

Empathy & Responsibility

NM Social Studies, Career Readiness and Language Arts – Grade 3

Objective: To provide students with information about careers that involve working with and protecting animals.

Skill: To prepare students to begin thinking about jobs when they finish school.

Materials: *A Pony Tale* article and *Know the News* handouts, KIND Kids from Coast to Coast Helping Wild Horses handouts, all obtained from Kind News. *Careers Working with Animals* handout and “*When I Grow Up . . .*” handout and Lesson Plan. The book Among Wild Horses A Portrait of the Pryor Mountain Mustangs by Lynne Pomeranz

Activities

I. A Pony Tale

- **Before Reading** Pass out a copy of *A Pony Tale* to the class. Explain to the class that this article appeared in an issue of Kind News, a kids’ newspaper publication. Explain what a journalist does for a living and that this article is nonfiction/true. Tell the students that the story is about two girls from Alberta, Canada, ages 7 & 10 who helped starving horses, ponies and donkeys.
- **Preview the Article** Point out text features by reading the *headline, lead, body, subhead, art, caption and credit*.
- **Introduce vocabulary** *nonfiction, drought, slaughter, slaughterhouse, prime minister*
- **During Reading** read aloud as the class follows along (reiterating text features referred to above). Stop every paragraph and ask the students questions for understanding. Point out that one of the girls in the story is probably the same age as the children in the class and that despite their age, there are things they can do to make a difference. Have the students complete Know the News Handout based upon the article that was just passed out.

II KIND Kids from Coast to Coast Helping Wild Horses

- Pass out *KIND kids from coast to coast helping wild horses* excerpt, which appeared on Kind News Website. Read these article excerpts aloud and draw parallels to the article appearing in *A Pony Tale*. Ask the students what the equivalent of the Canadian Parliament is in the United States: Congress. Let the students know who their elected officials are and that as a class they can write to Congress to help save America’s Horses. Also, summarize what the individual KIND kids did from Coast to Coast to help wild horses.

- Point out that Kind kids in Ohio did house hold chores and saved their allowances to partner with their local Humane Society to pay for a dog trainer for special needs dogs so that they could become adoptable. The Horse Shelter uses trainers as well to make their horses adoptable.

III Careers Working With Animals

- Pass out the work sheet *Careers Working With Animals*. Ask the students for examples of possible careers that involve working with animals, asking them to refer to the work sheet if they want for possible suggestions.
- Pass out *When I Grow Up* worksheet (**read accompanying *When I Grow Up Lesson Plan prior to class meeting***). Read the handout out loud. Assign each group one of the listed jobs. Give them time to write 1 – 2 specific examples of what someone in that job might do to help animals. (Pass around the book *Among Wild Horses A Portrait of the Pryor Mountain Mustangs* by Lynne Pomeranz illustrating how a photojournalist is trying to save America's wild Horses while they complete the exercise).

IV Suggested Extension Activity

- Pass out the 1992 article discussing a 3rd grade class in Kenn Westfield Elementary School that began a letter writing campaign to the US Postal Governor that was continued by subsequent classes for four years and ultimately led to stamps picturing 15 endangered animals. Your class and future classes could begin a writing campaign to the US postal governor that features Wild Horses.

Assessment: Observation, completed handouts and class discussion.

December 2004

KIND News

Sr. Edition™



Kids In Nature's Defense

www.kindnews.org



A Pony Tale

Two winters ago, 30,000 horses, ponies, and donkeys in Alberta, Canada, faced certain death. Some would starve; others would be slaughtered. A summer drought (dry spell) had ruined farmers' crops. Without money or food for their horses, farmers were forced to sell their animals to slaughterhouses.

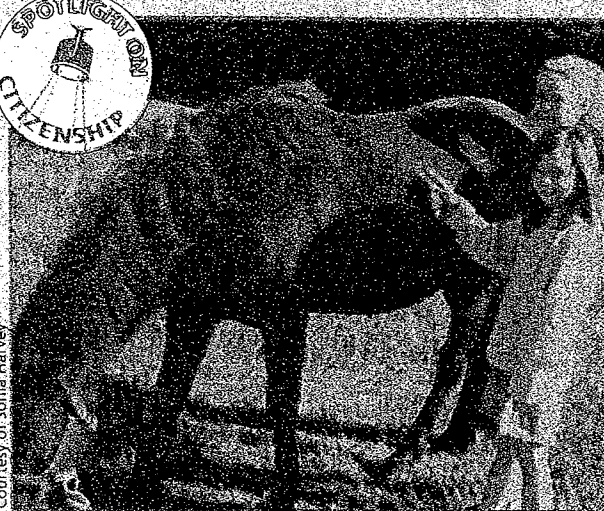
The news was very troubling to Katie and Emma Harvey, from the small village of Burnt Head, Canada. "When we read the headlines," says nine-year-old Emma, "we cried. My sister and I don't have horses, but we love them. We couldn't stand the idea of thousands of them dying because of a lack of food. We had to do something."

Hay for Horses

Many government programs come to the aid of cattle, but not horses. So Katie and Emma wrote to their prime minister asking for his help. They created a Web site, www.savealbertahorses.com, to collect hay, oats, and cash donations. With the money—more than \$10,000 so far!—the girls were able to buy horses sold to slaughterhouses and place them



Courtesy of Sonia Harvey



When they were just 7 and 10, the Harvey sisters set out to save their country's horses.

in loving homes.

"If we ran the world," says Katie, 12, "everyone would have at least one horse. No one would be poor, and there would be no terrorists or other bad people. Everyone would be friends with everyone." As for keeping horses out of slaughterhouses? Katie adds with a smile, "No animals would be slaughtered—everyone would be a vegetarian!"

Name _____

Know the News

Chances are you read a newspaper article every day. Have you ever thought about what goes into writing one? The parts of a newspaper article are described below. After you've read about them, answer the questions.

headline: gives the reader an idea of what the article will be about. Usually printed in big letters. Draws the reader's attention to the article.

lead: the first sentence or paragraph of an article. It "leads" readers into the story and makes them want to keep reading the article.

body: the text, or written words of the article.

subhead: a smaller headline within an

article. Subheads break up an article into sections.

art: photos or illustrations that appear with the article.

caption: usually one or two sentences that describe the photo and/or the article.

credit: tells who contributed art, photos, or information for an article. Credits are usually in very small type.

Use the *KIND News Feature Story* to answer the following:

1. What is the headline of the *KIND News Feature Story*? _____

2. What is the lead sentence? _____

3. Were any subheads used in this article? If so, what are they? _____

4. What other subheads might have worked? _____

5. Who provided *KIND News* with the photo? _____

6. What is the photo caption? _____

Be a junior journalist! Write an article for your school newspaper or classroom bulletin board.

