each chamber**

All the members of the House of Representatives and Senate must be given the opportunity to vote on a bill before it can become law. If the committee advances the bill to the chamber's floor for a full vote, the Congress members in that chamber have the opportunity to support or oppose the bill in **debate** and suggest amendments (changes to the bill) before voting on it. If the bill passes this vote, the process repeats in the other chamber of congress. If the House and Senate have both voted to approve the bill any differences in the bill that came about in debate must be accepted or reconciled so that both chambers of congress agree to exactly the same language for the bill. If it makes it to this point, it is then sent to the President.

#### **Becoming a Law**

Bills must be signed into law by the President. The President has three options when the bill reaches his desk. He can pass the bill and sign it into law. He can **veto** the bill; if he does not approve of the bill, he must then return it within 10 days with his objections to the chamber in which it originated. The last option is for the President to **pocket veto** the bill, which means he does not sign it or return it to congress, in which case it becomes law as long Congress remains in session for the 10 days. If Congress recesses before the 10 days have passed the bill dies.

If the bill goes back to Congress, the chamber leadership can send the bill back to committee for consideration of the objections or return it to the floor for a vote. To **override** the President's **veto**, both chambers of Congress must pass the bill with a two-thirds majority.

Additional Resources: [THOMAS: How Laws are Made](#)



## Lessons about the Unwanted Horse: **Lesson Four**

# The Making of Unwanted Horses: A Quandary for the United States



## Student Background

Almost everyone agrees that, "All horses should be treated humanely." In today's horse industry, exactly defining humane treatment is a major argument between the advocates of **animal welfare** and those of **animal rights**. It is important to understand the difference between these two philosophies, both of which claim to further the well-being of horses, with very different means and outcomes.

### Animal Welfare

**Animal welfare** directs stewardship of animals to their best use and humane practices, while setting the value of the animal relative to its benefit for mankind. Animal welfare **proponents** believe that animals have the right to be handled humanely and to live a life free of pain; however, animal welfare advocates do not believe that animals should have rights equal to those of humans. According to the American Veterinary Medical Association, animal welfare is "a human responsibility that encompasses all animal well-being, including proper housing, management, nutrition, responsible care, humane handling, and when necessary humane euthanasia."

Animal welfare has been advocated for more than 140 years in the United States by individuals and by such organizations as the **American Society for the Prevention of Cruelty to Animals (ASPCA)** and the **American Humane Association (AHA)**. Local animal shelters, sanctuaries and groups also help to provide a safety net for companion animals and in some cases livestock.

### Animal Rights

The **animal rights** movement believes that animals have **rights equal to those of humans**. Animal rights activists reject the use of animals for any purpose, regardless of humane treatment. They believe that animals of any type should never be used in research, sporting events, entertainment venues, or as food. They also believe that animals should not be used as work animals or exhibited in zoos and conservation parks. The **Humane Society of the United States (HSUS)** actively pursues animal rights.

The horse is legally classified as a livestock animal that is still used for work and recreation in both rural and urban settings, but that in most cases has a close relationship to humans. Familiarity with horses in those roles leads many people to consider them companion animals rather than livestock (which the public generally equates to animals that are food sources). This public perception has made horses an attractive animal for advocates of animal rights to use to further their goals.



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## Lessons about the Unwanted Horse: **Lesson Four**

# The Making of Unwanted Horses: A Quandary for the United States

### Protected Status?

Laws and regulations that follow the animal welfare model were developed by governments at local, county, state, and federal levels to ensure humane treatment of animals. As government became more central to animal control and to animal abuse or neglect law enforcement, both welfare and rights advocates began to use the legislative process to advance their agendas, influencing legislation and regulation policy with the use of **lobbyists** (professionals who present issues to legislators and regulators).

An important piece of animal advocacy legislation was the 1971 Free Roaming Wild Horse and Burro Act, Public Law 92-195. Intending to assure humane treatment of wild horses, the act created a **special category** of horse: a protected wild horse or burro owned by the government with a prohibition on euthanasia and a commitment for the government to maintain that animal (if un-adopted) for its natural life. Now, nearly 40 years since the enactment of 92-195, a combined segment of those working with horses and those in the general population want to apply similar protected status to domestic horses whose owners cannot or do not want to care for them anymore.

A law to prohibit the slaughter (processing) of horses and sale of horse meat was passed in 1998 in California, on the heels of a 1996 national law that was designed to make the transport of horses to slaughter safer and more humane. This is an important law because many of the bills presented to prohibit horse processing since that time use claims of cruelty that were already prohibited in the humane transportation law. Bills to prevent processing of horses for human food were introduced in the US Congress in 2003; similar bills have followed in the years since. Various other states have successfully passed laws closing plants and prohibiting horse slaughter. The combination of these laws has effectively stopped horse processing throughout the United States.

### Effects of Legislation

There are many reasons horses become unwanted, including illness, injury, age, inappropriateness, temperament, expense, or being burdensome for the owner's specific circumstances. In the past if a suitable home could not be found for an unwanted horse, and the owners did not want to euthanize it, they might have taken it to a livestock auction where it would sell reliably. Some horses went on to new homes, while others were purchased for processing; the latter established a baseline salvage value for horses, and consequently, it set a base value for other horse sales. Since the plants have closed, that reliable sale for low end horses is gone. The average value of horses across the board has fallen due to these changes in the market.





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## Lessons about the Unwanted Horse: **Lesson Four** **The Making of Unwanted Horses: A Quandary for the United States**

The U.S. Government Accounting Office studied the effect of the closure of the U.S. processing plants on the horse industry and (to some extent) on the welfare of U.S. horses; the results were released in 2011. This report verified the concerns of processing ban **opponents** who had predicted the negative effects these laws would have on the horse industry and on the welfare of the unwanted horses. The proposed ban fails to provide resources for humane care for the unwanted horses. **Opponents** of this legislation can now show it results in increased the neglect, abandonment and abuse of horses..

### **The Legislative Process**

Understanding the process of passing legislation helps explain the impact of legislation on an industry. A quick review of the process will make it easier to see how groups with special interests have influenced and can further impact the horse industry though advancing their agendas in laws and regulations.

An easy and entertaining video of how a bill becomes a law can be viewed at YouTube, with a search for How a Bill Becomes a Law School House rock or by typing <http://www.youtube.com/watch?v=VxT7QjlvDqM> in your browser.

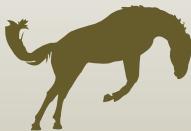
If access to a computer is not convenient you can gather the same information by reading the information in your student handout 2, in this lesson. After studying this process complete the rest of the herd time exercises with the knowledge you have gained studying the process.

### ***Resources for further reading***

1. American Horse Council. *2009 Unwanted Horses Survey*, commissioned by the Unwanted Horse Coalition
2. American Youth Horse Council. *Industry Impact: Consequences of a Federal Ban on Horse Slaughter*, AYHC Network News, Summer 2004 Issue 2 Vol.4, page 18
3. CO Unwanted Horse Alliance. *Colorado Unwanted Horse Environmental Assessment Report*, Denver, 2008
4. Library of Congress online. *How Laws are Made*. <http://kids.clerk.house.gov/middle-school/>
5. "Schoolhouse Rock, How a Bill Becomes a Law": <http://www.youtube.com/watch?v=H-eYBZFEzf8>

## Lessons about the Unwanted Horse: Lesson Four

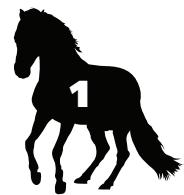
# The Making of Unwanted Horses: A Quandary for the United States

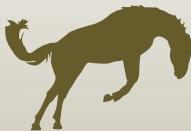


### 1. Word Match



Term	Definition
_____ Lobbyist	A Representatives or senators voice support or opposition and propose amendments to a bill before voting
_____ Committee Hearing	B Each state elects 2 members of this chamber
_____ Veto	C The legislative branch of the government
_____ Constituents	D Document that records the title of all bills
_____ Proponent	E Elected to the House
_____ Representative	F Document describing a proposed law, act, or resolution
_____ Senate	G Challenges a proposed solution to an issue
_____ House of Representatives	H Advocate for an issue
_____ Mark-Up	I Box where proposed bills are placed
_____ Bill	J Believes that animals have the right to be handled humanely & live a life free of pain.
_____ Veto Override	K The voters eligible to elect the politician
_____ Animal Welfare	L Horse an owner no longer wishes to keep
_____ Opponent	M Requires 2/3 vote from both chambers to pass
_____ Congressional Record	N President does not approve (sign) a bill to become a law
_____ Debate	O Believes that animals should have rights equal to those of humans
_____ Pocket Veto	P Make changes to a bill (by committee members)
_____ Animal Rights	Q Members of Congress meet to listen to experts on the content of bills that are being considered
_____ Unwanted Horse	R President does not sign or return a bill to Congress
_____ Hopper	S Each state elects members to this chamber based on the population of their state
_____ Congress	T Professional representing issues to lawmakers





## 2. How A Bill Becomes A Law

The United States **Congress** makes federal laws for the nation. Congress is divided into two legislative bodies (also called branches or chambers): **Senate** and **House of Representatives**.

### *Where do bills come from?*

Two of the most common ways that a **bill** is created are by suggestions from a member of **Congress (Representative or Senator)** or from one of their **constituents** (voters who elect the politician to office). To officially introduce the bill a Congress member must place the bill in the **hopper** (a wooden box at the Clerk's desk). The Congress member is then considered the bill's primary sponsor. Once the bill is introduced, the Clerk assigns the bill a legislative number, the bill's title is recorded in the **Congressional Record**, and then the chamber's leadership assigns the bill to committee(s) for review.

### *Processing a bill*

Bills can spend a lot of time in committees and their subcommittees. **Committee hearings** seek input from experts on the topic and content of the bill. The information committee that member gain from hearings and research can be used to **mark-up** the bill (make changes to it that they deem important). For the bill to advance to **debate**, the committee must report the bill favorably to the chamber of congress. If they do not report favorably the bill dies in committee.

### *Being counted – the votes in each chamber*

All the members of the House of Representatives and Senate must be given the opportunity to vote on a bill before it can become law. If the committee advances the bill to the chamber's floor for a full vote, the Congress members in that chamber have the opportunity to support or **oppose** the bill in debate and suggest amendments (changes to the bill) before voting on it. If the bill passes this vote, the process repeats in the other chamber of congress. If the House and Senate have both voted to approve the bill any differences in the bill that came about in debate must be accepted or reconciled so that both chambers of congress agree to exactly the same language for the bill. If it makes it to this point, it is then sent to the President.

### *Becoming a Law*

Bills must be signed into law by the President. The President has three options when the bill reaches his desk. He can pass the bill and sign it into law. He can **veto** the bill; if he does not approve of the bill, he must then return it within 10 days with his objections to the chamber in which it originated. The last option is for the President to **pocket veto** the bill, which means he does not sign it or return it to congress, in which case it becomes law as long Congress remains in session for the 10 days. If Congress recesses before the 10 days have passed the bill dies.

If the bill goes back to Congress, the chamber leadership can send the bill back to committee for consideration of the objections or return it to the floor for a vote. To **override** the President's **veto**, both chambers of Congress must pass the bill with a two-thirds majority.

Additional Resources: [THOMAS: How Laws are Made](http://thomas.loc.gov)



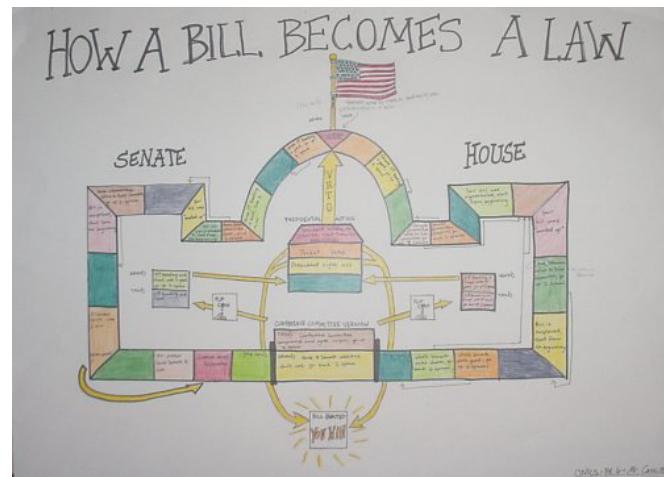
# Lessons about the Unwanted Horse: Lesson Four

## The Making of Unwanted Horses: A Quandary for the United States

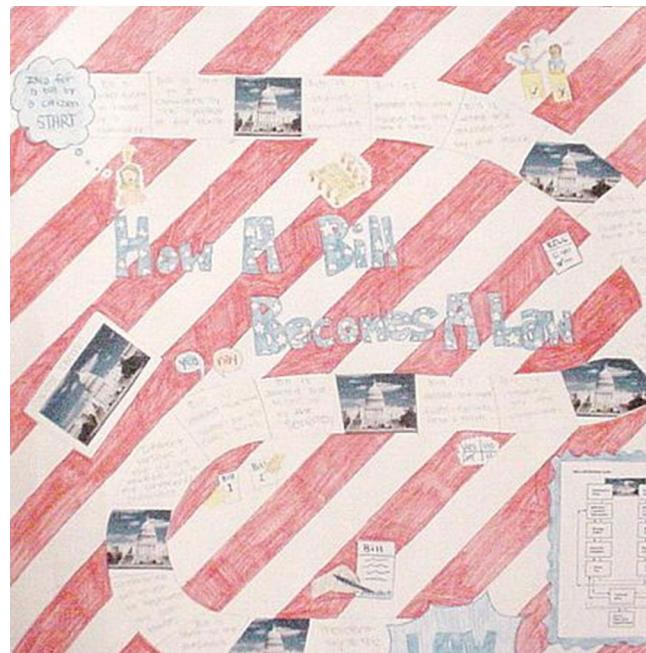


### 3. Game Board

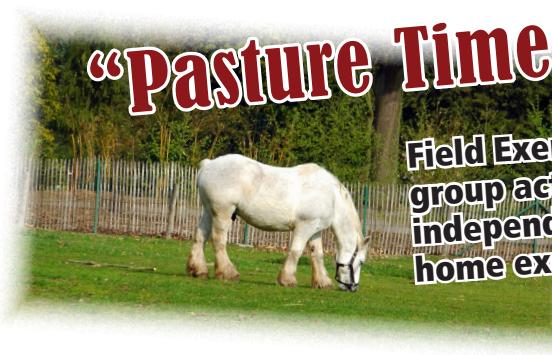
Use your creativity to create your own version of a game board. It needs to have the steps of the process described; you will also have to determine how far the player can advance during a turn. For example, roll a dice or make a disk with a spinner on it with numbers or activities the bill goes through.



Here is an example of a game board project. It could have included a greater number of supplementary images, but the "capitol" design won it high marks.



In this second example, students hand-drew images around the path to illustrate the process. Effort is also seen in the colors, design, and accuracy of information.



**Field Exercises:  
group activity or  
independent take-  
home exercise**

## 1. Field Exercise

Use the internet to gather the information you need to track **Senate Bill S. 1176: The American Horse Slaughter Prevention Act** through your game board. You can track other bills that address areas of interest to you.

Tip: you can find the tracking of bills at [www.Thomas.gov](http://www.Thomas.gov).



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## Lessons about the Unwanted Horse

### Lesson Five

# Well Run versus Well Intentioned: The Measure of a Horse Rescue

- Content includes rescue and sanctuary challenges and successes: Status of horse rescue industry in U.S., examples of facility types, questions to ask before donating to a rescue or sanctuary, ways to assist rescues and sanctuaries, public entities that are accountable in dealing with unwanted horses

### Teacher Guide and Resources:

#### Goals

1. Learner will develop critical thinking skills
2. Learner will use new information to adjust and extend personal knowledge base
3. Learner will develop communication skill through creating questions for and conducting an interview

### Common Core State Standards

RIT.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
RI.T.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
RI.T.10	Read and comprehend complex literary and informational texts independently and proficiently.
W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation
W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research
W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate
5.NOB10	Perform operations with multi-digit whole numbers and find common factors and multiples
6.NS	Compute fluently with multi-digit numbers and find common factors and multiples

### Activities for this lesson

#### Lesson Five Herd Time:

Exercise 1: Student will participate in developing list of interview questions for manager of rescue or sanctuary where they may volunteer.

Exercise 2: Student will find vocabulary words to complete crossword puzzle from clues and reading handout

#### Lesson Five Pasture Time:

Exercise 1: Student will use interview questions to explore volunteer opportunities at local rescue or sanctuary

Exercise 2: Volunteer some time to a horse rescue or sanctuary

Exercise 3: Plan a fundraiser to help a well-run horse rescue or sanctuary





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# Lessons about the Unwanted Horse

## Lesson Five

### Background Information

When a horse becomes unwanted and its owner can no longer care for it, there are three primary ways the disposition of the animal can be handled: It can be sold, it can be given away (relinquished), or it can be euthanized. For many reasons owners may not be able to sell their unwanted horse, and may also be unwilling to euthanize the animal. In some cases giving the horse away as a donation to an individual or group that can use it works well for both the recipient and the owner. If the group receiving the horse is a non-profit registered with and recognized by the state and IRS as a charity (501c), the owner may benefit from the tax exempt status of that charity by being able to write-off the value of the donation. A number of types of organizations may be able to accept a donated horse; examples include both for-profit businesses and nonprofit charities:

- **Colleges and Universities** – Schools that have riding, breeding, and veterinary or animal research programs may accept horse donations for animals that meet their program specifications.
- **Leases** – If a horse can be used by someone able to care for the animal but unable to purchase it right away, a lease (an agreement to care for but not own) might be arranged, typically for a specific time period, often as a try-before-you buy program.
- **Mounted Police Units** – Police horses typically are used in controlling large crowds of people; these horses must be in good health and meet a variety of criteria to perform this special job.
- **Prison Programs** – Some prisons use an equine care and training program to help prisoners learn empathy, compassion and skills that may help them with employment once released from prison.
- **Retirement Facility** – Specializing in care of horses to the end of their life, these facilities frequently deal with older horses or those with debilitating injuries and often charge owners for the service.
- **Riding Academies** – If the unwanted horse could be useful as a school horse for riding lessons, a business that teaches riders may be willing to accept a donated horse.
- **Therapeutic Riding Centers** – These facilities, often organized as a nonprofit, frequently accept horses that meet their mission to work with riders with disabilities.
- **Sanctuaries** – Facilities that care for old or unusable horses to the end of life, these are typically nonprofits dependent on donations. The BLM runs sanctuaries referred to as Long Term Holding for unadopted wild horses and burros; these are dependent on government funding.
- **Horse Rescues** - Facilities that accept unwanted horses, often those that have been neglected, abandoned or abused; Horse rescues are typically involved with animal control or livestock inspectors or other law enforcement cases. This category includes both private rescues and nonprofits and is the subject of much focus in the issue of unwanted horses.
  - **Private rescues** are individuals, families, or small groups who rescue horses. They fund the rescue primarily out of their own pocket but may do some fundraising and get gifts from others who want to help. They are technically businesses but not registered charities.
  - **Nonprofit rescues** are businesses that are organized and recognized by the state and federal government as a charity (501c). Their bylaws and annual reports are subject to public accountability.





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## Lessons about the Unwanted Horse

### Lesson Five

Horse rescues and sanctuaries are two types of equine care businesses that usually deal exclusively with unwanted horses. Unfortunately the supply of unwanted horses has overwhelmed the **capacity** of these facilities. About 100,000 horses become unwanted in the United States each year. According to a 2010 survey by researchers at the University of California-Davis there are only 234 registered Equine Rescues and Sanctuaries in the US with a capacity to help about 13,400 horses a year. The estimate of non-profit tax exempt horse rescues range from 109 listed with the IRS to 432 on the American Horse Defense Fund (a large horse welfare organization). There are many more private horse rescues that missed being counted in these surveys but news reports indicate that they too struggle. Most of these facilities can house only 10-20 horses at one time; and according to the survey, between 2006 and 2008 only 3 of 4 horses that were taken in by the rescues could be **rehommed** through sale or **adoption**. This means many rescues must turn away many requests to take on more horses. The Unwanted Horse Coalition's 2009 survey revealed that 39% of rescues are at maximum **capacity** and another 30% are at near-capacity. On average, rescues are turning away 38% of horses brought to them. These numbers have been substantiated by researchers at the University of California-Davis who found similar numbers in their survey.

Some rescues specialize in **retraining** the unwanted horses for a second career; for example a racehorse may be retrained to be a hunt horse, or a show horse to a school horse, or an unschooled youngster to be a reliable pleasure horse. Another typical goal of horse rescues is the **rehabilitation** of those rescued horses that arrive with injuries, malnutrition, an absence of training, or illness. These rescues require a lot of skill and knowledge to bring horses back to health. The big goal of most horse rescues is to place the rescued horse in a good home where they will be taken care of properly and used.

Some horse rescues have been a strong voice advocating for a ban on the processing of horses for food, partnering with animal rights groups like the Humane Society of the United States (HSUS). The HSUS is an animal rights lobbying group and should not be confused with your local Humane Society – which is most likely doing the animal welfare work of the community and reflecting the values their community holds.

Some horse rescues buy only horses that are being sold in auctions and are believed to otherwise be destined for processing as food. Some horse rescues do not take horses that are **relinquished** directly by their owners, saving their facility's capacity for abused or neglected horses **seized** by local authorities such as **animal control**, brand inspectors, **local humane society**, or law enforcement. Horse rescues and sanctuaries are an important part of the answer to unwanted horses in the United States; however they are not a panacea.

Some horse rescues have even been cited<sup>1</sup> with animal abuse and neglect; this may happen when a well-intentioned person becomes overwhelmed with an operation that is too cash strapped and short of help to properly care for the horses they attempted to rescue. This business may also be attractive to a personality type known as an animal **hoarder**, a person who takes in more animals than they can properly care for and cannot find appropriate new homes for them or bring themselves to have the excess animals euthanized. Again this person typically has good intentions but cannot meet the demands for which they signed on.

To have a successful horse rescue the operators must be realistic. They must use their heads even when their hearts are pulling at them. They must ensure their capacity to care for the horses they accept and be able to make tough decisions to humanely euthanize those animals that cannot be made comfortable or that will never be safe to handle.





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## Lessons about the Unwanted Horse

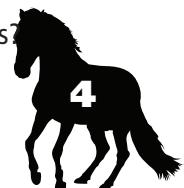
### Lesson Five

Most horse rescues do a good job and work hard to care for the animals in their program. Well run rescues and sanctuaries have accomplished a lot of good to further reduce the number of unwanted horses. These organizations follow basic operating principles that include **policies** that balance facility resources against responsibilities; they establish the appropriate number of horses in their programs based on ability to provide food, care, training and maintenance. They typically need a lot of **volunteer** support; although many run entirely on volunteer manpower, some have paid staff. A well run horse rescue is likely to have a formal volunteer program complete with regular training sessions and a variety of volunteer assignments. Help doesn't have to be all about direct work with the horses, like mucking stalls and feeding, grooming, and exercising, or trailering a rescue to or from the facility; it can mean helping with paperwork, answering the phone, distributing promotional materials and more. Some horse rescues even foster out rescued horses to their volunteers until permanent homes can be found. Fostering may also be done with the continuing care provided at the rescue; in these case an individual or group who may visit the horse and provide both physical care (brushing or riding) and monetary support. A one-time, monthly or semester-based donation may provide the donor(s) with fostering status. Horse rescues and sanctuaries work continuously on **fundraising** to ensure they have enough resources to care for these horses. Ideas to raise money for a rescue are as varied as the creativity of those planning the fundraiser.

Although AAEP has created guidelines for care at horse rescues, and several equine programs have voluntary programs to accredit or certify equine facilities, there is no trade association or regulatory agency for horse rescues and sanctuaries. Two states, NM and MD, have department of agriculture programs that inspect or register horse rescues and public equine facilities. New rescues and sanctuaries open every year, and unfortunately many existing rescues and sanctuaries must close. People who care about horses and want to see the size of the unwanted horse population decline would do well to volunteer to help a horse rescue or sanctuary.

To identify a responsible horse rescue or sanctuary consider this list of questions that the horse rescue owner or manager should be able to answer:

1. Why are you (the owner/manager) involved in rescue?
2. How long has this rescue been in business?
3. What type of business is this (for-profit or nonprofit, Sole Proprietor, LLC, Partnership, Corporation)?
4. Do you follow operating guidelines such as "Care Guidelines for Rescue and Retirement Facilities" by the American Association of Equine Practitioners or any other guidelines?
5. Who is your veterinarian and who is your farrier?
6. How do you fund the rescue?
7. Do you apply for grants?
8. If yes, how many grants have you applied for? What grants have you been awarded?
9. How many hours a day are people working with the horses here?
10. Do the horses have turn-out on pasture to graze?
11. Where do your rescued horses come from?
12. How much growth has your rescue had in the past year? Since you began rescuing?
13. How many equines are adopted each year?
14. Are stallions left intact or do you geld them?
15. Does this rescue have written policies setting standards for adoption? Do you visit potential adopters' facilities?





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# Lessons about the Unwanted Horse

## Lesson Five

16. Does this rescue have post-adoption policies about breeding, reselling, or returning the animal?
17. How many adopted equines are returned to you every year?
18. Describe your horse experience.
19. Does this rescue use volunteers?
20. How old do you have to be to volunteer?
21. Do you have a formal training process for volunteers?
22. How many volunteers work at this horse rescue?
23. How much time do volunteers actually spend with the horses?
24. Can volunteers ride the rescue horses?
25. How long do you typically keep a horse?
26. What happens to horses that you cannot find an adoptive home for or horses you cannot make comfortable due to injury or illness?

Verify an organization's tax-exempt status, if stated. To find their registration, check at [www.irs.gov](http://www.irs.gov) or [www.guidestar.org](http://www.guidestar.org)

Visit the facility and see for yourself the conditions in which the horse rescue or sanctuary maintains the horses. Are they safe and serviceable? Are the horses well cared for? Don't be too quick to judge the horse by his body condition – ask how long any thin or poor looking horses have been there.

More needs to be done--we need to collaborate and cooperate. If the interview process convinces you the rescue or sanctuary is doing a good job, find a way to pitch in. Helping the people who are working hands-on to find good homes for unwanted horses will help the industry tremendously to reduce this problem. Do what you can to stay informed and involved. Be a part of the solution.

<sup>1</sup>"*Founder of a horse rescue operation in Larimer County who is facing animal cruelty charges turned herself in to authorities.*" Source: Reporter Herald - Feb 1, 2008

### Resources for further reading

American Association of Equine Practitioners. *Care guidelines for Equine Rescue and Retirement Facilities*, 2004.

Rosenthal, MS, Marie. "*Unwanted Horses: Rescue and Sanctuary Organizations Unable to Keep Up.*" The Horse Article number #17070, Oct. 07, 2010

Unwanted Horse Coalition. *2009 Unwanted Horses Survey: Creating Advocates for Responsible Ownership*

U.S. Government Accountability Office. *Report to Committees of Congress on HORSE WELFARE: Action Needed to Address Unintended Consequences from Cessation of Domestic Slaughter* (GAO-11-228), Released June 2011

Williams, Dr. Jennifer. "The Current Status of Rescue", a presentation at AAEP Unwanted Horse Summit, Bluebonnet Equine Humane Society, Inc. Washington, D.C., April 2005





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# Lessons about the Unwanted Horse

## Lesson Five

### Well Run versus Well Intentioned: The Measure of a Horse Rescue

#### 1. Explain to students the format of the lesson

- a. Introduce the topic, horse rescues and sanctuaries
- b. Distribute Student Background handout (SB1-4) for students to use in completing the exercises.
- c. "Herd time" - Provide students with handouts and worksheets.
- d. "Pasture time" - Explain procedure for setting up visits and doing interviews.

#### 5. What happens to unwanted horses

- a. 3 main options: Sell, Euthanize, Donate / **Relinquish**
- b. All three approaches can be difficult:
  - i. The owner may not be able to locate a buyer.
  - ii. Euthanasia may seem like the wrong thing to the owner for their horse.
  - iii. Organizations or businesses that take relinquished horses may be full or the offered horse not suit them.
- c. All three have advantages:
  - i. A sale generates income for the previous owner and may match the horse with a responsible owner with a good purpose for the horse.
  - ii. Euthanasia comes with finality that the owner is assured their animal will never suffer any neglect, misuse, pain or distress as may have been the case had its life continued.
  - iii. Relinquishing ownership offers the potential for a second career to the animal, and in some cases offers credit for a charitable donation on income taxes to the owner.

#### 3. Who might take a usable unwanted horse?

- a. Colleges and Universities , Private Leases, Mounted Police Units, Prison Programs, Retirement Facilities, Riding Academies, Therapeutic Riding Centers, Sanctuaries, Horse Rescues. (**Private rescues or Nonprofit**)
- b. Ask the students if they can think of other places that might take an unwanted horse.
- c. Discuss the types of horses that might be used in these different programs and businesses.

#### 4. The Horse Rescue and Sanctuary: the Business of Unwanted Horses

- a. The **horse rescue** and **sanctuary** operations deal mostly with unwanted horses.
- b. There are between 109 and 432 horse rescues and sanctuaries in the United States according to three sources including the internal revenue service, a University of CA – Davis National Survey, and American Horse Defense Fund (a large horse welfare organization).
- c. The rescues and sanctuaries can be **private rescues**, meaning that their owners are individuals, families or groups rather than public organizations, or they can be **nonprofit** charities, 501c with public accountability. Horse Rescues often house horses they anticipate can be rehabilitated or retrained and adopted or sold to responsible homes. Sanctuaries more commonly target old, ill, or lame horses that are expected to live their life at the facility, or at least spend a recovery period there.
- d. The Unwanted Horse surveys mentioned above showed that 69% of the identified rescues and sanctuaries were either at or near **capacity**. The University of California study estimates if all the rescues and sanctuaries in the US were full to capacity they could serve 13,400.





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- e. Remember how many horses each year are considered unwanted? About 100,000. Given the overall capacity of rescues and sanctuaries, ask students to do the quick math to calculate how many unwanted horses would need to find a different solution. (Give some type of recognition to the student who comes up with this answer first.) This means a lot of unwanted horses are turned away from rescues and sanctuaries because there is not enough space or money **capacity**—to care for them. What do you think happens to these unwanted horses? (Processing, neglect, abuse?)
  - f. Some horse rescues and sanctuaries are very active in lobbying for a ban on processing horses for food in the US and on transporting horses out of the US for that purpose; they partner with animal rights groups like the Humane Society of the United States (HSUS)—which is not the parent organization for your local **humane society**. This ban will place additional strain on the resources the rescues and sanctuaries now have.
  - g. Most rescues have as a primary goal the job of **rehoming** their rescued animals. Some specialize in specific categories of horses for their efforts, like a specific breed or discipline, horses **seized** for abuse and neglect in legal actions by law enforcement, animal control, local humane societies, or brand inspectors. Some only buy horses at auction that they believe would otherwise go to plants for processing as food.
  - h. Collaborative efforts can succeed: One newer effort between a charitable organization and the Bureau of Land Management is the Mustang Heritage Foundation's diligent work to make adoption of wild horses and burros more popular through programs like the Extreme Mustang Makeover and TIP – Trainer Incentive Program.
  - i. Fostering can work with a Rescue in the same way leasing does if an interested person can reach an agreement with the rescue or sanctuary to provide some support for a specific horse. This arrangement can also offer the supporter an opportunity to develop better horsemanship skills and build knowledge without the entire responsibility of ownership.
  - j. Horse rescues and sanctuaries are an important part of the solution to the issue of unwanted horses; they are not, however, a panacea (cure-all).
  - k. Good intentions may not be enough. Some horse rescues allow emotion to overrule rational behavior, leading to management over-committing limited resources. Often this results in neglect of the very horses pledged into the rescue's care. This business may also be attractive to a personality type known as an animal **hoarder** – someone who takes in more animals than they have the ability to care for and who cannot let go of excess animals through **rehoming** or euthanasia. These people are well intentioned but unable to meet the demands of the responsibility they took on. To have a successful horse rescue the operators must be realistic. They must use their heads even when their hearts are pulling at them. They must ensure their capacity to care for the horses they accept and be able to make tough decisions to humanely euthanize those animals that cannot be made comfortable or that will never be safe to handle.
  - l. Well run rescues and sanctuaries typically have well thought-out plans, **policies**, and programs that help them maintain the facilities. They know their limits and work hard to provide proper care and a second chance for the animals they rescue. They are creative in the ways they develop resources to help unwanted horses.
  - m. These businesses typically rely heavily on volunteers. Ask the students to identify some jobs that volunteers at a horse rescue or sanctuary might do. Look at possibilities both for working directly with the horses and for helping with business work like promotion and fundraising.
4. **Lending a hand – What should you know to help those with hands-on unwanted horses?**
- a. If solving the problem of unwanted horses is important why not look into what you can do yourself to help out?
5. **Review the Student Exercises for Herd Time and Pasture Time (refer to student handouts)**
- a. Ask the students to start the Herd Time exercise #1 and complete as a group discussion.
  - b. Work through Herd Time crossword puzzle exercise #2 or if time does not allow, set the expectations for students to return the completed crossword.
  - c. Talk through how you want them to do the pasture exercise (Working together or separately? When and how will they report results?). You may want to make a list in advance of area rescues and sanctuaries they can contact and brief the managers or owners in advance to gain their cooperation.





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## Lessons about the Unwanted Horse

# Lesson Five

### Answer Key - “Herd Time” Student Handouts

## 1. Lending a Hand: What You Should Know Before Signing Up

Instructions: “What do you want to know about horse rescues and sanctuaries? Create a list of 12 or more questions for an interview with a local horse rescue. Make sure you find out what the rescue does to have enough money to care for the horses they rescue. Find out what kind of business they are and if they need volunteers. A few sample questions have been provided to get you off to a good start.”

Answers: To be considered a responsible horse rescue or sanctuary the owner or manager should be able to answer these questions:

1. Why are you (the owner/manager) involved in rescue?
2. How long has this rescue been in business?
3. What type of business is this (for-profit or nonprofit, Sole Proprietor, LLC, Partnership, Corporation)?
4. Do you follow operating guidelines such as “Care Guidelines for Rescue and Retirement Facilities” by the American Association of Equine Practitioners or any other guidelines?
5. Who is your veterinarian and who is your farrier?
6. How do you fund the rescue?
7. Do you apply for grants?
8. If yes, how many grants have you applied for? What grants have you been awarded?
9. How many hours a day are people working with the horses here?
10. Do the horses have turn-out on pasture to graze?
11. Where do your rescued horses come from?
12. How much growth has your rescue had in the past year? Since you began rescuing?
13. How many equines are adopted each year?
14. Are stallions left intact or do you geld them?
15. Does this rescue have written policies setting standards for adoption? Do you visit potential adopters’ facilities?
16. Does this rescue have post-adoption policies about breeding, reselling, or returning the animal?
17. How many adopted equines are returned to you every year?
18. Describe your horse experience.
19. Does this rescue use volunteers?
20. How old do you have to be to volunteer?
21. Do you have a formal training process for volunteers?
22. How many volunteers work at this horse rescue?
23. How much time do volunteers actually spend with the horses?
24. Can volunteers ride the rescue horses?
25. How long do you typically keep a horse?
26. What happens to horses that you cannot find an adoptive home for or horses you cannot make comfortable due to injury or illness?





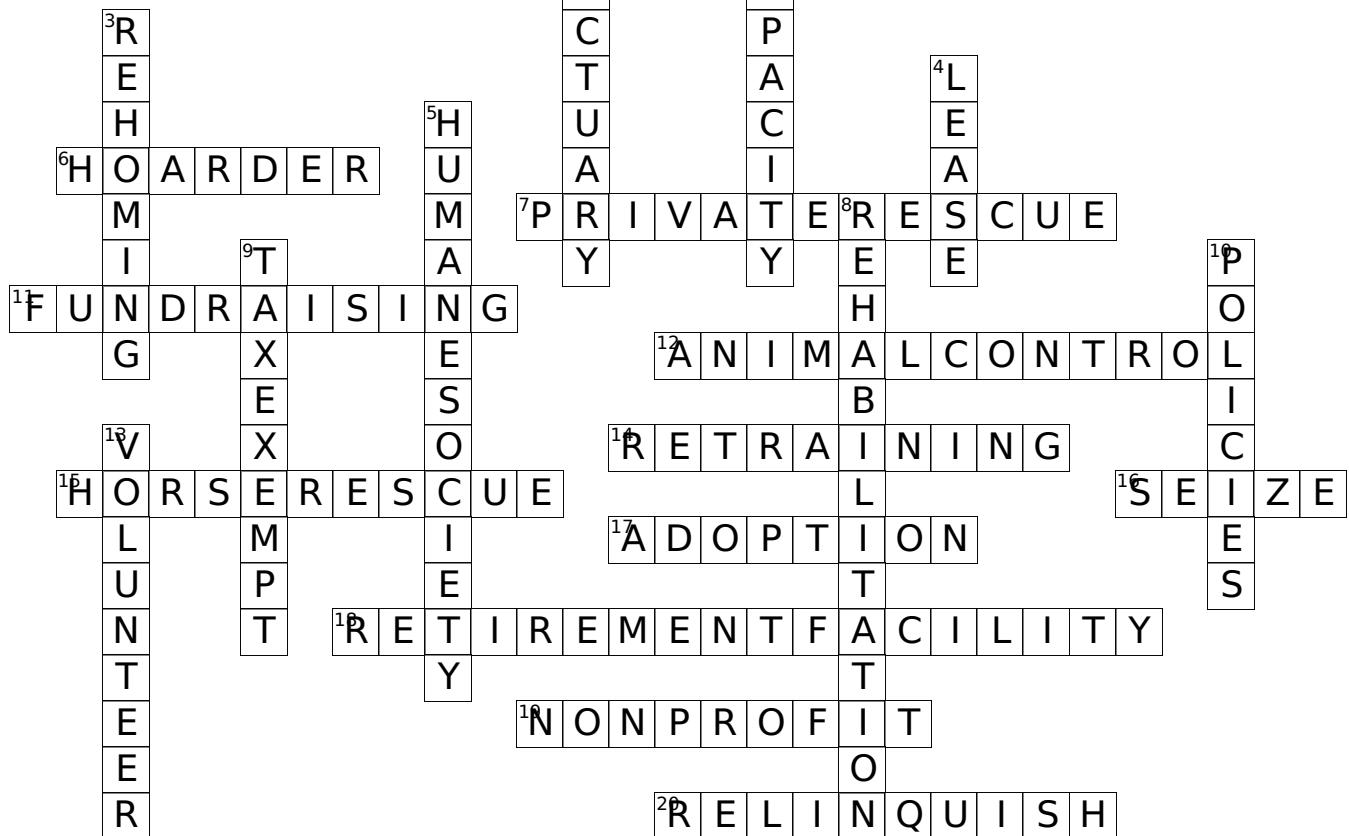
## Lessons about the Unwanted Horse

### Lesson Five

#### Answer Key - "Herd Time" Student Handouts

## 2. Crossword Puzzle

Crossword created at [www.puzzlemaker.com](http://www.puzzlemaker.com)



#### ACROSS:

- 6 Person who takes in more animals than they can care for:  
Hoarder
- 7 Animal shelter owned by individual, not a corporation:  
Private Rescue
- 11 Activities that generate money: Fundraising
- 12 Local government agency responsible for enforcing regulations regarding pets and sometimes livestock: Animal Control
- 14 Preparing horse for second career: Retraining
- 15 Take in unwanted horses: Horse Rescue
- 16 Legal action to take animal from owner due to neglect or cruelty: Seize
- 17 Taking on ownership of a horse usually from a rescue:  
Adoption
- 18 Place to keep animals for remainder of life, usually for a fee:  
Retirement Facility
- 19 Charity classification 501-c with public accountability:  
Nonprofit
- 20 Donate, give away or surrender: Relinquish

#### DOWN:

- 1 Place to keep horse for remainder of life, usually charity:  
Sanctuary
- 2 Maximum number of animals the facility can maintain:  
Capacity
- 3 Placing a horse in a new, suitable home: Rehoming
- 4 Agreement to care for a horse without owning it: Lease
- 5 Local animal welfare organization: Humane Society
- 8 Manage care and training of animal to return to health and usability: Rehabilitation
- 9 When donation can be written off (deducted): Tax Exempt
- 10 Guidelines that provide direction for doing business:  
Policies
- 13 Donate time and energy: Volunteer

**Note:** Clues may have two words, no spaces.

Well Run vs Well Intentioned - - **Answer Key**



## Lessons about the Unwanted Horse: **Lesson Five**

# **Well Run versus Well Intentioned: The Measure of a Horse Rescue**

### **Student Background Information**



When a horse becomes unwanted and its owner can no longer care for it, there are three primary ways the owner can dispose of the horse: It can be sold, it can be **relinquished** (donated, or given away) or it can be euthanized. For many reasons owners may not be able to sell their unwanted horse and may be unwilling to euthanize it. In some cases giving the horse away to an individual or group that can use it works well for both the recipient and the owner.

A variety of organizations may be able to accept a relinquished horse; examples include both for-profit businesses and nonprofit (501c) charities:

- **Colleges and Universities** – Schools with riding, breeding, and veterinary or animal research programs may accept horse donations if the animals meet their program specifications.
- **Lease** – For someone able to care for and use the animal but unable to purchase it right away, a lease (an agreement to care for but not own) might be arranged, typically for a specific time, often as a try-before-you-buy program.
- **Mounted Police Unit** – Police horses typically are used in controlling large crowds of people; these horses must be in good health and meet a variety of criteria to perform this special job.
- **Prison Program** – Some prisons use an equine care and training program to help prisoners learn empathy, compassion and skills for employment once released from prison.
- **Retirement Facility** – Specializing in care of horses to the end of their life, these facilities frequently deal with older horses or those with debilitating injuries and often charge owners for the service.
- **Riding Academy** – If the unwanted horse could be useful as a school horse for riding lessons, a riding academy (school) may be willing to accept a donated horse.
- **Therapeutic Riding Center** – These facilities may accept horses suitable for helping people with disabilities.
- **Sanctuary** – This type of facility offer homes for the remainder of life to old, ill, or lame horses. They typically are nonprofits dependent on donations. (The BLM runs sanctuaries referred to as Long Term Holding for wild horses and burros that are not adopted; these are dependent on government funding.)
- **Horse Rescue** - Facilities that accept unwanted horses, often those that have been neglected, abandoned or abused. Horse rescues are frequently involved with animal control, livestock inspectors, or other law enforcement agencies.

## Lessons about the Unwanted Horse: Lesson Five

# Well Run versus Well Intentioned: The Measure of a Horse Rescue

There are two types of horse rescues:

- **Private rescues** are individuals, families, or small groups who rescue horses. They fund the rescue primarily out of their own pocket but may do some fundraising and get gifts from others who want to help. They are technically businesses but not registered charities.
- **Nonprofit rescues** are businesses that are organized and recognized by the state and federal government as a charity ("501c").

**Horse rescues** and **sanctuaries** are two types of equine care businesses that usually deal exclusively with unwanted horses. A 2010 University of California-Davis survey indicates that the total capacity of U.S. registered horse rescues and sanctuaries is only about 13,400 horses, yet unfortunately about 100,000 horses become unwanted in the United States each year. Most rescue facilities can house only 10-20 horses at one time. The Unwanted Horse Coalition's 2009 survey revealed that 39% of rescues are at maximum capacity and another 30% are at near-capacity. On average, rescues are turning away 38% of horses brought to them.

The big goal of most horse rescues is to **rehome** the rescued horse so it will continue to be taken care of properly and be used. Between 2006 and 2008, only three-quarters (or 10,500) of the horses that were taken in by the rescues could be rehomed through sale or **adoption**. With an estimated 100,000 horses becoming unwanted each year, that leaves 89,500 unwanted horses that will either be euthanized or suffer neglect and abuse.

### Focusing on the Horses' Needs

Rescues sometimes focus on helping certain types of rescued animals. Some specialize in **retraining** the unwanted horses for a second career; for example, a racehorse may be retrained as a jumping horse, or a show horse as a trail horse. Many rescues **rehabilitate** horses that arrive with injuries, malnutrition, illness, or lack of training; it requires a lot of skill and knowledge to bring horses back to health. Some rescues do not take directly relinquished horses, saving their facility's capacity for abused or neglected horses **seized** by local authorities such as **animal control**, brand inspectors or law enforcement.

Some horse rescues buy horses that are being sold in auctions and are believed to otherwise be destined for processing as food. (Some horse rescues have strongly advocated for a ban on the processing of horses for food, partnering with animal rights groups like the Humane Society of the United States (HSUS). The HSUS is an animal rights lobbying group and should not be confused with your local **Humane Society** – which is most likely doing actual, much needed animal welfare work.)

Horse rescues and sanctuaries are an important part of the answer to unwanted horses in the United States; however they are not a panacea (cure-all).

Unfortunately, not all rescues are run wisely, and some have even been cited<sup>1</sup> with animal abuse and neglect; this may happen when a person becomes overwhelmed with an operation without enough money or





## Lessons about the Unwanted Horse: Lesson Five

# Well Run versus Well Intentioned: The Measure of a Horse Rescue



help to properly care for the rescued horses. The rescue business may also be attractive to a personality type known as an animal **hoarder**, a person who takes in more animals than he or she can properly care for and who cannot or will not find appropriate new homes or have the excess animals euthanized. These are two examples of situations in which someone with good intentions cannot meet the true demands of rescuing horses.

Although AAEP has created guidelines for care at horse rescues, and several equine programs have voluntary programs to accredit or certify equine facilities, there is no trade association or regulatory agency for horse rescues and sanctuaries. Two states, NM and MD, have department of agriculture programs that inspect or register horse rescues and public equine facilities. New rescues and sanctuaries open every year, and unfortunately many existing rescues and sanctuaries must close.

### Well Run Means Well Managed

To have a successful horse rescue the operators must be realistic. They must use their heads even when their hearts are pulling at them. They must understand their personal strengths and limits as well as those of their rescue facility. They must have horse knowledge and business skills. They must be able to put the horse's welfare above their personal emotions, including sometimes making the tough decision to humanely euthanize an animal that cannot be made comfortable or that will never be safe to handle.

Most horse rescues do a good job and work hard to care for the animals in their programs; many times, these organizations also work to reduce the number of unwanted horses in the community through education, gelding (neutering) clinics, and outreach. These organizations follow basic operating principles that include **policies** that balance facility resources with responsibilities; they establish the appropriate number of horses (**capacity**) for their programs based on the ability to provide food, care, training and maintenance. Some rescues have paid staff, but most typically need a lot of **volunteer support**.

### Volunteers Welcome

People who care about horses and want to help decrease the unwanted horse population would do well to volunteer at a horse rescue or sanctuary. A well run horse rescue is likely to have a formal volunteer program complete with regular training sessions and a variety of volunteer assignments. Helping doesn't have to be all about direct work with the horses, like mucking stalls, feeding, grooming, exercising, or trailering a rescue to or from the facility; helping can mean doing paperwork, answering the phone, distributing promotional materials, and more.

Some horse rescues foster out rescued horses to their volunteers until permanent homes can be found. Another kind of fostering may be done at a rescue's site—an interested person can provide hands-on care and/or financial support for a specific horse. Fostering can also help the supporter develop better horsemanship skills and build knowledge without having the entire responsibility of ownership.



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## Lessons about the Unwanted Horse: Lesson Five

# Well Run versus Well Intentioned: The Measure of a Horse Rescue

The biggest need of almost every horse rescue or sanctuary is money, and most rescues work continuously on **fundraising** to ensure they have enough resources to care for their horses. Fundraising can be an important volunteer job. Ideas to raise money for a rescue are as varied as the creativity of those planning the fundraiser.

Regardless of the kind of volunteer work you intend to do, **you will want to give your time and talents only to a responsible, well-run horse rescue or sanctuary**. Plan to visit a potential facility first with a list you've prepared of written questions for the owner or manager. The person in charge should be able say why he or she is involved in the business and know details such as the rescue's history, length of operation, and legal status. He or she should be able state the rescue's capacity and explain where its money comes from. The rescue should have (and follow) written policies and procedures to guide the business, and have a plan in place for volunteers to assist in the program effectively. Be sure to understand the requirements to volunteer and the expectations of the job. During your visit, use your eyes and ears (and nose) to determine the conditions in which the horse rescue or sanctuary maintains the horses. Are the facilities safe and serviceable? Are the horses well cared for? Don't be too quick to judge the horse by his body condition – ask how long any thin or poor looking horses have been there. After getting your answers from the person in charge, verify an organization's tax-exempt status, if calls itself a non-profit. To find their registration, check at [www.irs.gov](http://www.irs.gov) or [www.guidestar.org](http://www.guidestar.org)

More needs to be done to lessen the problem of unwanted horses. We need to collaborate and cooperate. If the interview process convinces you the rescue or sanctuary is doing a good job, find a way to pitch in. Volunteering can be very rewarding. Helping the people who are working hands-on to find good homes for unwanted horses will help the industry tremendously to reduce this problem. Do what you can to stay informed and involved. Be a part of the solution.

<sup>1</sup> "Founder of a horse rescue operation in Larimer County, CO who is facing animal cruelty charges turned herself in to authorities." Source: Reporter Herald - Feb 1, 2008

### Resources for further reading

1. American Association of Equine Practitioners. *Care guidelines for Equine Rescue and Retirement Facilities*, 2004.
2. Rosenthal, MS, Marie. "Unwanted Horses: Rescue and Sanctuary Organizations Unable to Keep Up." The Horse Article #17070, Oct. 07, 2010
3. Unwanted Horse Coalition. *2009 Unwanted Horses Survey: Creating Advocates for Responsible Ownership*
4. U.S. Government Accountability Office. *Report to Committees of Congress on HORSE WELFARE: Action Needed to Address Unintended Consequences from Cessation of Domestic Slaughter* (GAO-11-228), Released June 2011
5. Williams, Dr. Jennifer. "The Current Status of Rescue", a presentation at AAEP Unwanted Horse Summit, Bluebonnet Equine Humane Society, Inc. Washington, D.C., April 2005



## Lessons about the Unwanted Horse: **Lesson Five** **Well Run versus Well Intentioned: The Measure of a Horse Rescue**

### **“Herd Time”** Group Discussion



#### **1. Lending a Hand: What You Should Know Before Signing Up**

What do you want to know about horse rescues and sanctuaries? Create a list of 12 or more questions for an interview with a local horse rescue. Make sure you find out what the rescue does to have enough money to care for the horses they rescue. Find out what kind of business they are and if they need volunteers. A few sample questions have been provided to get you off to a good start.

1. How many horses did this rescue bring in and find homes for this year?
2. Do you follow operating guidelines such as “Care Guidelines for Rescue and Retirement Facilities” by the American Association of Equine Practitioners or any other guidelines?

3. Who is your veterinarian and who is your farrier?

4. How do you fund the rescue?

5. Does this rescue use volunteers?

6. How old do you have to be to be a volunteer?

7. Do you have a formal training process for volunteers?

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

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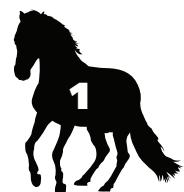
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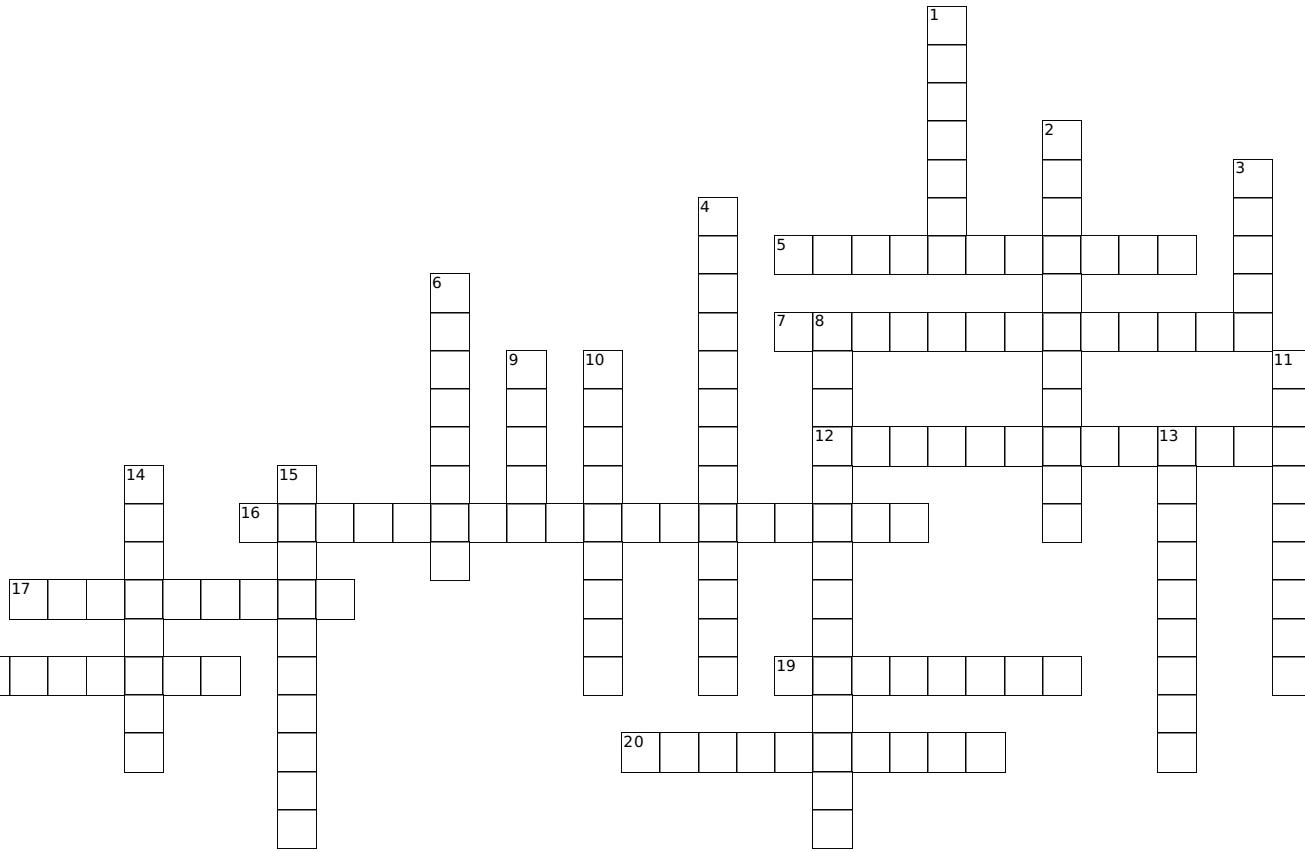




## Lessons about the Unwanted Horse: **Lesson Five** **Well Run versus Well Intentioned: The Measure of a Horse Rescue**

### 2. Crossword: Sanctuaries and Rescues

Crossword created at [www.puzzlemaker.com](http://www.puzzlemaker.com)



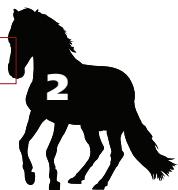
#### ACROSS

- 6 Person who takes in more animals than they can care for
- 7 Animal shelter owned by individual, not a corporation
- 11 Activities that generate money
- 12 Local government agency responsible for enforcing regulations regarding pets and sometimes livestock
- 14 Preparing horse for second career
- 15 Take in unwanted horses
- 16 Legal action to take animal from owner due to neglect or cruelty
- 17 Taking on ownership of a horse usually from a rescue
- 18 Place to keep animals for remainder of life, usually for a fee
- 19 Charity classification 501-c with public accountability
- 20 Donate, give away or surrender

#### DOWN

- 1 Place to keep horse for remainder of life, usually charity
- 2 Maximum number of animals the facility can maintain
- 3 Placing a horse in a new, suitable home
- 4 Agreement to care for a horse without owning it
- 5 Local animal welfare organization
- 8 Manage care and training of animal to return to health and usability
- 9 When donation can be written off (deducted)
- 10 Guidelines that provide direction for doing business
- 13 Donate time and energy

**Note:** Clues may have two words, no spaces.



## Lessons about the Unwanted Horse: **Lesson Five** **Well Run versus Well Intentioned: The Measure of a Horse Rescue**



### Field Exercises

- 1.** Interview your local horse rescue or sanctuary with the question list you developed.
- 2.** Volunteer some time to help at the rescue you believe is well run. If you can get to the actual facility, participate in their volunteer training program and then help out. If you can't get to the facility ask about what you can do to help them from your home.
- 3.** Plan a fund-raiser for a well-run horse rescue. This could be as simple as a car wash, a bake sale, or something you and your friends could do. One idea for a fundraiser is a mop-pony auction with proceeds going to the horse rescue (see separate instruction sheet.)





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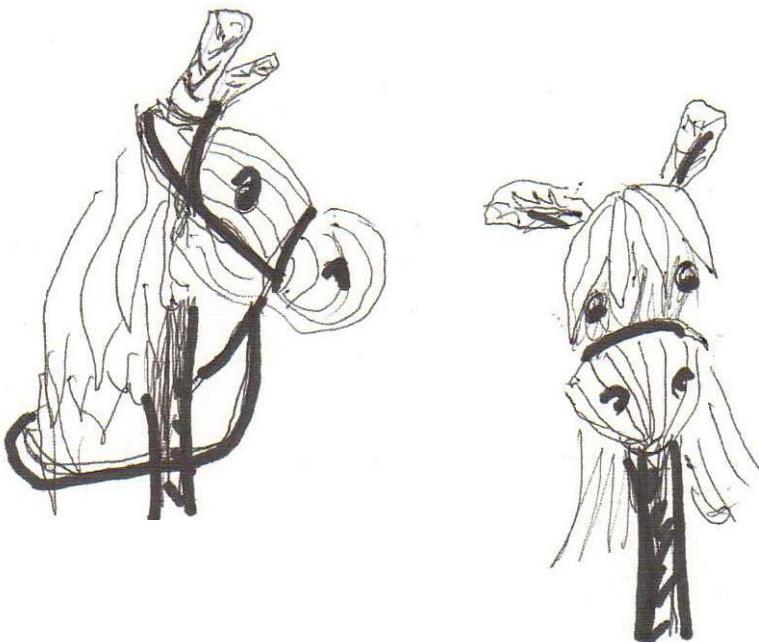
## Lessons about the Unwanted Horse: Lesson Five Well Run versus Well Intentioned: The Measure of a Horse Rescue



### Mop Pony Instructions

The instructions for a mop-pony auction:

1. Supplies for a mop pony: an inexpensive string mop; rubber bands to mold the head, nose and ears; yarn, string, or twine to make a bridle or halter; colored marking pens or paint, glue and wiggly eye buttons for adding the pony's eyes and nostrils.
2. Pull forward from the mop about a third of the strings and fold them in half with the loose ends underneath. Use a rubber band to secure these strings in place first at the top of the mop – like a throatlatch-- and you have a pony's head. Use a second rubber band to shape your pony's nose.
3. Pull a few strings at the top of the mop on each side and braid, twist or fold them to form ears for your pony. You can trim these ears to length – long for mule or donkey ponies, short for quarter and miniature horses, or whatever length you think is right for your pony. Use rubber bands to hold them in place. Shape the mane and forelock out of the remaining loose strings.
4. Add a bridle or halter with the sting, yarn, twine, or whatever materials you want to use.
5. Give your pony some "horse-sonality": pick a breed, make it a horse color with markings, pick a discipline, make a pedigree for it. Your imagination is the limit. The bigger the story, the better the price at auction.
6. Line up the auction to correspond with a horse event that will draw lots of people, and get the auction on the program. Introduce the ponies with their creators describing the attributes the pony has and sell the pony to the highest bidder, then give the money to the horse rescue.





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# Lessons about the Unwanted Horse

## Lesson Six

### To Be or Not to Be a Horse Owner

- Content covers responsible ownership: Considerations for horse ownership, including alternatives to ownership, selection criteria for success, financial commitment, exit strategies, and current euthanasia and disposal options.

#### Teacher Guide and Resources:

##### Goals

1. Learner will develop critical thinking skills
2. Learner will increase awareness of equine care and management
3. Learner will practice math skills
4. Learner will participate in a cost-benefit analysis system

#### Common Core State Standards

RIT.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
RIT.10	Read and comprehend complex literary and informational texts independently and proficiently.
W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation
W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate
History & Social Studies	G5, G6, G7; Research to Build and Present Knowledge
5.NOB10	Perform operations with multi-digit whole numbers and with decimals to hundredths
6.NS	Compute fluently with multi-digit numbers and find common factors and multiples
G.6	Solve real-world and mathematical problems involving area, surface area, and volume

#### Activities for this lesson:

##### Lesson Six Herd Time:

- Exercise 1: Student will view and analyze barns for safety and efficiency and identify hazards.  
Exercise 2: Student will list and discuss pros and cons of horse ownership

##### Lesson Six Pasture Time:

- Exercise 1: Student will use research and record the annual costs of horse ownership in their community.  
Exercise 2: Student will use research and record the possibility of housing a horse at his or her home.





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## Lessons about the Unwanted Horse

### Lesson Six

#### Background Information

Our culture is full of metaphors, famous quotes and evidence of the powerful and romantic image horses have in our society. Ralph Waldo Emerson is credited with the quote "Riding a horse is not a gentle hobby, to be picked up and laid down like a game of solitaire. It is a grand passion." Bertrand Leclair wrote "Closeness, friendship, affection—keeping your own horse means all these things." These high praises for horse ownership are well deserved; it can be a truly joyful experience when the owner is prepared and able to meet the responsibilities that go along with ownership.

A growing body of scientific evidence demonstrates the beneficial connection between humans and horses. As a sport, horseback riding develops coordination, balance, muscular strength, muscular endurance, flexibility, posture and to a more limited degree, cardiovascular endurance. Human to horse communication provides a mental challenge that improves cognitive skills, attention span, concentration, cooperation, confidence, and boundary setting. Relating to a horse creates a bond that develops empathy and compassion, two fundamental components of socio-emotional development. The rewards of any activity are commensurate to the quality of effort invested in it; this is true with horse ownership as well.

#### The Agreement You Make as a Horse Owner

Domestic horses are totally dependent on their owners for all of their basic needs. To be properly maintained, horses require the owner to make a commitment in time and money. Food, water, and shelter are obvious requirements; health care, training, exercise and mental stimulation are also necessities. Responsible ownership means taking all of these elements into consideration, and weighing the requirements against the ability to meet them.

Prospective owners should consider the amount of time required to care for their horses in relation to the amount of other commitments they have to their family, careers, and/or school. It is a big investment in time and often involves the whole family, yet a horse crazy child and an interested parent can make for a very successful experience in horse ownership.

#### Basic Necessities

Horses are grazing animals and anatomically designed to eat for many hours a day. Modern horse husbandry has shifted to housing horses in stables with limited access to pasture grazing. This confinement may be more convenient for owners, but it has changed horses' natural feeding patterns from free grazing to two or three meals each day. A horse's nutritional needs must be evaluated individually and monitored routinely. Typical programs should include forage (hay or grazing) in an amount equal to at least 1 to 1.5 % body weight (10 to 15 pounds for a 1000 pound horse). Many horses have all their nutritional needs met with only a high quality forage diet; however, concentrates such as grain are often used to supplement the diet when additional calories are needed. All forms of feed must always be free of mold and dust. The horse's digestive system is one of its weakest points; changes in diet must be made gradually to avoid founder, colic and possible death. If putting a horse on pasture for the first time, introduce it slowly, building from a few minutes, to an hour, then two each day, gradually increasing the time.

The animal also requires free access to water, consuming on average 10 to 12 gallons each day, more in high heat or with heavy exercise.





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## Lessons about the Unwanted Horse

### Lesson Six

Where to house one's horse and under what conditions are primary considerations, whether housing is provided at a boarding stable or at the owner's premises. Boarding a horse may be a good idea if the owner does not have adequate facilities at home, or if the owner has little experience with horses, or if the owner simply has limited time for the demands of daily horse care. Boarding may also be good for the horse when the owner only has one animal, as horses are herd animals and greatly prefer the company of other horses. Boarding can be a full-care, partial-care, or self-care arrangement. These details, including costs and expectations for health and hoof care, are normally worked out in a legal agreement between the facility and owner. The owner is nevertheless the person ultimately responsible for the horse, and so must ensure that the facility to which he entrusts this dependent animal provides a safe and healthful environment.

Keeping the horse at home means the owner assumes the complete responsibility for shelter, water, feeding, and all care. Maintaining adequate, safe facilities is an ongoing task. If the horse is maintained at the owner's home, depending on the facility set up, daily care can easily take and hour a day, with demands varying seasonally.

Horses are highly adaptable to a wide variety of environments; however, horses without shelter from cold weather need more feed and water to maintain health and body weight—this is a less than optimal situation. Adequate shelter will vary widely given climate, geography, local materials and custom, and even the purpose of the horse. A grove of trees in a large pasture may suffice for mustangs in long term holding facilities while a show horse in a cold climate may thrive in an enclosed 12by12 stall in a heated barn; there are plenty of shelter options in between.

In all cases, a horse's housing must be evaluated for safety. Pastures and turn-out areas should be free of toxic weeds (including poisonous trees): fencing should be highly visible to the horse and adequate to keep them from getting out of the enclosure. An animal kept in a stall also needs a turn-out area for exercise or it will need to be ridden regularly. The typical stall is 10'x10' or 12'x12' and needs to have at least 8' of head clearance for a full sized horse, higher for larger breeds. Shelters should not have sharp edges or broken boards on which the horse could be injured. Many horses will chew wood especially if confined in small spaces, which is both bad for the structure and the horse. Barns and stalls should have good ventilation and adequate light. Walls and fencing around the stall and enclosures should be arranged so that it is difficult for a horse to catch a hoof or leg under a wall or in a fence.

#### *Health Care*

An experienced equine veterinarian (DVM) is an important contact for all horse owners. Routine healthcare includes deworming, vaccinations, and dental care; there will also be veterinary care required for injury or illness. Another important industry professional is the farrier, or shoer. Hoof care is vital to the horse's health and performance, and consists of trimming or shoeing; it is needed every 4-8 weeks, depending on the individual's use and hoof growth.

The horse's health and well-being is critical to the horse owner's ability to use and enjoy the animal for its intended purpose. So is its level of training as well as the owner's knowledge and skill. In some cases trainers or instructors will be needed to help an inexperienced owner learn the fundamentals of horse handling, care and management, and to help the horse learn the skills necessary for its appointed purpose. Many owners consider their own improvement as horsemen to be part of the responsibility of horse ownership; they continue to hone their skills throughout their lifetime with horses.





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## Lessons about the Unwanted Horse

### Lesson Six

#### Expenses

Owners need to consider the costs associated with horse ownership; often the purchase price of the animal is merely a fraction of the overall expense. Predictable expenses to count on include feed, shelter and turnout, farm or stable equipment, hoof and veterinary care, management or disposal of manure, and transport to veterinary care, shows, competitions, or recreational riding trails. Less frequent or unexpected expenses occur, too: emergency veterinary care, property maintenance, rising feed costs, replacement or repair for tack and equipment. The American Association for Equine Practitioners estimates that the minimum yearly cost to care for a single horse, not including veterinary and farrier expenses, is \$1,825. Yearly cost for keeping one horse can easily reach \$5,000 if the animal has special needs for farrier and veterinary care or professional training. Costs can vary according to region, availability of resources, and purpose for which the horse is used. An activity on estimating annual costs of horse ownership is included in the Student Handouts.

#### Alternatives to Ownership

Fortunately there are a number of options available to people not currently ready or able to own a horse. Alternatives include commercial trail rides, riding lessons, private stables, horse camps, horse adventure vacations, equine sports programs, 4-H and FFA programs, horse councils, horse expos and more. One can volunteer with therapeutic riding programs, horse rescues and sanctuaries. College or high school students may have opportunities to participate on equestrian teams. Riders may join equestrian sports teams like polo, rodeo, and pentathlon without actually owning the horse they ride. Skilled riders can often find owners with horses needing more exercise. Apprenticeship with professional horsemen is a time-honored method to master horsemanship.

For those ready to take it a step further, options might include a lease, which is a use agreement for a particular horse with specific privileges and responsibilities outlined in a contract (usually written) between the lessee and the horse's owner. The particulars of a lease are as individual as the people and horse involved in it. A step past leasing, just shy of ownership, is to "Try before you buy." This is an exceptionally wise approach, giving the prospective horse owner time to determine whether the horse is an appropriate choice.

#### The perfect match

A good match between owner and animal will make all the difference in having a successful experience with horse ownership. Finding the right horse can be a tricky process, one in which an inexperienced buyer may want to consult a few resources. General information and guidance on horse ownership and management can be found in many places, i.e. county agricultural extension agent, boarding barn manager, public library and internet. Still, there is nothing like an experienced horse person to evaluate an owner's unique situation with their horse.

Considerations for the right match include the animal's age, gender (stallions have many additional requirements), size, breed, intended purpose and specific training. Countless experienced horse people encourage using the "Rule of 10": the combined number of consecutive years of regular riding (or whatever discipline the owner wants to participate in, e.g. driving) for both the horse and the rider should be equal to at least 10 years of experience. So for a child with one year of riding lessons, parents may do well to look at horses that have at least 9 years of consistent riding in the type of riding in which the child participates. An experienced adult rider with more than 10 consistent years in the saddle may be able to accept the challenge of starting a young horse. While it has exceptions, this concept is really intended to discourage the idea of matching a young horse to a young rider; it may seem sweet to think they can "grow up together," but this combination is rarely successful.





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# Lessons about the Unwanted Horse

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The horse's training and primary purpose make a good starting point, but the horse's temperament, conformation, and health history are equally important. Some horses have placid, easy-going temperaments; others are more excitable and energetic. A first time owner's horse should be well-broke for the intended purpose. The animal should be easy for the rider to ride and control, responsive to the rider's cues, go wherever the rider directs, and not be prone to spooking at objects commonly found in the environment the owner expects to ride in<sup>1</sup>. A pre-purchase agreement by an equine veterinarian will access the animal's general health and suitability for the intended purpose. Expect to pay the vet fees for pre-purchase exams.

### Exit Strategies, or Letting Go

Circumstances change, and every owner should accept that reality. The owner's health, financial or time resources may alter or decline, or the horse may no longer be appropriate for the owner's desired purposes. Parting with a horse can be a wrenching decision, made only after all other alternatives are exhausted. All too often, for example, owners reluctant to let a mare go will decide that breeding her is a reasonable alternative to sale or other disposition; they would be wiser to ask if such a breeding is really contributing to the unwanted horse problem--young horses without training or desirable bloodlines are not very marketable, and the owner may end up with two unwanted horses, rather than one.

When a horse becomes unwanted, there are three primary ways to handle the disposition of the animal: It can be sold, it can be given away (relinquished), or it can be euthanized. (Many potential outlets for relinquishing unwanted horses are discussed in Lesson 5.)

The sale of an unwanted horse can be handled as a private treaty under which the owner has more control and might offer the buyer a trial period to assure the new owner has made a good match. Sellers, breeders and some breed associations offer programs to give the new owner a chance to return the horse with a right of first refusal clause on the sale contract, meaning the last owner or original breeder wants the opportunity to buy back the horse should the new owner no longer want it. An example of this type of program can be found in the American Quarter Horse Association, called Full Circle. Read more about it online. Horses may also be sold at livestock auctions; this type of sale does not offer the seller much control over who buys the horse, other than refusing the sale should the bidder's offer be lower than they are willing to accept.

Euthanasia is the third means of disposing of an unwanted horse. It is an emotional and difficult decision for most owners, but often the most humane for a horse that cannot be made comfortable or safe to handle. The decision is often made with the help of a veterinarian (DVM). The term euthanasia is derived from the Greek terms eu meaning good and thanatos meaning death. The American Veterinarian Medical Association (AVMA) recognizes three methods of euthanasia as humane: chemical euthanasia, with pentobarbital or a pentobarbital combination (administered by DVM); gunshot (performed by someone skilled in the method and in a safe environment); and penetrating captive bolt (administered by someone trained in the method)—it is common for large animal emergency rescue groups to carry penetrating captive bolts for use in emergency situations where gunshot would be unsafe.

The method of euthanasia will dictate the options available for carcass disposal; these include burial, bio-digestion, cremation/ incinerating, composting, landfills, processing for food, and rendering. A chemically euthanized carcass represents a bio-hazard if the drugs are ingested by wildlife or decomposes into water sources. Gunshot and captive penetrating bolt do not create bio-hazards.





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Regardless of the potentially painful prospect, planning ahead for an exit strategy is a necessary part of responsible horse ownership and should be faced squarely. Parting with a horse can be quite difficult, but the horse's well-being must be considered first as part of the responsibility a person accepts when taking on the joys and cares of horse ownership.

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1. Fran Devereux Smith, *First Horse, The Complete Guide for the First-Time Horse Owner*, chapter "What You Want In Your Horse", Western Horseman, Inc. 1995

## Resources for further reading

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# Lessons about the Unwanted Horse

## Lesson Six

### To Be or Not To Be a Horse Owner

#### 1. Explain to students the format of the lesson

- a. Introduce the topic: A look at considerations involved in responsible horse ownership.
- b. Distribute Student Background Information (SB1-5) for students to use in completing the exercises.
- c. "Herd time" looks at the pros and cons of ownership and features important in barns.
- d. "Pasture time" looks at the cost of owning a horse and how and where you could own one.
- e. Provide students with exercise handouts and worksheets.

#### 2. Why do people want horses to begin with?

- a. The English language is full of quotes praising the joy of riding horseback, and horses in general. As Bertrand Leclair wrote, "Closeness, friendship, affection - keeping your own horse means all these things," these words capture emotional rewards of having a horse.
- b. Scientific research shows some of the physical rewards of having and riding horses. Riding can improve coordination, balance, muscular strength, muscular endurance, flexibility, posture and cardiovascular endurance.
- c. Riding has been proven to improve certain mental health and cognitive skills, such as communication skills, attention span, concentration, cooperation, confidence, and boundary setting.
- d. Emotional bonding with horses has been shown to build empathy and compassion; this has even been used with prison inmates and at-risk children.
- e. The average person who wants a horse wants it fun and recreation.
- f. The quality of the horse ownership experience is equal to the amount of effort invested.

#### 3. The agreement you make as an owner includes providing the basics.

- a. Domesticated horses are totally dependent on their owners for all their basic needs.
- b. Responsible ownership demands commitment to provide for all the horse's needs: food, water, shelter, exercise, healthcare, and mental stimulation. This care must be provided daily, 356 days a year, rain or shine, and will require the owner to invest either time (doing everything himself) or money (paying others to do this) or a combination.
- c. Food:
  - i. The horse's digestive system is one of its weakest points. A sudden change can cause founder, colic and possible death. Changes to horses' diets must be made gradually.
  - ii. The horse is a grazing animal and eats between 1 and 1.5% of its body weight daily in forage (hay or grass). That is between 10 and 15 pounds for a 1000 pound horse. Many horses have all their nutritional needs met with only a high quality hay or pasture forage diet.
  - iii. Concentrates (grains) are often used to supplement a horse's diet when additional calories are needed.
  - iv. All feed must be free of mold and dust.
- d. Water: Horses require on average 10 to 12 gallons of fresh water each day, more in high heat or with heavy exercise.
- e. Shelter at boarding stable or barn can be costly, but is a good idea if:
  - i. The owner does not have adequate facilities at home
  - ii. The owner is inexperienced with horses
  - iii. The owner has only one horse (horses are herd animals)





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- iv. Can be full-care, partial-care, or self-care
- v. Agreements between owner and boarding stable should be in writing and detail all, costs, responsibilities and expectations for quality and extent of care.
- vi. Can give owner access to facilities and professional help not easily accessible at home: arena, round pen, trainers, instructors, vets, farriers
- g. Shelter at the owner's home: Owner commits to daily care which can easily take an hour or more a day. It is a big investment in time and often involves the whole family; however, a horse crazy child and an interested parent can make for a very successful experience in horse ownership.
- h. Basic shelter in any facility should include protection from wind and weather extremes.
  - i. First rule: It must be safe.
  - ii. Adequate shelter can vary from a grove of trees to a heated, enclosed barn, depending on the horse and its use.
  - iii. The less protection from cold and wind, the more food and water the horse will require to maintain condition.
  - iv. Pasture should be free of toxic plant materials and have adequate fencing.
  - v. Shelters should not have sharp edges or broken boards on which the horse could be injured.
  - vi. Barns and stalls should have good ventilation and adequate light.
  - vii. The area around the barns should be free of debris and clutter to reduce fire hazards.
  - viii. Fences and panels should be difficult for a horse to trap a leg or foot in when pawing or rolling.
- i. Horses need turnout or exercise daily, as well as mental stimulation. Stalls are usually 10x10 or 12x12, which makes turnout especially important. (If owners were required to give a comparable space for a horse to move about as the amount of room a prisoner in jail is given, the horse's pens would be at least 30' x 30'.)
- j. Healthcare: Routine healthcare for horse includes deworming, vaccinations, hoof and dental care. Routine healthcare will help keep vet bills low and riding time high.

**Break Presentation Here:** Ask the students to work through the **Herd Time Exercise 1: Horse Housing** handout. Find these answers with the whole group working together. You may have to prompt some to contribute; they can list the good and the bad features of the various barns shown on their handouts.

#### 4. Consider the expenses of ownership:

- a. Predictable expenses include feed, shelter and turnout, farm or stable equipment, hoof and veterinary care, management or disposal of manure, and transport to veterinary care, shows, competitions, or recreational riding trails.
- b. Less frequent or unexpected expenses might include emergency veterinary care, property maintenance, rising feed costs, replacement or repair for tack and equipment.
- c. The American Association for Equine Practitioners estimates that the minimum yearly cost to care for a single horse, not including veterinary and farrier expenses, is \$1,825. Yearly cost for keeping one horse can easily reach \$5,000 if the animal has special needs for farrier and veterinary care or professional training.

#### 5. Alternatives exist for those not ready or able to own a horse. Perhaps your students can help you name some:

- a. Commercial trail rides, riding lessons, private stables, horse camps, horse adventure vacations, equine sports programs, 4-H and FFA programs, horse councils, horse expos and more.
- b. One can volunteer with therapeutic riding programs, horse rescues and sanctuaries.





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- c. College or high school students may have opportunities to participate on equestrian teams. Riders may join equestrian sports teams like polo, rodeo, and pentathlon without actually owning the horse they ride.
  - d. Skilled riders can often find owners with horses needing more exercise.
  - e. Apprenticeship with professional horsemen is a time-honored method to master horsemanship.
  - f. Closer to ownership, one can lease a horse, or even "try before you buy."
- 6. A match between owner and animal** will make all the difference in having a successful experience.
- a. An inexperienced buyer may want to consult a few resources for advice in selecting a horse.
    - i. county agricultural extension agent
    - ii. boarding barn manager
    - iii. public library and internet
    - iv. BEST: an experienced horse person to evaluate an owner's unique situation with their horse.
  - b. Considerations for the right match include the animal's age, gender, size, breed and specific training, plus temperament, conformation, and health history.
  - c. "Rule of 10": The combined number of consecutive years of regular riding for both the horse and the rider should be equal to at least 10 years of experience.
  - d. A first time owner's horse should be a well-broke horse for its intended purpose(s).<sup>1</sup> What is "well-broke"?
    - i. easy for the rider to ride and control
    - ii. responsive to the rider's cues
    - iii. go where ever the rider directs him to go
    - iv. not prone to spooking at ordinary objects in the environment the owner expects to ride
  - e. A pre-purchase agreement by an equine veterinarian will assess the animal's general health and suitability for the intended purpose; the buyer pays the vet fee.

**7. Letting Go**

- a. Circumstances change, and every owner should accept that reality: The owner's health, financial or time resources may alter or decline, or the horse may no longer be appropriate for the owner's desired purposes.
- b. Planning ahead for an exit strategy is a necessary part of responsible horse ownership and should be faced squarely.
- c. When a horse becomes unwanted, there are three primary ways to handle the disposition of the animal: It can be sold; it can be given away (relinquished) (Many potential outlets for relinquishing unwanted horses were discussed in Lesson 5.); it can be euthanized.
- d. Sale: The sale of an unwanted horse can be handled as a private treaty under which the owner has more control and might offer the buyer a trial period to assure the new owner has made a good match. Horses may also be sold at livestock auctions; this type of sale does not offer the seller much control over who buys the horse.
- e. Sellers, breeders and some breed associations offer programs to give the new owner a chance to return the horse.
- f. Euthanasia is the third means of disposing of an unwanted horse.
  - i. It is an emotional and difficult decision for most owners, but often the most humane for a horse that cannot be made comfortable or safe to handle. (The term euthanasia is derived from the Greek terms eu meaning good and thanatos meaning death.)





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- ii. The American Veterinarian Medical Association (AVMA) recognizes three methods of euthanasia as humane: chemical euthanasia, with pentobarbital or a pentobarbital combination (administered by DVM); gunshot (performed by someone skilled in the method and in a safe environment); and penetrating captive bolt (administered by someone trained in the method)
  - iii. The method of euthanasia will dictate the options available for carcass disposal; these include burial, bio-digestion, cremation/ incinerating, composting, landfills, processing for food, and rendering.
  - iv. A chemically euthanized carcass represents a bio-hazard if the drugs are ingested by wildlife or decomposes into water sources. Gunshot and captive penetrating bolt do not create bio-hazards.
  - v. All living things die; it's as much a part of life as being born; the wise owner understands that the time may come to end a horse's suffering.
8. **The Ultimate Responsibility:** The horse's well-being is without question the first and most important responsibility a person accepts when entering into the agreement to take on horse ownership. Honoring that commitment to the animal is the only fair return for the deeply satisfying joys and rewards of horse ownership.
9. **Herd Time and Pasture Time Exercises**
- a. Ask the students to complete **Herd Time Exercise #2: The Pros and Cons of Horse Ownership**. After most of them appear to have completed their list discuss what they found and where they see themselves in future as owners or not.
  - b. Review how you want them to handle the Pasture Time Exercises 1 & 2. Discuss when and where to return the exercises.
    - i. The cost exercise has a chart students can use to find the costs of owning a horse. If you contact an online horse supply company in advance of teaching this lesson and explain the exercise you are doing with the students, the supplier will likely send you enough catalogs to distribute one to each of your students so they can find current costs for the Equipment, Tack, and Supplies expenses on their charts.
    - ii. Encourage the students to write out their answers to the exercise on keeping a horse at their home.

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1. Fran Devereux Smith, *First Horse, The Complete Guide for the First-Time Horse Owner*, chapter "What You Want In Your Horse", Western Horseman, Inc. 1995





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# Lessons about the Unwanted Horse

## Lesson Six

### Answer Key - “Herd Time” Student Handouts

#### 1. Horse Housing: Finding the Hazards and Seeing What Works

Evaluate Barns Examples based on information presented in the lesson and the student's own ideas and observations about the pictured barns. This lesson builds critical thinking and evaluation skills. Encourage students to notice both positive and negative features in each barn.

Possible observations about safe and efficient or hazardous and inefficient features on barns

Barn 1:

- Safe vinyl fences for larger turn out
- Easy access to water in turn out
- Safe metal panels as runs on stalls
- Shade overhang extending from stalls over the run
- Skylights to bring natural light into stalls
- Raised monitor roof for increased ventilation
- Metal surfaces that are kick- and fire-proof in horse areas
- Wood surfaces out of reach from horses



Barn 2:

- Safe vinyl fences for larger turn out
- Safe panel fencing for stall runs
- Large center aisle for work space and easy access to stalls
- Roof raised for additional ventilation
- Metal surfaces that are kick- and fire-proof in horse areas
- Turnout is over-grazed





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## Lessons about the Unwanted Horse

### Lesson Six

#### Barn 3:

- Automatic waterer (Fresh water all the time)
- Large Turnout
- 3 sided shed tall enough for horse
- Feeder keeps forage off ground (less dust in feed)
- Safe panel fencing
- Horses not separated in shed
- Hay storage secured from access by horses



#### Barn 4:

- Large turnout area attached to stalls
- Welded pipe fencing (reasonably safe)
- Easy access to water
- Horses not separated in stalls – no doors on stalls
- Wood barn has been chewed on



#### Barn 5:

- Safe panel fencing
- Shelter from sun with awning on front of barn
- Feeders keep forage off ground (less dust)
- Very small pen (1 panel wide and 1 panel long)
- Divider between pens appears to have sharp ends



#### Barn 6:

- Unsafe fencing and shelter (barbed wire, broken boards, sharp tin)
- Roof secured with tires
- Difficult to access water (small tub, not secure to prevent tipping)
- Small turn-out area
- Equipment and hazards in turnout area





# Lesson Six

### Answer Key - “Herd Time” Student Handouts

## 2. Pros and Cons of Owning a Horse

List the items presented in this lesson that you consider to be positive aspects of owning a horse and also list those you consider to be negative aspects of owning a horse. Include additional items that apply to you personally. Compare lists with the other students and use the group input to discuss whether or not you now think you should be a horse owner or not.

Example Answers:

#### Positives

- Ride when it fits my schedule
- Participate in the equine activities I want to
- Ride with friends who have horses
- Show responsibility by caring for horse
- Increase fitness
- Increase communication skills
- Increase compassion and empathy
- Share activity with family
- May win in competitions with my horse (prizes and recognition)
- Eligible for certain scholarships and programs for horse owners

#### Negatives

- Daily time commitment for care of horse
- Expense of feed
- Requirement for enough space for horse
- Expense of health care and hoof care for horse
- Expense of professionals to assist with training or selection





# Lesson Six

## Answer Key - “Pasture Time” Student Handouts

### 1. How Much Does It Cost to Have a Horse?

Tell student if this will be done in group or individually. After the students have completed the research, check the math on their answers. The numbers the students put down are going to vary based on location and the specifics of the item priced, but the ranges provided should be useful in looking at the students' cost charts.

Purchasing Expenses:	Costs	#/First year	Cost 1st Yr
Horse purchase price	\$0-\$5000 and higher	1x	
Pre-Purchase Exam	\$100 (or \$500+ with X-rays)	1x	
Transportation to get horse to owner's barn	Free - \$1.00 /mile +	1x	
<b>Horse Care Expenses:</b>			
Board at full care prices (includes feed)	\$250-\$2000	12x	
Board at self-care prices	\$70-\$175	12x	
Cost of hay and grain per month (if self-care)	\$60-\$150	12x	
Deworming (ask vet # of times/year)	\$3-\$12	?x	
Hoof care: Trimming only	\$25-\$60	3-6x	
Hoof care: Shoeing	\$70-\$175	3-6x	
Dental work	\$50-\$150	1x	
Vaccinations (ask vet # of times/year)	\$25-\$100	?x	
<b>Equipment Expenses:</b>			
Stable forks	\$15-30 each	1-4x	
Brooms	\$10-\$25 each	1-2x	
Wheel barrows	\$60-\$125each	1x	
Hoof Pick	\$1-\$10 each	1-3x	
Mane comb	\$1-\$5 each	1-3x	
Brushes	\$3-\$20 each	2-5x	
<b>Tack Expenses:</b>			
Good used tack can often be found at 50% or less of new prices. Tack should last more than 1 year.			
Prices for new tack	New price ranges		
Saddle	\$300-\$2500	1x	
Bridle	\$25-\$250	1x	
Halter	\$10-\$200	1-2x	
Lead Shank or Rope	\$3-\$15	1x	
Blankets	\$45-\$200	1x	
Leg Bandages	\$12-\$100	1x	
<b>Supplies Expenses:</b>			
First-aid items	\$5-\$100	1x	
Grooming products	\$10-\$20	3x	
Fly spray	\$10-\$20	4x	





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## Lessons about the Unwanted Horse

### Lesson Six

#### Answer Key - “Pasture Time” Student Handouts

#### 2. Room At Home?

- Do you have adequate space on your property to keep your horse at home? Why or why not? **Use the information provided in the Student Background to determine the amount of space.**
- Is your home zoned to have a horse? **Help the students discover zoning for their homes (have them ask parents, call city or county land planning department, etc.)**
- What would it cost per month to board a horse at a facility near you? Call a facility close to your home and ask for their monthly boarding rates, for full care and for self care. **Prep the students for finding facilities and calling them for rates.**
- If you have a horse at home or boarded, make a list of safe and efficient features of your barn or stable. The student can reference the barns examined in Herd Time for ideas on what they would need if the horse was on his/her property.
- Review their list of the changes on their property that would be needed to have a horse.
- If a student already has a horse have him or her write what features their barn has that are safe and efficient and what he or she might like to change.



## Lessons about the Unwanted Horse: **Lesson Six** **To Be or Not To Be a Horse Owner**

### Student Background Information

"Closeness, friendship, affection—keeping your own horse means all these things." Bertrand LeClair, who said this, appreciated the pleasures of horse ownership, as have countless other people through the centuries. Horse ownership deserves high praise; it can be a truly joyful experience when a person is prepared and able to meet the responsibilities that go along with ownership.

The average person who wants a horse wants it simply for fun and recreation, but **science shows that there are many other rewards** that come with horse ownership and riding. Riding can improve coordination, balance, muscular strength, muscular endurance, flexibility, posture and cardiovascular endurance. Communicating with a horse provides a mental challenge that improves cognitive skills, attention span, concentration, cooperation, confidence, and boundary setting. Relating to a horse creates a bond that develops empathy and compassion, two fundamental components of socio-emotional development.

Beyond the physical, emotional and mental benefits, owning a horse gives you freedom and new opportunities. It allows you to set the time and places you want to ride, offers possibilities for friendships with other horse owners, and gives you ways to develop and show talent. You can even earn equestrian scholarships.

The rewards of any activity are proportionate to the quality of effort invested in it; this is true with horse ownership as well—and with those rewards come responsibilities.

#### The Agreement You Make as a Horse Owner

**Domestic horses are totally dependent on their owners** for all of their basic needs. Horses require the owner commit both money and time. Food, water, and shelter are obvious requirements; health care, training, exercise and mental stimulation are also necessities. Responsible ownership means taking the costs for all of these elements into consideration.

Horse ownership is also a big investment in time and often involves the whole family. Prospective owners should consider the time required to care for horses, measured with all the other commitments they have to their family, careers, and/or school. Yet a horse crazy kid and an interested parent can make for a very successful experience in horse ownership, well worth the investments.

#### Absolute Necessities

Horses are grazing animals and anatomically designed to eat for many hours a day. Today, land is less available so it's more common to house horses in stables with limited access to pasture grazing. This confinement may be more convenient for owners, but it has changed horses' natural feeding patterns from free grazing to two or three meals each day. A horse's nutritional needs must be evaluated individually and monitored routinely. Typical programs should include

## Lessons about the Unwanted Horse: Lesson Six

# To Be or Not To Be a Horse Owner

**forage (hay or grazing)** in an amount equal to at least **1 to 1.5 % body weight (10 to 15 pounds for a 1000 pound horse each day)**. Many horses have all their nutritional needs met with only a high quality forage diet; however, concentrates such as **grain** are often used to supplement the diet when additional calories are needed. All forms of feed must always be free of mold and dust.

The horse's digestive system is one of its weakest points; changes in diet must be made gradually to avoid founder, colic and possible death. If you are putting a horse on pasture for the first time, for example, you must introduce it slowly, building from a few minutes to an hour, then two hours each day, gradually increasing the time. Horses also require **free access to water**, consuming on average **10 to 12 gallons each day**, more in high heat or with heavy exercise.

Where to house one's horse and under what conditions are major considerations, whether housing is provided at a boarding stable or at the owner's premises.

**Boarding** a horse may be a good idea if the owner does not have adequate facilities at home, or has little experience with horses, or hasn't enough time to do daily horse care. Boarding may also be good for the horse when the owner only has one animal, as horses are herd animals and greatly prefer the company of other horses. Boarding can be a full-care, partial-care, or self-care arrangement. These details, including costs and expectations for health and hoof care, are described in a legal agreement between the facility and owner. The owner is nevertheless the person ultimately responsible for the horse, and so must ensure that the facility to which he entrusts this horse provides a safe and healthful environment.

**Keeping the horse at home** means the owner assumes the complete responsibility for shelter, water, feeding, and all care. Maintaining adequate, safe facilities is an ongoing task. Depending on the facility set up, daily care can take an hour a day, with demands varying seasonally.

**Adequate shelter** will vary widely depending on climate, geography, local materials and customs, and even the purpose of the horse. A grove of trees in a large pasture may suffice for mustangs in long term holding facilities while a show horse in a cold climate may thrive in an enclosed stall in a heated barn; there are plenty of shelter options in between. Horses are highly adaptable to a wide variety of environments; however, horses without shelter from cold weather need more feed and water to maintain health and body weight—this is a less than optimal situation.

In all cases, a **horse's housing must be evaluated for safety**. Pastures and turn-out areas should be **free of toxic weeds** (including poisonous trees); **fencing should be highly visible to the horse** and adequate to keep them in. An animal kept in a stall also needs a **turn-out area** for exercise or it will need to be ridden regularly. The typical stall is 10'x10' or 12'x12' and needs to have at least 8' of head clearance for a full sized horse, higher for larger breeds. **The area around the barns should be free of debris and clutter to reduce fire hazard**. Shelters should not have sharp edges or broken boards on which the horse could be



## Lessons about the Unwanted Horse: Lesson Six

# To Be or Not To Be a Horse Owner

**injured. Many horses will chew wood** especially if confined in small spaces, which is both bad for the structure and the horse. Barns and stalls should have **good ventilation and adequate light. Stall walls and enclosure fencing should be arranged so that it is difficult for a horse to catch a hoof or leg underneath.** Where multiple horses are kept together, proper introduction and in some cases **separation of aggressive horses** may be needed to prevent injuries.

An experienced **equine veterinarian (DVM)** is an important contact for all horse owners. Routine healthcare includes deworming, vaccinations, and dental care; there will also be veterinary care required for injury or illness. Another important industry professional is the **fARRIER**, or shoer. Hoof care is vital to the horse's health and performance, and consists of trimming or shoeing every 4-8 weeks, depending on the individual's use and hoof growth.

The horse's health and well-being is critical to the horse owner's ability to use and enjoy the animal for its intended purpose. So is its level of training along with the owner's knowledge and skill. In some cases **trainers or instructors will be needed to help an inexperienced owner** learn the fundamentals of horse handling, care and management, and to help the horse learn the skills necessary for its appointed purpose. Many owners consider their own improvement as horsemen a pleasure to accomplish, but also part of their responsibility to the horse; they continue to hone their skills throughout their lifetime with horses.

### Expenses

Often the purchase price of the animal is merely a fraction of the overall expense. Predictable expenses include feed, shelter and turnout, farm or stable equipment, hoof and veterinary care, management or disposal of manure, and transport to veterinary care, shows, competitions, or recreational riding trails. Less frequent or unexpected expenses occur, too: emergency veterinary care, property maintenance, feed cost increases, replacement or repair for tack and equipment. The American Association for Equine Practitioners estimates that **the minimum yearly cost to care for a single horse, not including veterinary and farrier expenses, is \$1,825**. Yearly cost for keeping one horse can easily reach \$5,000 if the animal has special needs for farrier and veterinary care or professional training. Costs can vary according to region, availability of resources, and the purpose for which the horse is used.

### Alternatives to Ownership

Fortunately there are a number of options available to people not currently ready or able to own a horse. These include commercial trail rides, riding lessons, private stables, horse camps, horse adventure vacations, equine sports programs, 4-H and FFA programs, horse councils, horse expos and more. One can volunteer with therapeutic riding programs, horse rescues and sanctuaries. College or high school students may have opportunities to participate on equestrian teams. Riders may enjoy equestrian sports like polo, rodeo, and pentathlon without actually owning the horse they ride. Skilled riders can often find owners with horses needing more exercise. Apprenticeship with professional horsemen is a time-honored method to master horsemanship.

## Lessons about the Unwanted Horse: Lesson Six

# To Be or Not To Be a Horse Owner

For those ready to take it a step further, another option might be a **lease**, which is a use agreement (usually written as a contract) for a particular horse that specifies privileges and responsibilities between the person leasing (lessee) and the horse's owner. A step past leasing, just shy of ownership, is to "try before you buy." This is a smart approach, giving the prospective horse owner time to determine whether the horse is an appropriate choice.

### The perfect match

A good match between owner and animal will make all the difference in having a successful experience. Finding the right horse can be a tricky process, and an inexperienced buyer will be wise to consult a few resources. General information and guidance on horse ownership and management can be found in many places, i.e. county agricultural extension agent, boarding barn manager, public library and internet. Best of all is to get an experienced horse person to evaluate the owner's unique situation with their horse.

Considerations for the right match include the animal's age, gender (**stallions have many additional requirements**), size, breed, intended purpose and specific training. Experienced horse people encourage the "**Rule of 10**": the number of consecutive years of regular riding (or horse driving) experience for both animal and human should add up to at least 10. So, for a child with one year of riding lessons, parents should look at horses that have at least 9 years of consistent riding in the type of riding in which the child participates. An adult rider with more than 10 consistent years in the saddle might have the experience required to accept the challenge of starting a young horse. While it has exceptions, this concept is really intended to discourage the idea of matching a young horse to a young rider; it may seem sweet to think the young child and yearling can "grow up together," but this combination is rarely successful.

The horse's training and primary purpose make a good starting point in horse selection, but the horse's temperament, conformation, and health history are equally important. Some horses have placid, easy-going temperaments; others are more excitable and energetic. A first time owner's horse should be well-broke for the intended purpose. The animal should be easy for the rider to ride and control, responsive to the rider's cues, go wherever the rider directs, and not be prone to spooking at objects commonly found in the environment the owner expects to ride in<sup>1</sup>. A pre-purchase agreement by an equine veterinarian will assess the animal's general health and suitability for the intended purpose. Expect to pay the vet fees for **pre-purchase exams**.

### Exit Strategies, or Letting Go

Circumstances change, and every owner should accept that reality. The owner's health, finances or time resources may change or the horse may no longer be appropriate for the owner's desired purposes. Parting with a horse can be so painful that it may prevent the owner from taking the better course of letting the horse go to a more appropriate place or use. For example, some owners reluctant to send a mare away may breed her without planning for training and caring for the baby, resulting sadly in two unwanted horses.



## Lessons about the Unwanted Horse: Lesson Six

# To Be or Not To Be a Horse Owner

When a horse becomes unwanted, there are three primary ways to handle the disposition of the animal: It can be sold, it can be given away (relinquished), or it can be euthanized.

The **sale** of an unwanted horse can be handled privately between owner and buyer ("private treaty"); by this method, the owner has more control over where the horse goes and might offer the buyer a trial period to assure the new owner has made a good match. Horses may also be sold at livestock auctions; this type of sale does not offer the seller much control over who buys the horse, other than refusing the sale if the bidder's offer is too low.

There are numerous options for **relinquishing** an unwanted horse, ranging from giving it to a therapeutic riding program to placing it in a sanctuary. Lesson 5 goes into more detail about options for relinquishing an animal.

**Euthanasia** is the third means of disposing of an unwanted horse. The term euthanasia is derived from the Greek terms eu (meaning good) and thanatos (meaning death). It is an emotional and difficult decision for most owners, but often the most humane choice for a horse that cannot be made comfortable or safe to handle. A veterinarian often helps in the process of euthanasia. Making this decision also requires planning for carcass disposal, the options for which depend somewhat on the method of euthanasia. More on this is covered in Lesson 5.

Regardless of the potentially painful prospect, planning for an exit strategy is necessary and should be faced squarely. Parting with a horse can be extremely painful, but **the horse's well-being must be considered first** as part of the responsibility a person accepts when taking on the joys and cares of horse ownership.

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<sup>1</sup> Fran Devereux Smith, *First Horse, The Complete Guide for the First-Time Horse Owner*, chapter "What You Want In Your Horse", Western Horseman, Inc. 1995

### Resources for further reading

1. American Horse Council. *Own Responsibly, Guidance for current and potential horse owners from the Unwanted Horse Coalition*. Washington DC 2007: <http://www.unwantedhorsecoalition.org>
2. American Youth Horse Council. *AYHC Responsible Horse Care*, resources page, cited at <http://www.ayhc.com/pdfs/Horseownership.pdf>
3. AVMA website. [http://www.avma.org/issues/animal\\_welfare/euthanasia.pdf](http://www.avma.org/issues/animal_welfare/euthanasia.pdf), cited June 13, 2012
4. Devereux Smith, Fran. *First Horse, The Complete Guide for the First-Time Horse Owner*, Western Horseman, Inc. 1995
5. eXtention. "Options for horse carcass disposal", cited June 18, 2012: <http://www.extension.org/pages/20164/horse-disposal-options#Burial>
6. Montgomery, Jill and Nancy Fell. *Colorado Unwanted Horse Environmental Assessment Report*. Denver: Animal Assistance Foundation 2008
7. Montgomery, Jill. "The Horse and Human Connection – Why Kids and Horses Equal Magic," 2010
8. Ralston VMD, PhD, dACVN, Sarah. "Responsible Horse Ownership", cited at [http://www.vetmed.rutgers.edu/downloads/Responsible\\_Horse\\_Ownership.pdf](http://www.vetmed.rutgers.edu/downloads/Responsible_Horse_Ownership.pdf)



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## Lessons about the Unwanted Horse: **Lesson Six** **To Be or Not To Be a Horse Owner**

### **“Herd Time”** Group Discussion



## **1. Horse Housing: Finding the Hazards and Seeing What Works**

Examine the barns in the 6 photographs (here and on page 2). Try to list 4 items in each picture that show the safe or efficient features or the hazardous or inefficient features. When everyone has had a chance to identify features, share your discoveries with the group. See the different elements that other people saw.

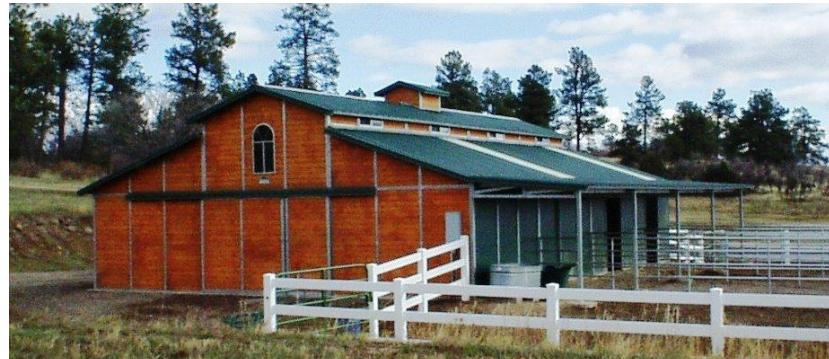
**Barn 1**

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**Barn 2**

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## Lessons about the Unwanted Horse: Lesson Six To Be or Not To Be a Horse Owner

Barn 3

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Barn 5

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Barn 6

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## Lessons about the Unwanted Horse: **Lesson Six** **To Be or Not To Be a Horse Owner**



### **2. The Pros and Cons of Horse Ownership**

List the items presented in this lesson that you consider to be positive aspects of owning a horse and also list those you consider to be negative aspects of owning a horse. Include additional items that apply to you personally. Compare lists with the other students and use the group input to discuss whether or not you now think you should be a horse owner or not.

#### **Positives**

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#### **Negatives**

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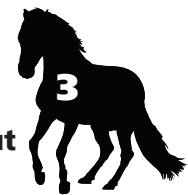
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## Lessons about the Unwanted Horse: Lesson Six To Be or Not To Be a Horse Owner



### Field Exercise

#### 1. How Much Does It Cost to Own a Horse?

Find out some basic care and maintenance costs for horses in your area. (This can be done in group or individually.) Fill in the chart on the next page with your answers.

- Find out how much it costs to have a horse's vaccinations, deworming, hoof care, and teeth floated in your area.
- Call around to find out what the local boarding stables are charging per month and what services come with the fee.
- Check local stores or catalogs for current prices for supplies. (Remember to include tax and shipping or transportation!)
- Use the chart on the next page to fill in your answers.
- Remember, some services and items are purchased more than once each year. For each item, multiply the cost by the number of times per year you would spend that money, and enter that on the proper line in the "Cost First Year" column.
- Then add all the numbers in the Total First Year column and place your answer at the bottom.

**How much does it cost to have a horse for just the first year? \_\_\_\_\_**

**What costs do not recur? \_\_\_\_\_**

**How much would it cost for the second year? \_\_\_\_\_**



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## Lessons about the Unwanted Horse: Lesson Six To Be or Not To Be a Horse Owner



Purchasing Expenses:	Costs	#/First year	Cost first year
Horse purchase price		1x	
Pre-Purchase Exam		1x	
Transportation to get horse to owner's barn		1x	
Horse Care Expenses:			
Board at full care prices (includes feed)		12x	
Board at self-care prices		12x	
Cost of hay and grain per month (if self-care)		12x	
Deworming (ask vet # of times/year)		?x	
Hoof care: Trimming only		3-6x	
Hoof care: Shoeing		3-6x	
Dental work		1x	
Vaccinations (ask vet # of times/year)		?x	
Equipment Expenses:			
Stable forks		1-4x	
Brooms		1-2x	
Wheel barrows		1x	
Hoof Pick		1-3x	
Mane comb		1-3x	
Brushes		2-5x	
Tack Expenses:			
Good used tack can often be found at 50% or less of new prices. Tack should last more than 1 year.			
Prices for new tack			
Saddle		1x	
Bridle		1x	
Halter		1-2x	
Lead Shank or Rope		1x	
Blankets		1x	
Leg Bandages		1x	
Supplies Expenses:			
First-aid items		1x	
Grooming products		3x	
Fly spray		4x	

Total costs for first year of horse ownership \$ \_\_\_\_\_



## Lessons about the Unwanted Horse: **Lesson Six** **To Be or Not To Be a Horse Owner**



### **2. Room at Home?**

- Do you have adequate space on your property to keep your horse at home? Why or why not?  
\_\_\_\_\_  
\_\_\_\_\_

- Is your home zoned to have a horse? \_\_\_\_\_

- Make a list of the changes on your property that would be needed to have a horse.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- What would it cost per month to board a horse at a facility near you? Call a facility close to your home and ask for their monthly boarding rates.

Full care \$ \_\_\_\_\_ Self care \$ \_\_\_\_\_

- If you have horse at home or boarded, make a list of safe and efficient features of the horse's barn or stable.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Make a list of things you would like to change or improve.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Lessons about the Unwanted Horse

## Appendix A: Common Core State Standards

From the Common Core Standards Initiative website ([www.corestandards.org](http://www.corestandards.org)): The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare our children for college and the workforce.

The standards are informed by the highest, most effective models from states across the country and countries around the world, and provide teachers and parents with a common understanding of what students are expected to learn. Consistent standards will provide appropriate benchmarks for all students, regardless of where they live.

These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards:

- Are aligned with college and work expectations;
- Are clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society;
- Are evidence-based.

### Common Core State Standards ELA – Reading Informational Text

#### Key Ideas and Details

RIT.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RIT.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RIT.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

#### Craft and Structure

RIT.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RIT.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RIT.6 Assess how point of view or purpose shapes the content and style of a text.

#### Integration of Knowledge and Ideas

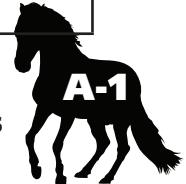
RIT.7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RIT.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RIT.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### Range of Reading and Level of Text Complexity

RIT.10 Read and comprehend complex literary and informational texts independently and proficiently.





# Lessons about the Unwanted Horse

## Appendix A: Common Core State Standards

### Common Core State Standards ELA - Writing

#### Text Types and Purposes

- |     |   |
|-----|---|
| W.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  |
| W.2 | Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| W.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.                                 |

#### Production and Distribution of Writing

- |     |  |
|-----|--|
| W.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| W.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                        |
| W.6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.                  |

#### Research to Build and Present Knowledge

- |     |   |
|-----|---|
| W.7 | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.                             |
| W.8 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| W.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |

#### Range of Writing

- |      |   |
|------|---|
| W.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
|------|---|

### Common Core State Standards ELA – Speaking and Listening

#### Comprehension and Collaboration

- |      |  |
|------|--|
| SL.1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| SL.2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.   |
| SL.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.   |

#### Presentation of Knowledge and Ideas

- |      |  |
|------|--|
| SL.4 | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| SL.5 | Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.   |
| SL.6 | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  |

### Common Core State Standards History & Social Studies

Note that Lessons 4 & 6 present exercises that tie to CCSS for History & Social Studies. See Appendix C pages C5-6.

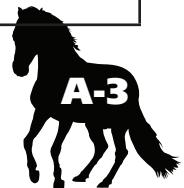


# Lessons about the Unwanted Horse

## Appendix A: Common Core State Standards

Common Core State Standards - Mathematics	
Grade 5	
5.OA	Operations and Algebraic Thinking * Write and interpret numerical expressions. * Analyze patterns and relationships.
5.NOB10	Number and Operations in Base Ten * Understand the place value system. * Perform operations with multi-digit whole numbers and with decimals to hundredths.
5.NOF	Number and Operations—Fractions * Use equivalent fractions as a strategy to add and subtract fractions. * Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
5.MD	Measurement and Data * Convert like measurement units within a given measurement system. * Represent and interpret data. * Geometric measurement: understand concepts of volume; relate volume to multiplication and addition.
5.G	Geometry * Graph points on the coordinate plane to solve real-world and mathematical problems. * Classify two-dimensional figures into categories based on their properties.

Grade 6	
6.RPR	Ratios and Proportional Reasoning * Understand ratio concepts and use ratio reasoning to solve problems.
6.NS	The Number System * Apply and extend previous understandings of multiplication and division to divide fractions by fractions. * Compute fluently with multi-digit numbers and find common factors and multiples. * Apply and extend previous understandings of numbers to the system of rational numbers.
6.EE	Expressions and Equations * Apply and extend previous understandings of arithmetic to algebraic expressions. * Reason about and solve one-variable equations and inequalities. * Represent and analyze quantitative relationships between dependent and independent variables.
6.G	Geometry * Solve real-world and mathematical problems involving area, surface area, and volume.
6.SP	Statistics and Probability * Develop understanding of statistical variability. * Summarize and describe distributions.



# Lessons about the Unwanted Horse

## Appendix A: Common Core State Standards

Common Core State Standards - Mathematics	
Grade 7	
7.RPR	Ratios and Proportional Reasoning
	* Analyze proportional relationships and use them to solve real-world and mathematical problems.
7.NS	The Number System
	* Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
7.EE	Expressions and Equations
	* Use properties of operations to generate equivalent expressions.
	* Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
7.G	Geometry
	* Draw, construct and describe geometrical figures and describe the relationships between them.
	* Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
7.SP	Statistics and Probability
	* Use random sampling to draw inferences about a population.
	* Draw informal comparative inferences about two populations.
	* Investigate chance processes and develop, use, and evaluate probability models.



## Appendix B: CCSS Activity Alignments

### Quick Reference Overview Charts

#### English Language Arts Alignments

The following shows alignment of student activities with specific Common Core State Standards (CCSS) for the English Language Arts. This material is intended to provide the instructor with identification of content for specific curriculum goals.

Materials and standards are targeted for students 10-12 years of age, generally grades 5-7.

#### Overview Chart

Reading Informational Text										
	RIT.1	RIT.2	RIT.3	RIT.4	RIT.5	RIT.6	RIT.7	RIT.8	RIT.9	RIT.10
Lesson 1	X		X	X		X				X
Lesson 2	X									X
Lesson 3	X					X				X
Lesson 4	X			X			X			X
Lesson 5	X			X						X
Lesson 6	X									X
Writing										
	W.1	W.2	W.3	W.4	W.5	W.6	W.7	W.8	W.9	W.10
Lesson 1		X					X			X
Lesson 2		X		X			X			X
Lesson 3				X			X			X
Lesson 4		X		X	X		X			X
Lesson 5					X		X	X	X	X
Lesson 6				X			X			X
Speaking and Listening										
	SL.1	SL.2	SL.3	SL.4	SL.5	SL.6				
Lesson 1	X	X				X				
Lesson 2										
Lesson 3	X	X				X				
Lesson 4						X				
Lesson 5	X					X				
Lesson 6	X					X				

# Lessons about the Unwanted Horse

## Appendix B: CCSS Activity Alignments Quick Reference Overview Charts

### Mathematics Alignments

The following shows alignment of student activities with specific Common Core State Standards (CCSS) for Mathematics. This material is intended to provide the instructor with identification of content for specific curriculum goals.

Materials and standards are targeted for students 10-12 years of age, generally grades 5-7.

#### Overview Chart

Lesson						Key	
1	2	3	4	5	6		
	X	X		X	X	5.NOB10	Number & Operations in Base Ten: Perform operations with multi-digit whole numbers and with decimals to hundredths.
	X	X				5.MD	Measurement & Data: Represent and interpret data.
	X					6.RPR	Ratios & Proportional Reasoning: Understand ratio concepts and use ratio reasoning to solve problems.
	X			X	X	6.NS	Number System: Compute fluently with multi-digit numbers and find common factors and multiples.
	X				X	6.G	Geometry: Solve real-world and mathematical problems involving area, surface area, and volume.
	X					7.RPR	Rations & Proportional Reasoning: Analyze proportional relationships and use them to solve real-world and mathematical problems.

### History & Social Studies Alignments

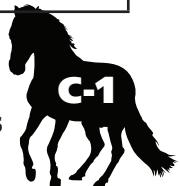
Lesson	
4	G6, G7 (G8): Identify key steps in a text's description of a process related to history of social studies (e.g. how a bill becomes a law).
6	G5, G6, G7: Research to build and present knowledge

# Lessons about the Unwanted Horse

## Appendix C: CCSS Activity Alignments - Lesson One

### 1. Is a Horse More Like a Cow Than Like a Dog?

<b>Herd Time</b>	Exercise 1: Student will read and discuss how and why the media and popular culture anthropomorphize horses.	
	RIT.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	RIT.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
	RIT.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	RIT.6	Assess how point of view or purpose shapes the content and style of a text.
	RIT.10	Read and comprehend complex literary and informational texts independently and proficiently.
	SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
	SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
	Exercise 2: Student will analyze the physical attributes of horses in comparison to cows and dogs	
	RIT.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
<b>Pasture Time</b>	W.2	Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
	Exercise 3: Student will match vocabulary words and definitions	
	RIT.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	Exercise 1: Word-find with lesson vocabulary words	
	RIT.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	Exercise 2: Student will conduct and report on a field exercise observation to examine animal behavior.	
	W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
	SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.



# Lessons about the Unwanted Horse

## Appendix B: CCSS Activity Alignments - Lesson Two

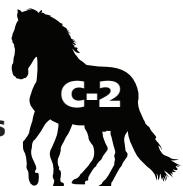
### 2. The Horses We All Own: The Wild Horse & Burro Program

#### Herd Time

	Exercise 1: Calculate BLM wild horse and burro population growth based on reproduction rates of 20% and removal (gather) rates of 15% for one, five, and ten years by compounding numbers
5.NOB10	Perform operations with multi-digit whole numbers and with decimals to hundredths.
6.NS	Compute fluently with multi-digit numbers and find common factors and multiples.
5.MD	Represent and interpret data.
6,7.RPR	Understand ratio concepts and use ratio reasoning to solve problems.
	Exercise 2: Calculate feed cost increases based on numbers for wild horses and burros moved from the range to long-term holding for one, five, and ten years by compounding numbers
5.NOB10	Perform operations with multi-digit whole numbers and with decimals to hundredths.
6.NS	Compute fluently with multi-digit numbers and find common factors and multiples.
5.MD	Represent and interpret data.
6,7.RPR	Understand ratio concepts and use ratio reasoning to solve problems.
	Exercise 3: Identify the location of Herd Management Areas and suggested rationale for these placements
RIT.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
RIT.10	Read and comprehend complex literary and informational texts independently and proficiently.
W.2	Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

#### Pasture Time

	Exercise 1: Calculate area needed to house national herd on the range with increases based on reproduction rates projected for one, five, and ten year by compounding number
5.NOB10	Perform operations with multi-digit whole numbers and with decimals to hundredths.
6.NS	Compute fluently with multi-digit numbers and find common factors and multiples.
6.G	Solve real-world and mathematical problems involving area, surface area, and volume.
	Exercise 2: Research to identify sanctuary or holding area for national herd closest to student's home
W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



# Lessons about the Unwanted Horse

## Appendix B: CCSS Activity Alignments - Lesson Three

### 3. The Life Cycle and Recycle of Horses

<b>Herd Time</b>	Exercise 1: Students will discuss the typical reasons for changes of ownership linked to horse and linked to human.	
	RIT.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	RIT.6	Assess how point of view or purpose shapes the content and style of a text.
	RIT.10	Read and comprehend complex literary and informational texts independently and proficiently.
	SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
	SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
	SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
	Exercise 2: Students will calculate the minimum average cost of care for the life of a horse	
	5.NOB10	Perform operations with multi-digit whole numbers and with decimals to hundredths.
	Exercise 3: Rank the methods of carcass disposal cost and environmental impact the have using the chart.	
<b>Pasture Time</b>	5.NOB10	Perform operations with multi-digit whole numbers and with decimals to hundredths.
	5.MD	Represent and interpret data
	Exercise 1: Students will list the countries with the highest human horse meat consumption.	
	5.NOB10	Perform operations with multi-digit whole numbers and with decimals to hundredths.
	5.MD	Represent and interpret data
Exercise 2: Students will research and identify cultures eating foods considered in some parts of the US to be unusual.		
	W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

# Lessons about the Unwanted Horse

## Appendix B: CCSS Activity Alignments - Lesson Four

### 4. The Making of Unwanted Horses: A Quandary for the United States

<b>Herd Time</b>	Exercise 1: Student will match vocabulary words and definitions	
	RIT.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	Exercise 2: Student will learn how a bill becomes a law	
	RIT.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	RIT.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	RIT.7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
	RIT.10	Read and comprehend complex literary and informational texts independently and proficiently.
	Exercise 3: Student will create a game board that shows how a bill becomes a law	
	W.2	Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>Pasture Time</b>	W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
	SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate
	History/ Soc Studies	G6, G7 (G8) Identify key steps in a text's description of a process related to history of social studies (e.g. how a bill becomes a law).
	Exercise 1: Student will apply knowledge gained in lesson to track a bill through the game-board process	
<b>Pasture Time</b>	RIT.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	RIT.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	RIT.10	Read and comprehend complex literary and informational texts independently and proficiently.
	SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate
	History/ Soc Studies	G6, G7 (G8) Identify key steps in a text's description of a process related to history of social studies (e.g. how a bill becomes a law).



# Lessons about the Unwanted Horse

## Appendix B: CCSS Activity Alignments - Lesson Five

### 5. Well Run vs Well Intentioned: The Measure of a Horse Rescue

<b>Herd Time</b>	Exercise 1: What to Know before You Sign Up: Developing Interview, Formulating Questions	
	RIT. 10	Read and comprehend complex literary and informational texts independently and proficiently.
	W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
	W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
	Exercise 2: Crossword puzzle exercise matching vocabulary words and definitions	
	RICT.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	RICT.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	RICT.10	Read and comprehend complex literary and informational texts independently and proficiently.
<b>Pasture Time</b>	Exercise 1: Applying knowledge gained in lesson to interviewing owner or manager	
	W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
	SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
	SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
	Exercise 2: Volunteering at Rescue or Sanctuary	
	W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
	SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<b>Fundraiser Time</b>	Exercise 3: Fundraiser activity	
	W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
	SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
	5.NOB10	Perform operations with multi-digit whole numbers and with decimals to hundredths.
	6.NS	Compute fluently with multi-digit numbers and find common factors and multiples.
	C-5	

# Lessons about the Unwanted Horse

## Appendix B: CCSS Activity Alignments - Lesson Six

### 6. To Be or Not to Be a Horse Owner

## Herd Time

	Exercise 1: Horse Housing, Barn Safety and Efficiency Evaluation	
	RIT.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	RIT.10	Read and comprehend complex literary and informational texts independently and proficiently.
	W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
	SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
	Exercise 2: Pros and Cons of Horse Ownership	
	History/SocSt:	G5, G6, G7: Research to build and present knowledge
	RIT.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
	SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
	Exercise 1: Research and calculate cost of horse ownership in year 1 and year 2	
	W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
	SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
	5.NOB10	Perform operations with multi-digit whole numbers and with decimals to hundredths.
	6.NS	Compute fluently with multi-digit numbers and find common factors and multiples
	Exercise 2: Evaluating potential for horse ownership at current home.	
	W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
	SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
	5.NOB10	Perform operations with multi-digit whole numbers and with decimals to hundredths.
	6.NS	Compute fluently with multi-digit numbers and find common factors and multiples
	6.G	Solve real-world and mathematical problems involving area, surface area, and volume.

