**Month Three and Beyond: Activities 12-13**

|  |  |
| --- | --- |
| Activity Number  Time Requirement | TWELVE  Ongoing  Co-Curricular  Extra-Curricular |
| Title | The Future of The Race of Reins |
| Curriculum Areas  Standards | Communication (Writing)  C.10.2 Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.  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.10.2.c Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience’s knowledge of the topic.  C.10.2.d Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  C.10.2.e Use precise language and domain-specific vocabulary to manage the complexity of the topic.  C.10.2.f Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  C.10.2.g Provide a concluding statement or section that follows from and supports the information or explanation presented.  C.10.2.h Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  C.10.3 Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.  C.10.3.a Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.  C.10.3.b Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or analysis of content. |
| Resource(s) | “African Americans In Racing.” Legacy Equine Academy, 2020, legacyequineacademy.com/. |
| Instructions | Teachers and students should connect first with their local community for both identifying a cause to support and for soliciting donations.  Students will create works of art or brochures and contact Forbes Fortune 500 Companies or local businesses and individuals to contribute to the creation of artistic works and the establishment of scholarships. |

|  |  |
| --- | --- |
| Activity Number  Time Requirement | THIRTEEN  Ongoing  Co-Curricular  Extra-Curricular  Culminating Activity |
| Title | The Derby, Dinner and Dance |
| Curriculum Areas  Standards | Health  Demonstrate responsible personal and social behavior that exhibits respect for self and others.  • HS.S4.1. Interact positively in social and group interactions through the use of communication skills, critical thinking, accountability and leadership in a physical activity setting.  • HS.S4.2. Demonstrate respect for others’ diversity while participating in sports aHS.1.8. Describe the recommendation of the U.S. Dietary Guidelines for Americans and the importance of eating a variety of appropriate foods to meet daily nutrient  and caloric needs.  • HS.1.9. Summarize how to make healthy selections when dining out.  • HS.S4.3. Apply conflict resolution/mediation skills when participating in sports and/or recreational activities. |
| Resource(s) | “DIY Halloween Mask: Horse Head.” Etsy, Inc., 2019, [www.etsy.com/listing/245226526/diy-halloween-mask-horse-head-mask-horse](http://www.etsy.com/listing/245226526/diy-halloween-mask-horse-head-mask-horse).  "Paper Mache Horse." You Tube, Uploaded by Ultimate Paper Mache. 19 Mar. 2010, <https://www.youtube.com/watch?v=iwfA-IoB9pc>.  Roberts, Rona. “Great Bites in the Bluegrass State: What To Eat In Kentucky.” The United Plates of America, 2020, [www.foodnetwork.com/restaurants/packages/best-food-in-america/photos/what-to-eat-kentucky](http://www.foodnetwork.com/restaurants/packages/best-food-in-america/photos/what-to-eat-kentucky).  Krishna, Priya. “The History of Burgoo, the KenThe History of Burgoo, the Kentucky Derby's Traditional Dish.” Tasting Table, 3 May 2018, [www.tastingtable.com/dine/national/burgoo-history-kentucky-derby](http://www.tastingtable.com/dine/national/burgoo-history-kentucky-derby).  “NEW Kentucky Derby Museum 25th Anniversary Cookbook!” Kentucky Derby Museum, 26 Mar. 2012, [www.derbymuseum.org/Blog/Article/20/NEW-Kentucky-Derby-Museum-25th-Anniversary-Cookbook](http://www.derbymuseum.org/Blog/Article/20/NEW-Kentucky-Derby-Museum-25th-Anniversary-Cookbook). |
| Instructions | Students will create fifteen paper mache horse heads representing the winning horses with African American jockeys.  Option: Students could create models of the jockeys, their silks or another symbolic representation of who they were.  Students will participate in a "mock" Run for the Roses.  Students will research the actual celebration dinners prepared for the Kentucky Derby winners.  A dinner with early 1900's cuisine and a dance with music from the era will be emphasized. |