**Month One: Activities 1-7**

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| Activity Number  Time Requirement | ONE  2 Days |
| Title | Horse Racing History |
| Curriculum Areas  Standards | Communication (Writing)  C.10.4 Use digital resources to create, publish and update individual or shared products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources. |
| Resource(s) | “Horse Racing.” *Encyclopædia Britannica*, 14 Feb. 2019, [www.britannica.com/sports/horse-racing](http://www.britannica.com/sports/horse-racing).  Also consult with the International Museum of the Horse for equine sport history resources. |
| Instructions | Students will work in pairs and create an electronic timeline of horse racing.  The timeline will be divided into two different components European and American. |

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| Activity Number  Time Requirement | TWO  1 Day |
| Title | The Great Steeplechase |
| Curriculum Areas  Standards | Communication (Writing)  C.10.2.b Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.  C.10.3.c Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.  C.10.3.d Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.  C.10.3.e Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters. |
| Resource(s) | “Steeplechasing Notes.” Thoroughbred Heritage, July 2013, [www.tbheritage.com/TurfHallmarks/Jumphiststeeple.html](http://www.tbheritage.com/TurfHallmarks/Jumphiststeeple.html). |
| Instructions | Students will read the article independently.  Students will discuss their finding in a large class setting.  Students will pair or get into groups of no more than four to create a visual / narrative sequencing of the scope and history of the steeplechase in Europe. |

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| Activity Number  Time Requirement | THREE  1 Day |
| Title | The Evolution of the Sport of Kings |
| Curriculum Areas  Standards | US History 1877 to Present  Questioning  • HS.UH.I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key concepts in U.S. history.  • HS.UH.I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key concepts in U.S. history framed by compelling questions. |
| Resource(s) | Kilian, Michael. “The Evolution Of The Sport Of Kings.” Chicagotribune.com, 3 Sept. 2018, [www.chicagotribune.com/news/ct-xpm-1988-05-04-8803140377-story.html](http://www.chicagotribune.com/news/ct-xpm-1988-05-04-8803140377-story.html).  Creating Guided Questions:  “How Can I Form Strong Guiding Questions?” Thoughtful Learning, 2020, k12.thoughtfullearning.com/FAQ/how-can-i-form-strong-guiding-questions.  Traver, Rob. “What Is A Good Guiding Question?” Educational Leadership, Association for Supervision and Curriculum Development, Mar. 1998, mtpyph.weebly.com/uploads/9/0/6/9/9069240/traver\_-\_good\_guiding\_question.pdf. |
| Instructions | Teacher and students will create guided questions for the article based solely on the article title.  Students and teacher will read aloud in class and discuss while reading. |

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| Activity Number  Time Requirement | FOUR  1 Day |
| Title | The Paradox of the Aristocracy of our Founding Fathers |
| Curriculum Areas  Standards | Reading Informational  RI.10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.  RI.10.5 Analyze in detail how an author’s ideas or claims are developed and refined.  RI.10.8 Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence; identify false statements and fallacious reasoning.  RI.10.9 Analyze documents of historical and literary significance, including how they address related themes and concepts. |
| Resource(s) | Elliott, Mary, and Jazmine Hughes. “A Brief History of Slavery That You Didn't Learn In School.” *The New York Times Magazine*, 19 Aug. 2019, [www.nytimes.com/interactive/2019/08/19/magazine/history-slavery-smithsonian.html](http://www.nytimes.com/interactive/2019/08/19/magazine/history-slavery-smithsonian.html). |
| Instructions | Students will study the meaning of paradox.  Students will create examples of paradox.  Students will read the article and clarify / define their version of the paradox of our founding fathers who wanted freedom from England, yet brought certain values about supremacy and equality with them from their homeland.  “ALL MEN are created equal”: class discussion about the background and paradox. |

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| Activity Number  Time Requirement | FIVE  1 Day |
| Title | Free Race To Run? |
| Curriculum Areas  Standards | Reading Informational  RI.10.1 Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  RI.10.2 Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.  RI.10.3 Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.  RI.10.7 Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account.  Technology: Apply a research process model (e.g., Big6, Research Cycle) to conduct online research  • select and evaluate appropriateness of information (authenticity) from a variety of resources, including online research databases,online catalogs/virtual library and web sites to answer the essential questions  • evaluate the accuracy and appropriateness of electronic information and correctly note the appropriate  citations (e.g., APA, MLA). |
| Resource(s) | Riess, Steven A. “The American Jockey, 1865-1910.” *Transatlantica*, Association Francaise D'Etudes Americaines, 2011, journals.openedition.org/transatlantica/5480.  Tyrell, Brian. “Race Horse Men: How Slavery and Freedom Were Made at the Racetrack.” Essays In History, University of Virginia, 2015, [www.essaysinhistory.com/race-horse-men-how-slavery-and-freedom-were-made-at-the-racetrack/](http://www.essaysinhistory.com/race-horse-men-how-slavery-and-freedom-were-made-at-the-racetrack/). |
| Instructions | Students will focus on the portion of the article of choice that describes the African American role in horse racing and jockeying  from 1865 to 1910 and beyond.  Students will then research a companion resource.  Students will create a summary of their findings using excerpts and quotes from both sources. |

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| Activity Number  Time Requirement | SIX  1 Day |
| Title | Can They Be Trusted? |
| Curriculum Areas  Standards | Reading Informational  RI.10.8 Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence; identify false statements and fallacious reasoning.  RI.10.9Analyze documents of historical and literary significance, including how they address related themes and concepts. |
| Resource(s) | Riess, Steven A. “The American Jockey, 1865-1910.” *Transatlantica*, Association Francaise D'Etudes Americaines, 2011, journals.openedition.org/transatlantica/5480. |
| Instructions | Students will choose one of the references/resources from the Transatlantic Journal Edition and vet for accuracy using the classroom standard “Craap Test.” |
| Appendix Material(s) | “CRAAP” TEST    **C**urrency – currency of the information in relation to your topic. More current topics require more current information. Timelines may also be dictated by the teacher (e.g.: no sources older than ten years).  **R**elevance – Relevance of the information as related to your topic. If your topic is on the American Civil War, then information on the Spanish Civil War is not relevant. If your topic shares common keywords with another topic, but isn’t directly related to that topic, you cannot use it.  **A**uthority – Authority of the author of your source. If the author is credentialed, and can be established at an organization or institution of merit and contacted, this will help establish authority. No contact information or clearly stated author may decrease authority. Organizations can also be authors. Information from well-established organizations (like the CDC) are called institutional authors, and can also be authoritative.  **A**ccuracy – Accuracy of the information takes into account three things: factual accuracy, grammatical accuracy, and bias. If information is grammatically poor, then the information should not be used. If there are factual errors, then the information should not be used. If there is a prevalent bias, then the information should not be used. Scholarly writing requires neutral perspective (unless you are writing an opinion piece!).  **P**urpose – Why does this information exist? Information’s existence should be easily explained. If the information comes from service that sells a product that relates to the information provided, there may be bias. Scholarly articles, remember, exist to inform readers of research a researcher has completed. This would be an example of purpose.    Katie Williams  Instructional Design Librarian  & Coordinator of Instruction  Frank M. Allara Library  University of Pikeville  katherinewilliams@upike.edu |

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| Activity Number  Time Requirement | SEVEN  10 Days |
| Title | Focus on the Men |
| Curriculum Areas  Standards | Reading Literary, Reading Informational, Visual Arts, Technology  RL.10.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing,  using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.  RI.10.1 Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  VA: Cn11.1.1 Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create  meaningful works of art or design.  Technology: 1.16 Students use computers and other kinds of technology to collect, organize, and communicate  information and ideas.  3.3 Students demonstrate the ability to be adaptable and flexible through appropriate tasks or projects.  6.1 Students connect knowledge and experiences from different subject areas.  6.3 Students expand their understanding of existing knowledge by making connections with new  knowledge, skills, and experiences. |
| Resource(s) | “When Black Jockeys Ruled The Kentucky Derby.” *The Chicago Crusader*, The Crusader Newspaper Group, 2 May 2018, chicagocrusader.com/when-black-jockeys-ruled-the-kentucky-derby/.  “The Chronicle Of African Americans In The Horse Industry.” International Museum of the Horse, The Kentucky Horse Park, 2020, imh.org/education/the-chronicle-of-african-americans-in-the-horse-industry/.  "African American Jockeys." You Tube, Uploaded by KET, 26 May 2015, <https://www.youtube.com/watch?v=pJxuUSZ4Z70>  "The Hidden Black History of Horse Racing." You Tube, Uploaded by On The Shoulder of Giants 19 Apr. 2018, <https://www.youtube.com/watch?v=gCFZfVsV0bg>.  FREE Website Builder Pro/Con Evaluator Article:  Brandl, Robert. “The 21 Best Free Website Builders: We Expose Their Strengths and Weaknesses.” Website ToolTester, ToolTester Network, 3 June 2019, [www.websitetooltester.com/en/blog/best-free-website-builders/](http://www.websitetooltester.com/en/blog/best-free-website-builders/). |
| Instructions | Students will read the person profiles, stories, and related research on the “Chronicle of African Americans in the Horse Industry.”  Students will individually choose one of the 11 winning African American Jockeys in the Kentucky Derby.  Students will create a choice of   * Monologue * Painting / Drawing Narration * Complimentary Webpage * YouTube Documentary   about his/her jockey’s life, time in history, struggles, and accomplishments. |
| Website Assessment | Webpage Requirements  Must have all components  Page will graded on the paper format/writing as well as aesthetic cohesion  Catchy Title including Jockey’s Name  Introduction paragraphs: Includes birth, life and times, and death of jockey  Body Components: Accomplishments in the racing industry  Conclusion: His contribution to the legacy of the race  Webpage must include:   * Minimum 3 pics * Overall 3 links: * 1 additional link (preferably one with video; if available) * 1 Google Earth / Maps link(s) to where the jockey lived and/or where the jockey is buried * Their home; if applicable, for example, if their home has been made into a museum, etc. * Resources Section: 3 citations that have been quoted in MLA * You must create a “Cite this page” using both APA and MLA for others to copy and paste should they choose to use your page as a reference |
| Documentary Video Resource | “How To Create Your Own YouTube Documentary Series.” Promolta, 2019, blog.promolta.com/how-to-create-your-own-youtube-documentary-series/. |