

DOCUMENT RESUME

ED 338 465

RC 018 382

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 TITLE America's Wild Horses. Five Day Lesson Plan and Workbook--4th Grade. Legend.
 INSTITUTION Bureau of Land Management (Dept. of Interior), Carson City, NV.
 REPORT NO BLMNVG19000324700
 PUB DATE 89
 NOTE 51p.
 PUB TYPE Guides - Classroom Use - Instructional Materials (For Learner) (051) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC03 Plus Postage.
 DESCRIPTORS *Ecology; Grade 4; *Horses; Intermediate Grades; Learning Activities; Lesson Plans; Outdoor Education; Wildlife; *Wildlife Management; Workbooks
 IDENTIFIERS Coloring Books; Nevada; *Public Lands

ABSTRACT

This document contains a teaching guide and a children's activity book about the wild horses and burros living on Nevada public lands managed by the Bureau of Land Management (BLM). In 1971 Congress passed legislation to protect, manage, and control wild horses and burros on public lands. The BLM maintains 270 herd management areas in 10 states. As part of its efforts to maintain a thriving ecological balance in these areas, the BLM offers excess horses and burros to the public for "adoption." The teacher's guide contains a fact sheet on wild horses and burros and adoption procedures; a glossary; and five lesson plans covering awareness of wild horses and burros and their origin, terminology concerning wild horses and burros and their natural environment, ecological facts, art activities, and learning activities. Student materials, aimed at approximately the 4th grade level, is a coloring book with text that includes word puzzles and drawings that illustrate parts of the horse and Indian markings used on prize war horses. This document contains numerous pictures. (SV)

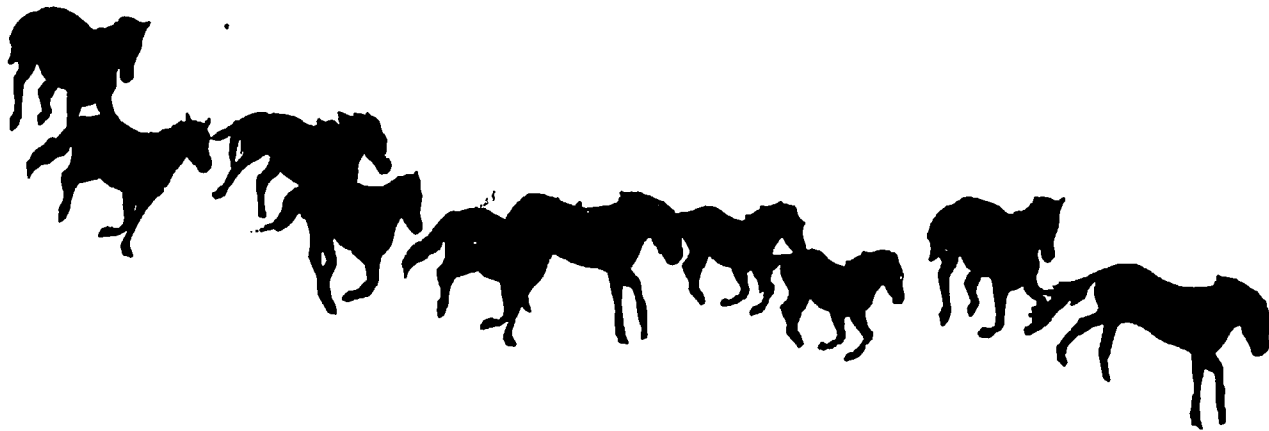
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BUREAU OF LAND MANAGEMENT



ED0338465

AMERICA'S WILD HORSES Five Day Lesson Plan and Workbook - 4th Grade



BLMNVG19000324700

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Teacher's Guide and LESSON PLANS

In 1988 the BLM's Nevada State Director formed several task groups to examine the state's wild horse and burro management program. In March 1989, the Wild Horse and Burro Public Relations Initiative Group began to formulate action on positive efforts to enhance management of wild horses and burros in Nevada. Serving on the committee were wild horse and burro specialists, public affairs representatives and a graphics artist. It was this committee which developed the children's activity book. We are grateful to Mrs. Arlene E. Weeks for creating this teacher's guide. Mrs. Weeks is a retired school teacher living in Miami, Florida.

Lesson 1

Objective:

Create an awareness of wild horses and burros and their origin.

- A. Before the unit, display the poster on a bulletin board along with other pictures to encourage interest. Place a collection of books and other resources related to horses near the bulletin board.
- B. Brainstorm with children and list questions they have about wild horses and burros.
- C. Show the Wild Horse and Burro videotape or slide show.
- D. Have a short discussion of the presentation for students' comments or questions.
- E. Pass out Wild Horse and Burro workbook. The class may read the story together, color a picture each day and take home at the end of the unit.



Lesson 2

Objective:

Stimulate discussion and expose students to terminology concerning wild horses and burros and their natural environment.

- A. Using information given in Lesson 1, lead a review discussion about the history, needs, and problems that exist concerning wild horse populations.
- B. Play a vocabulary game: "Burro". Each student has a card and list of vocabulary. Children select words from the list and write on the card. The teacher reads a meaning and the children cover the word. Play the same as "Bingo".
- C. Use the crossword puzzle or the word search puzzle as an independent activity to expose the students to other vocabulary related to wild horses in workbook.
- D. List District Manager's phone number and address to call if they want someone to talk about the Wild Horse and Burro Program and lead a discussion.

Lesson 3

Objective:

Identify and relate needs of wild horses and burros to their habitat.

- A. Give each student the diagram of a horse and work together naming the parts.
- B. Play Mystery Animal. See if they can put the parts together to make a horse.
- C. Stimulate discussion of the wild horses habitat, behavior, social needs, shelter, natural enemies and survival characteristics.
- D. Name the horse and write a class cinquain or write individual stories telling the adventures of your wild horse. Share with the class.

Cinquain is a five-line poem which has no rhyme or rhythm.

Line one	Title	2 syllables
Line two	Description of title	4 syllables
Line three	Verbs describing actions	6 syllables
Line four	A feeling about title	8 syllables
Line five	Word picture for title	2 syllables

Example:

"Black Jack"
Head Mane Legs Hooves
Growing Running Grazing
Part of a Small Family Band
Wild Horse

Lesson 4

Objective:

Incorporate new ideas or facts in individual or class illustrations.

A. "Wild Horse Art" suggested activities.

1. Color Indian War Horse and place on mural.
2. Draw a picture of the wild horse or burro you would like to adopt.
3. Draw some wild horses and burros in their natural habitat.
4. Divide class in small groups. Each group works on part of a mural.

Lesson 5

Objective:

Students will demonstrate their progress throughout the unit with the following activities; choose one:

- A. Field trip, if possible to Palomino Valley Wild Horse and Burro Placement Center.

- B. Question and Answer Match
Cut up one set. Put questions in one box and answers in another box. Label boxes. Cut up one set to pass out to children. Each child has a turn drawing either a question or answer from the box. The child having the match will draw next.

- C. Use the "What Do You Know" activity to evaluate the unit.

WILD HORSE AND BURRO FACT SHEET

NEVADA--HOME TO THE NATION'S HORSES

Nevada is home to most of the nation's wild horses and burros. In fiscal year 1988 the estimate was 26,160 horses and 1,318 burros. Most horses are located on the public lands administered by the BLM's Battle Mountain, Winnemucca, Las Vegas and Carson City Districts. Las Vegas District has the highest population of burros in Nevada.

In Nevada, wild horses and burros are found in about 100 Herd Management Areas. One area, the Nevada Wild Horse Range has been established to be managed primarily, for wild horses. The 394,000-acre range in the northeast corner of Nye County is cooperatively managed by the BLM, the Fish and Wildlife Service, the Air Force, the Nevada Department of Wildlife and the Department of Defense.

Early explorers' journals indicate horses were in northern Nevada by the 1820s. Peter Ogden's 1828 journal talks of discovering and capturing horses apparently abandoned by Indians.

In several areas of Nevada, ranchers turned loose many breeds including Shires, Percherons, Hambletonians, Morgans and Irish stallions and mares to set a standard and pattern in herds in their geographic areas. As the cavalry, ranchers or miners demanded horses, many were trapped and trained for the purposes of man.

Burros were first brought to the "New World" by early Spanish explorers, and were used by prospectors and sheep herders.

Goals for management in Nevada over the next five years include:

- *Assure safe and humane treatment of animals.*
- *Bring population numbers to a level which ensures a "thriving natural ecological balance."*
- *Base management proposals on quantifiable background information on the animals and their habitat.*
- *Implement positive habitat and population management practices which are technically sound.*
- *Inform and educate the public on all aspects of the management program.*

Most gathers of excess animals in Nevada utilize a helicopter, although some animals are gathered by "water trapping." When a helicopter gather is in progress, the BLM has inspectors on-the-ground and/or in a monitor helicopter to oversee safe and humane treatment.

With few exceptions, all excess wild horses and burros gathered in Nevada are brought to the Palomino Valley Wild Horse and Burro Placement Center north of Sparks where they are readied for adoption. The animals receive an identification number (freeze mark), vaccinations, the age is determined and they are classified for adoption.

Among some of the more visible horses adopted from Nevada are the mounts of the Marine Corps Mounted Color Guard. The Guard appears in parades throughout the West, including the Rose Parade in Pasadena. Four of the Guards' palominos are adopted wild horses.

Another unusual horse, the Bashkir Curly, is found in some herd areas in central Nevada. Some of these animals, which are descendants of Russian horses, have been adopted and are seen in parades and horse shows. Look for an unusual coat of tightly curled hair and a kinky mane and wavy tail.

WILD HORSE AND BURRO FACTS

In 1971, Congress passed legislation to protect, manage and control wild horses and burros on the public lands. The Wild Free-Roaming Horse and Burro Act declared these animals to be "living symbols of the historic and pioneer spirit of the West."

Congress further declared it is the "policy of Congress that wild free-roaming horses and burros shall be protected from capture, branding, harassment, or death..." and that they are "...an integral part of the natural system of the public lands."

Bureau regulations require that herds of wild horses and burros be considered comparably with other resource values within the area. The Bureau of Land Management (BLM) maintains and manages wild horses or burros in "herd management areas."

In the ten states where BLM manages horses, there are 270 herd areas, but through its planning process BLM has decided to manage in the long-term for 199 Herd Management Areas.

IF YOU'D LIKE TO ADOPT...

By law, the BLM supervises the removal of horses or burros. These animals are gathered "...in order to preserve and maintain a thriving natural ecological balance and multiple-use relationship in the area."

The Act allows the Secretary of the Interior, and thus the BLM, to offer excess animals for private maintenance and care. Between fiscal years 1972 and 1988, a total of 91,419 animals had been adopted. Leading the states with the most number of horse adoptions are Texas, followed by South Dakota, California, Oklahoma and Oregon. Californians have adopted the most burros.

The BLM maintains a number of permanent centers where animals are available for adoption all year long. Satellite adoptions are sponsored at locations convenient to the public. A typical satellite adoption is held on a weekend in an area where adoption demand has been identified.

To adopt a horse or burro, an individual must be at least 18 years of age, have no convictions for inhumane treatment of animals and have adequate facilities and means of transportation to provide humane care and proper treatment for the animal. Parents or legal guardians may adopt a horse or burro and allow children to assist in caring for and training the animal.

An adoption fee of \$125 per horse or \$75 per burro is charged at all adoption centers. There is no charge for unweaned foals accompanying a mare or jenny. Progeny of adopted wild horses or burros which are born in captivity are not considered to be "wild and free-roaming" and are, therefore, the property of adopters.

One year after signing an adoption agreement, the adopter may receive title to the horse or burro provided that the animal has received proper care and maintenance.

To adopt in Nevada, write: *Palomino Valley Wild Horse and Burro Adoption Center, P.O. Box 3270, Sparks, NV 89432. Telephone 702 673-1150.*

VOCABULARY

Animal	Any living being that is not a plant; able to move voluntarily.
Characteristic	A trait or feature that separates one person or thing from another.
Community	A group of plants or animals living together in a given area.
Competition	The struggle by different living things for the same food, water, space, and other requirements for existence.
Component	A part of a whole; ingredient; element.
Cover	Shelter for protection; hiding place for game animals, e.g. woods, underbrush.
Domestic	Tame animals; kept and used by man.
Ecology	The study of the interrelationships between organisms and their environment.
Environment	All the surrounding conditions, circumstances and influences that affect the development of a living thing.
Grazing	Animals feeding on growing grasses or pastureland.
Habitat	The place where a plant or animal species naturally lives and grows.
Heritage	Something handed down from one's ancestors or from the past.

Humane	Kind, merciful, tenderness, compassion and sympathy toward animals and man.
Interdependence	Dependent on each other; mutual need for existence or support.
Livestock	Animals kept for home (domestic) use or raised for sale or profit.
Management	The art or manner of handling, controlling, or directing.
Multiple Use	Used for more than one purpose; e.g. public lands used for timber, livestock grazing, wildlife habitat, wild horse and burro ranges, etc.
Natural Resources	Materials supplied by nature, e.g. minerals, water, vegetation.
Population	The number of people or other organisms living in a given area.
Public Lands	Lands administered by the Bureau of Land Management (BLM) for the public.
Rangeland	Land suitable for grazing; common in the western United States.
Sagebrush	Grayish green shrubs common to the dry plains and mountains in the western United States. State plant of Nevada.
Species	A class of individuals having some common characteristics or qualities that distinguish them from other individuals.

Survival	The act of surviving, continuance of life; living or lasting longer than others.
Vegetation	Plant life; growing plants.
Wildlife	Living things that are neither human or domesticated.

COLORING BOOK ACTIVITIES

"BURRO" Word Box

Animal
Characteristic
Community
Competition
Component

Cover
Domestic
Environment
Ecology
Grazing

Habitat
Heritage
Humane
Interdependence
Livestock
Management

Multiple Use
Natural Resource
Population
Public Lands
Rangeland

Sagebrush
Species
Survival
Vegetation
Wildlife

Place one word in each box of the game card

CARD GAME

LASSO THOSE WORDS IN THE..... WORD ROUNDUP

C E N S U S Z T E O M D B C
G Q Y S T N E M E V O M D I
F O R A G E O F S T A L K H
E S D R W L N U S P G S G E
C E F G N I M A O R E E R F
U S X R V V O C R G S X O I
N R B J K E R J R P T R W L
D O L L Y S T L U W R A T D
I H A B I T A T B S U T H L
T D D X T O L P D P C I U I
Y L E A F C I E L I T O O W
U I A G R K T I I M U E S P
P W O I N T Y W W S R M Z T
G N I R O T I N O M E G A H

FREE-ROAMING
LIVESTOCK
HABITAT
CENSUS
MONITORING
FECUNDITY
WILD BURROS
MOVEMENTS
AGE STRUCTURE
STALK

GRASS
MORTALITY
WILDLIFE
FORAGE
PLOT
WILD HORSES
FOAL
SEX RATIO
BLADE
GROWTH

Questions and answers to cut apart for game

Which state has the largest population of wild horses ?	Nevada
What are the basic life needs of wild horses?	Food - Water - Shelter - Space
Who is responsible for the protection of horses?	Bureau of Land Management wild (BLM)/U. S. Forest Service
How many wild horses roam on the public lands in Nevada?	About 30,000.
How much does it cost to adopt a wild horse?	\$125.00
Who was instrumental in starting the movement to protect wild horses?	Velma Johnson or Wild Horse Annie
How did the wild horses and burros come to live on the public lands?	They were brought to America by the Spaniards in 1700.
What is a freeze mark?	Identification number put on a wild horse before adoption.
What color are the horses in the Marine Corps Mounted Color Guard?	Palomino.
Which government agency is responsible for managing public lands?	Bureau of Land Management.
How much does it cost to adopt a burro?	\$75.00
What is the state plant of Nevada?	Sagebrush
In what year was the Wild Free-Roaming Horse and Burro Act passed?	1971
What age does a person have to be, before they can adopt a wild horse?	18 years old
What type of vehicle is used to round up wild horses and burros?	Helicopter

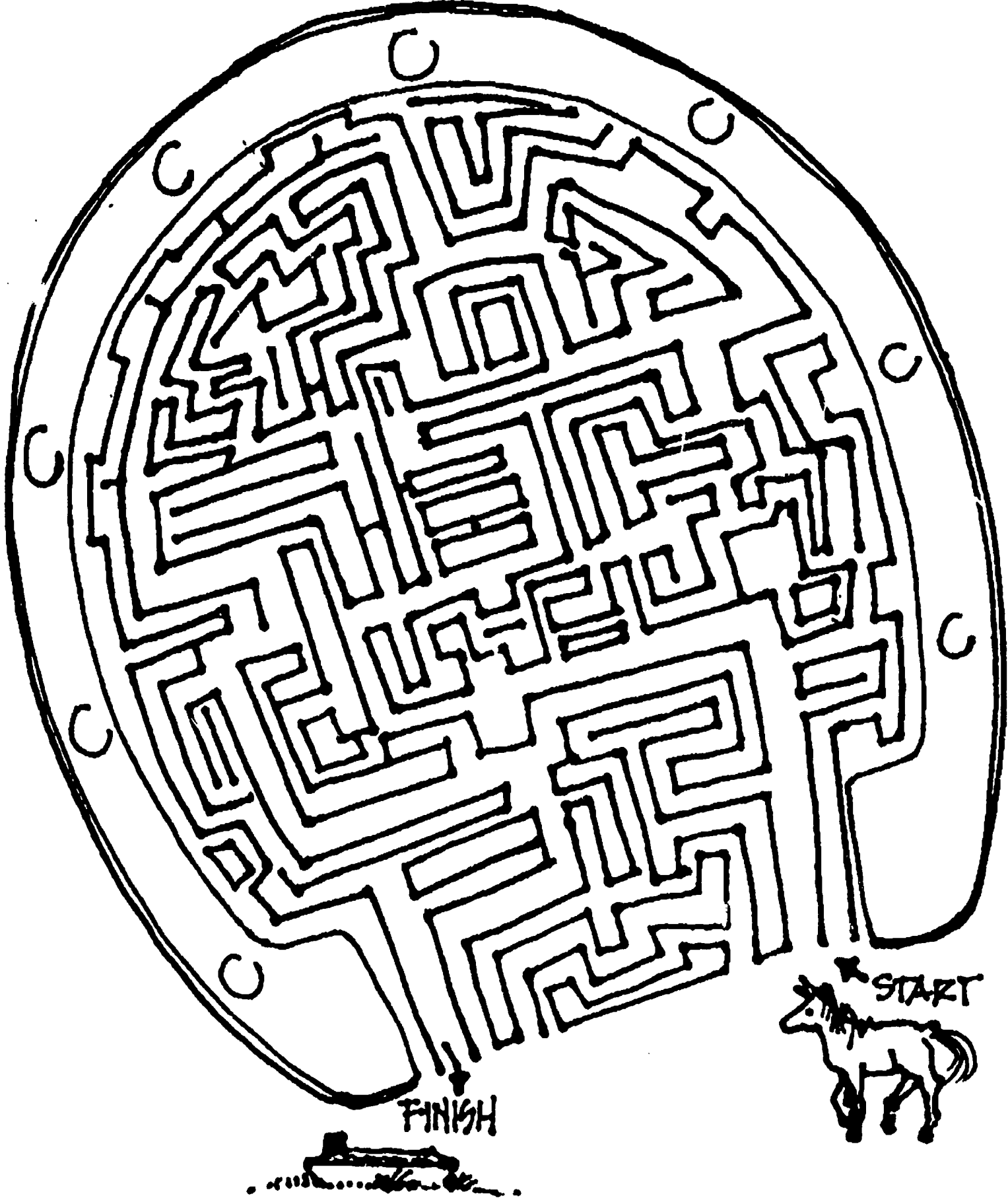
What Do You Know?

Use the words listed below left to complete these sentences correctly. You'll use each word only once.

animals
cover
grazing
wildlife
survival
rangeland
population
public lands
sagebrush
humane
environment
domestic
ecology
management
BLM

1. Animals need _____ for shelter and protection.
2. The number of animals living in an area is that area's _____.
3. _____ stands for Bureau of Land Management.
4. Wild horses and burros are _____.
5. The lands owned and managed by the Federal Government are called _____.
6. _____ is the study of living things and their surroundings.
7. Tame animals that are kept by man are _____ animals.
8. The place where animals live is their _____.
9. In the past, ways of capturing wild horses was not very _____.
10. The _____ of wild horses and burros depends on good management.
11. _____ are grayish green shrubs found in western United States.
12. Lands suitable for grazing is _____.
13. Animals need good _____ land to survive.
14. Wild animals in their natural state are called _____.
15. BLM is responsible for the _____ of wild horses found on public lands.

HELP THE HORSE FIND HIS WAY TO THE WATER TROUGH...



TEST YOUR SKILLS AT CRYPTOCAPTURE!!!

1 2 23 6 17 1 18 21 22 2 13 23 24 7 12 23 24

11 25 24 24 23 1 2 23 6 17 1

22 21 8 21 15 3 22 12 3 12 15 2 !

A = 1
D = 2
G = 3
J = 4
M = 5
P = 6
S = 7
V = 8
Y = 9

B = 11
E = 12
H = 13
K = 14
N = 15
Q = 16
T = 17
W = 18
Z = 10

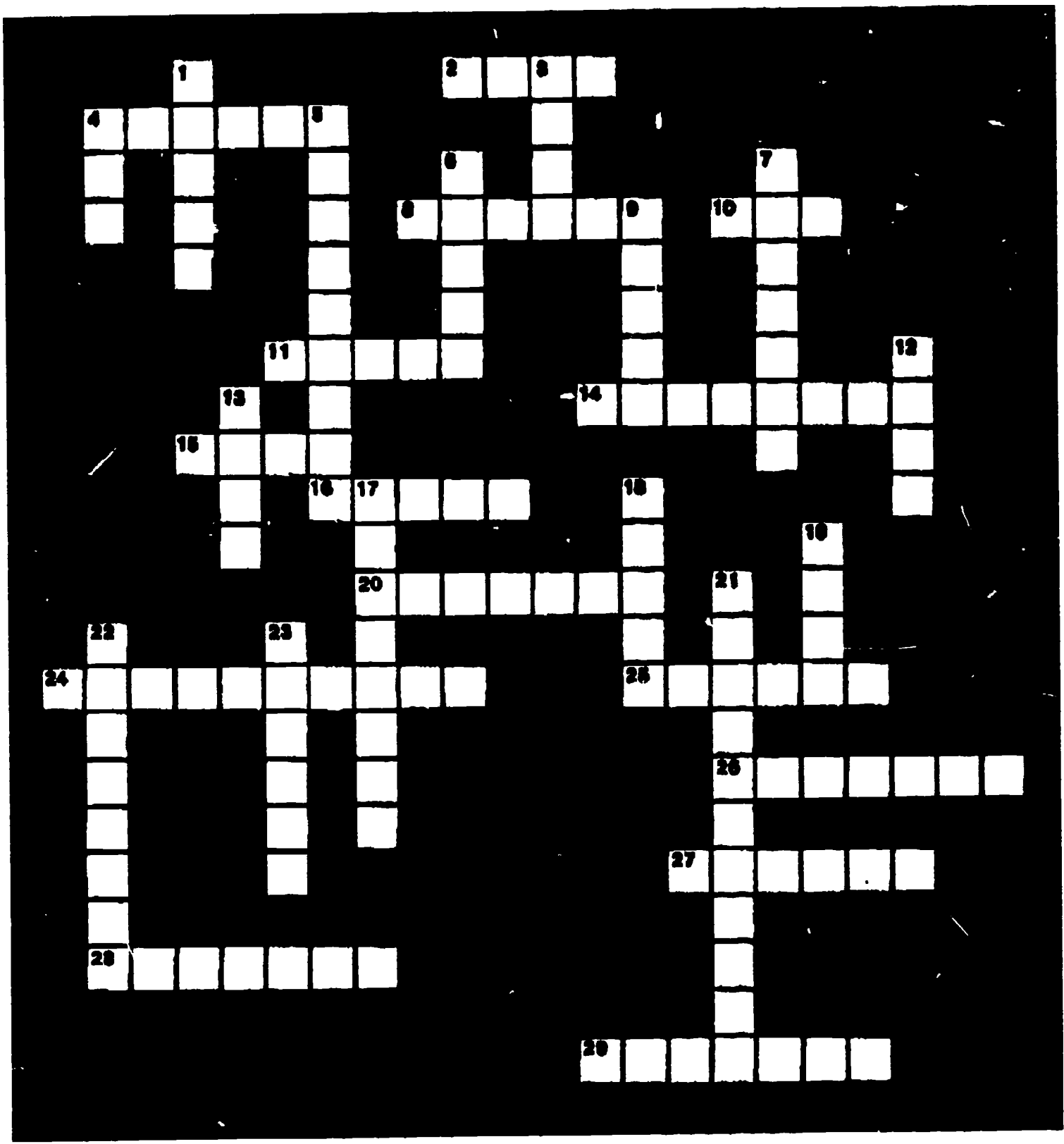
C = 19
F = 20
I = 21
L = 22
O = 23
R = 24
U = 25
X = 26

ACROSS

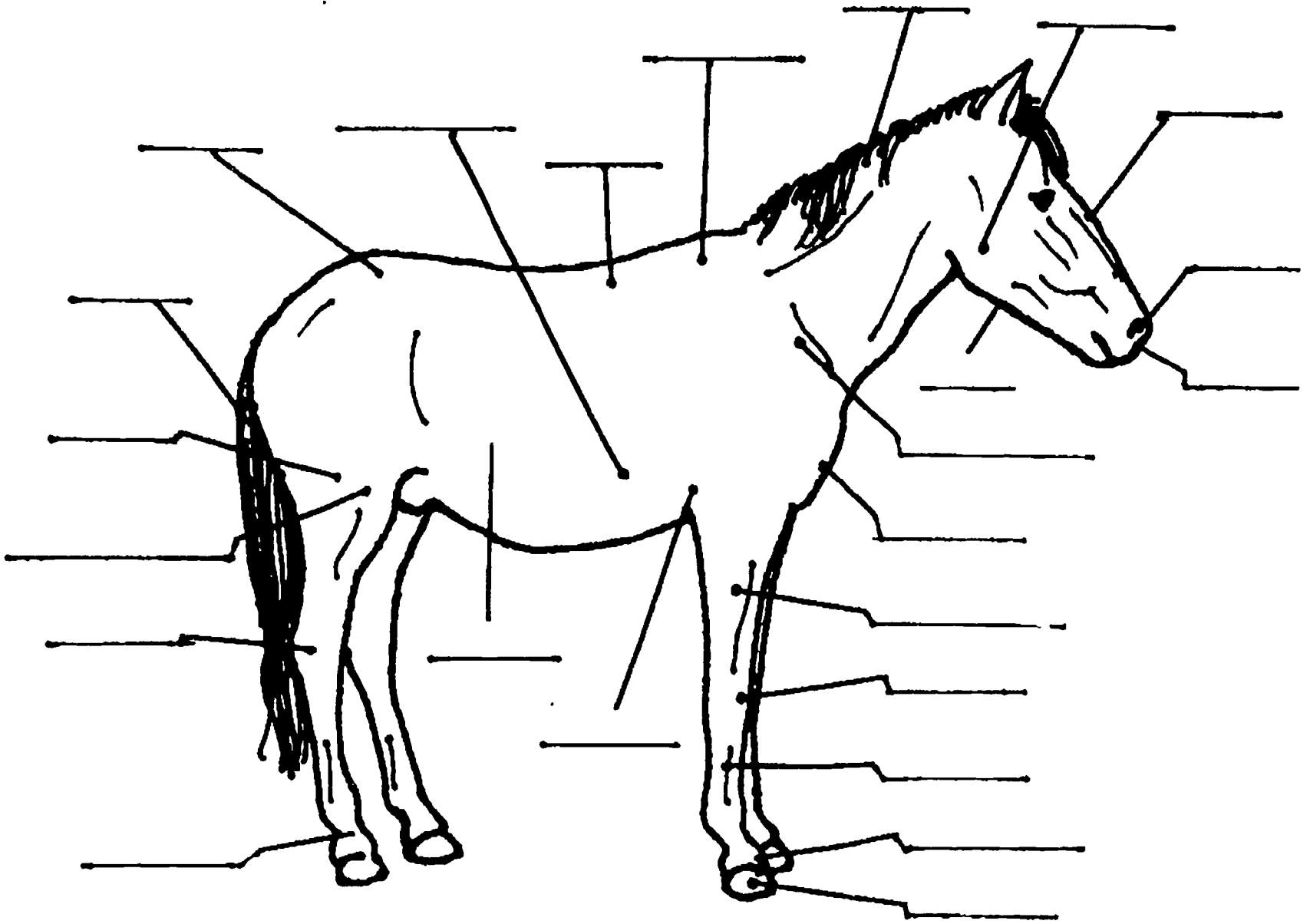
2. What Congress passed to protect wild horses and burros.
4. Cousins of the wild horses.
8. What a veterinarian is to horses, a _____ is to people.
10. A food that is eaten by wild horses and burros that can be cut and baled.
11. A life need that comes from springs or wells.
14. Who passed two major laws to protect wild horses and burros?
15. People get this from grocery stores and wild horses and burros get it from the land.
16. The fourth life need that has not been mentioned yet.
20. A type of hay that has lots of nutritional value.
24. A vehicle powered by rotating blades that is used in gathers.
25. The state where 75% of the wild horses are found.
26. BLM has a _____ to remove excess wild horses and burros from areas that are over-populated.
27. Humans would sell a captured _____ for profit before laws were passed to protect them.
28. BLM conducts _____ to see if wild horses and burros life needs are being met.
29. Laws passed by Congress were to _____ wild horses and burros from inhumane treatment.

DOWN

1. What people do with their animals after they adopt them.
3. Part of the United States where wild horses and burros roam free.
4. Three letter abbreviation for Bureau of Land Management.
5. Who brought horses to America in the 1700s?
6. One of a horse's life needs that provides shade.
7. The BLM uses helicopters and portable corrals to _____ wild horses and burros.
9. An activity that pits cowboys against animals that wild horses are not allowed to compete.
12. Four letter abbreviation for the United State Forest Service.
13. What a horse walks on.
17. The BLM makes more food available by _____ seeds in the ground to grow more food.
18. A mixture of oats, corn, barley and molasses is called _____.
19. Animals that roam free and are not domesticated are considered to be _____.
21. Horses need time to get used to their new _____ after they are adopted.
22. Early Americans that moved West were called _____.
23. Animals that were used a great deal for travel before motorized vehicles.



CAN YOU IDENTIFY THE "PARTS" OF THIS WILD HORSE?

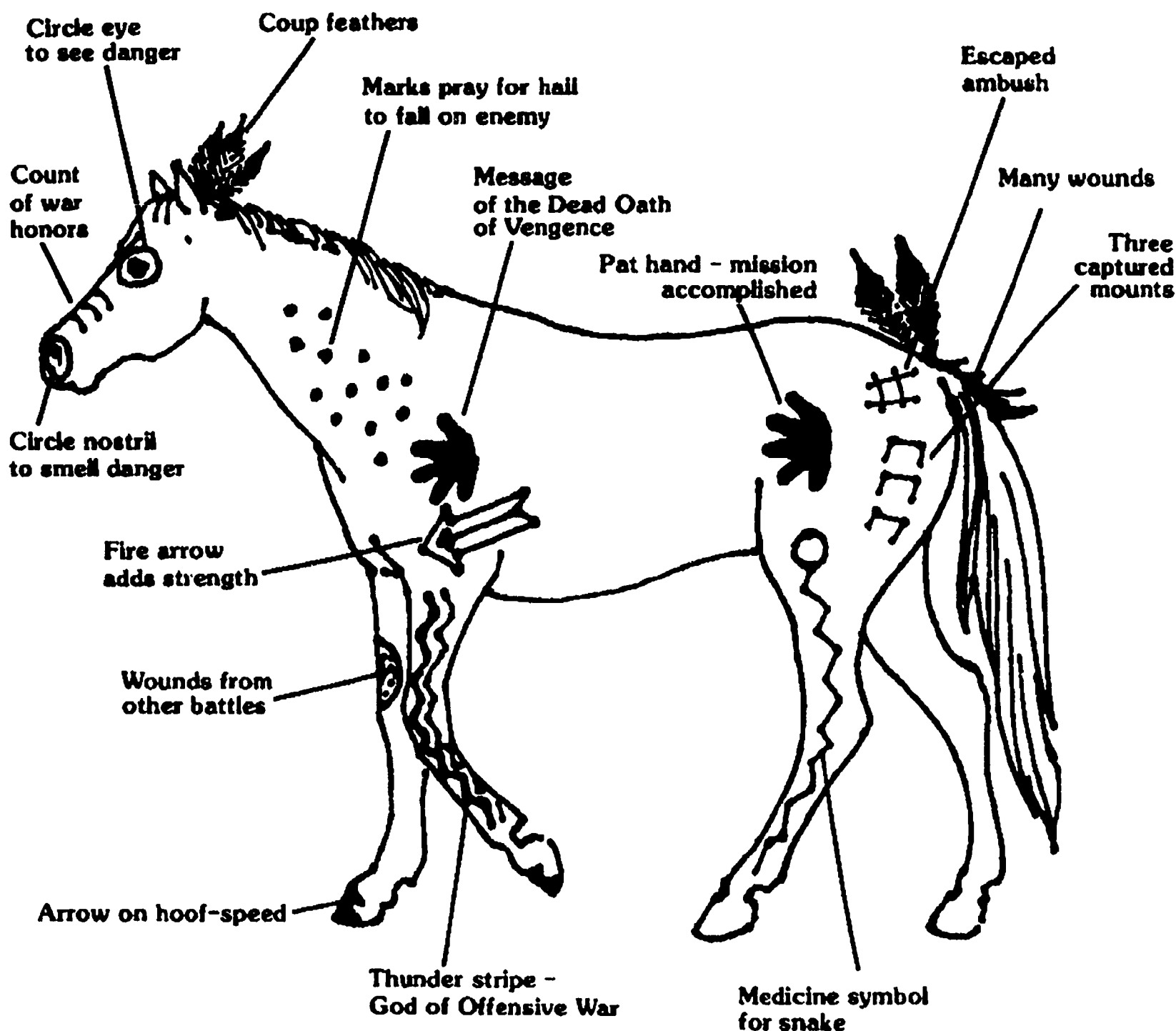


PASTERN
CANNON
FOREARM
STIFLE JOINT
CHEEK
JAW
KNEE
RUMP

RIB CAGE
TAIL
MANE
THIGH
NOSTRIL
SHOULDER
ELBOW
BACK

CORONET
HOOF
HOCK
FACE
MUZZLE
CHEST
FLANK
WITHERS

DID YOU KNOW INDIANS PAINTED THEIR HORSES TO RECORD THEIR BRAVERY IN BATTLE?

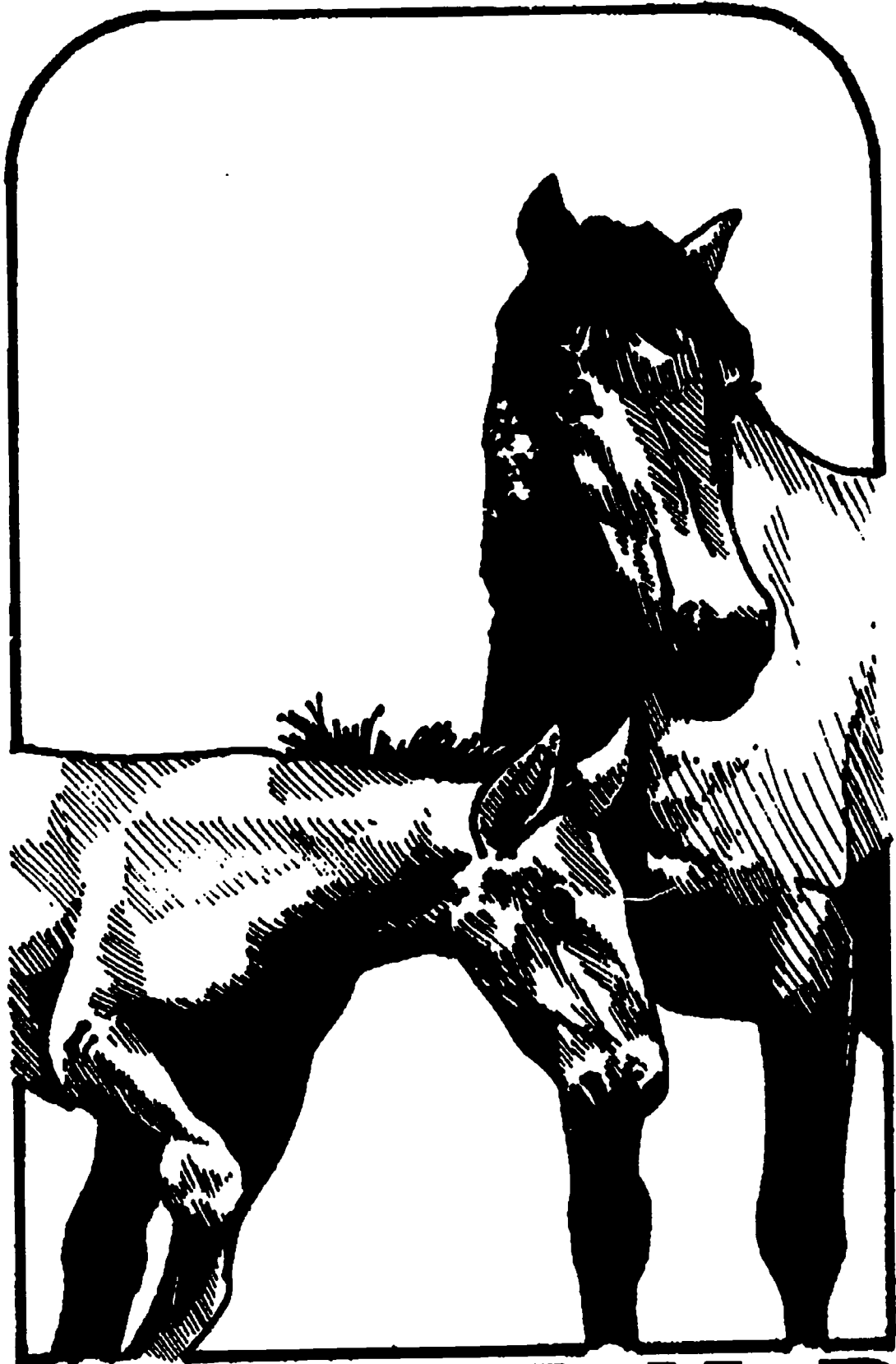


MARKINGS USED ON PRIZED WAR HORSES AND BUFFALO HORSES

Source: AMERICAN INDIAN HORSE REGISTRY, INC. Rt. 3 Box 64 Lockhart, Texas 78644



BUREAU . OF . LAND . MANAGEMENT NEVADA



LEGEND

AN ACT OF CONGRESS

"Congress finds and declares that wild free-roaming horses and burros are living symbols of the historic and pioneer spirit of the West; that they contribute to the diversity of life forms within the Nation and enrich the lives of the American people..."

(Public Law 92-195, December 15, 1971)

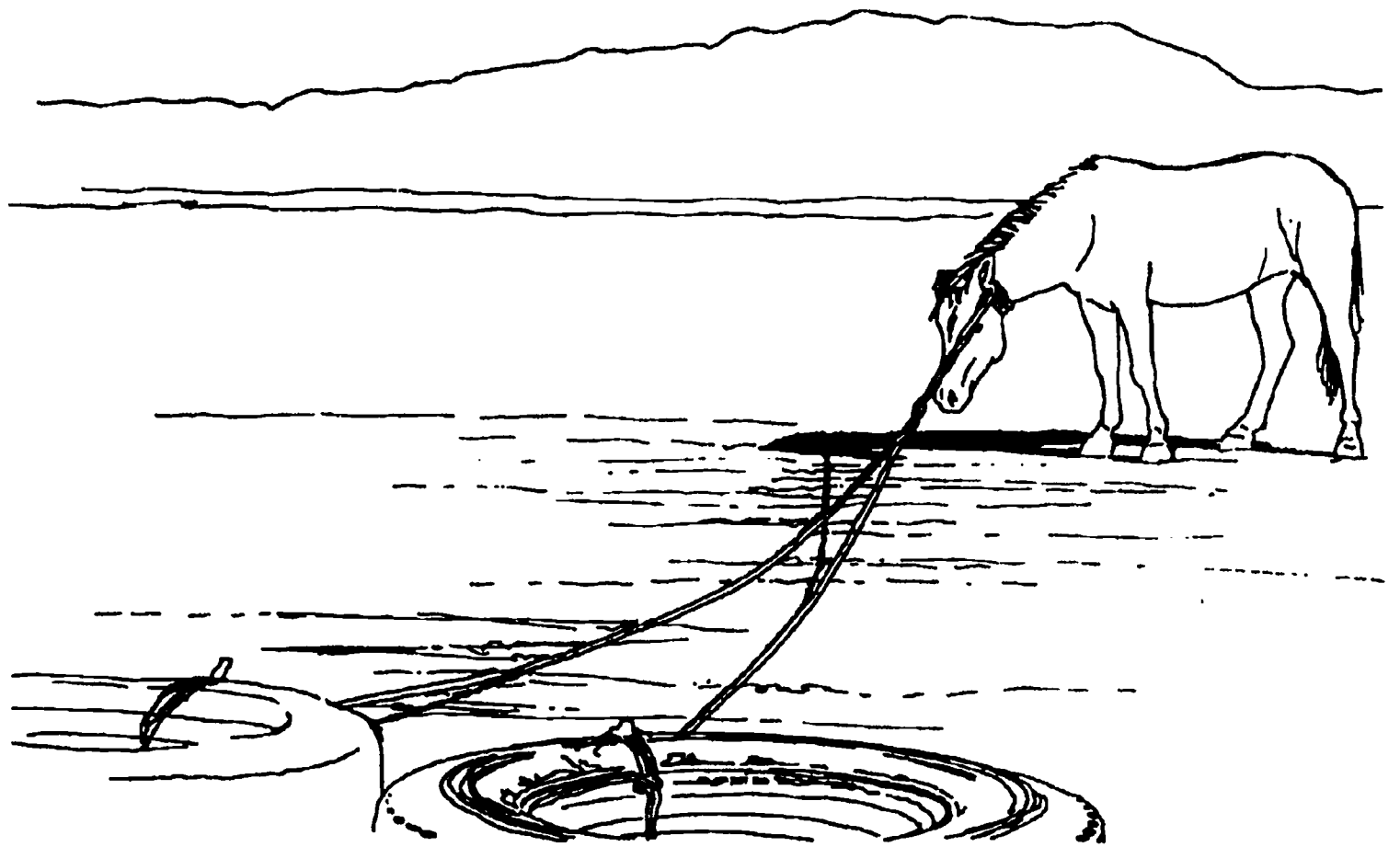
BLMNVG19000324700



Hi! I'm one of America's adopted wild horses. Have you ever wondered how my wild horse friends and my wild burro cousins came to live on your public lands? Well, it all started a long time ago when some of my ancestors were brought to America by the Spaniards in 1700. My great, great grandparents arrived in the West with the early settlers and miners.



After a while some of them decided they wanted to be free so they escaped to the wild where some 30,000 of us have found a home today. Humans have always been interested in the commercial value of my friends and relatives since we took up living wild and free on the public lands. With the invention of motorized



vehicles, humans were able to exploit my ancestors for work animals or cavalry mounts and by selling captured animals for profit. Often times in the past, when humans wanted to capture some of my ancestors, the way in which they captured us caused injuries and was not very humane. These abuses caused the American public to rally support for my friends and me. Eventually, this public support caused Congress to pass two major laws giving us special protection.

Velma "Wild Horse Annie" Johnston of Reno was the leader in gaining support for the new laws.

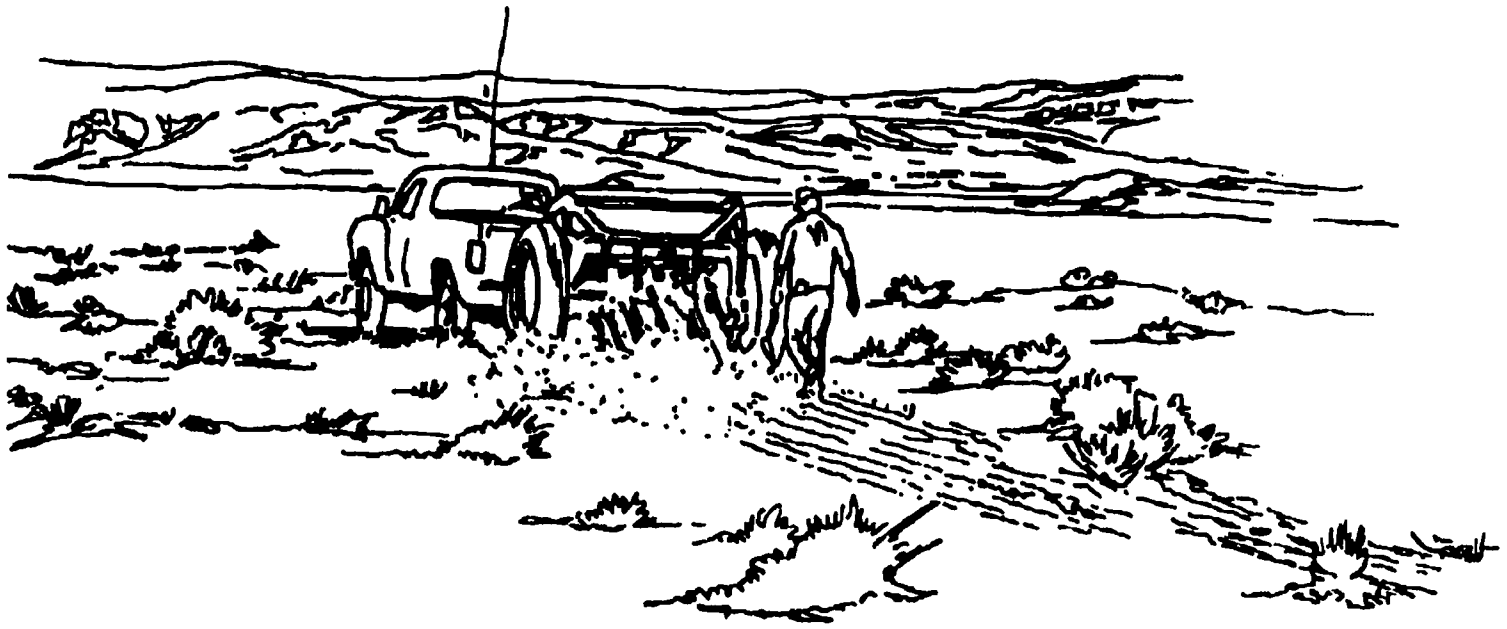


The first law came in 1959 and prohibited the use of aircraft in capturing wild horses and burros. The second law came in 1971 and gave wild horses and burros special protective status on lands managed by the Bureau of Land Management (BLM) and the US Forest Service.

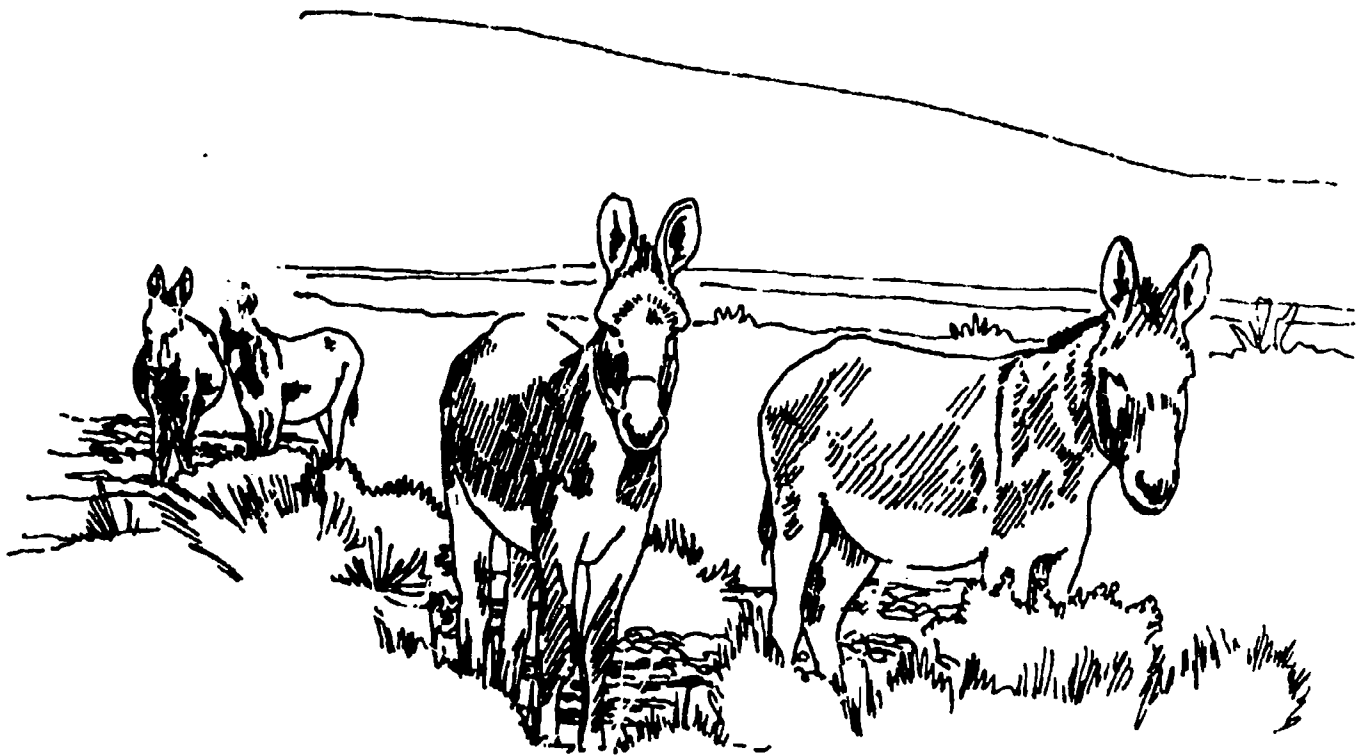
Now that my friends and I are protected, BLM conducts special studies to check on our health, welfare, numbers and where we go during our



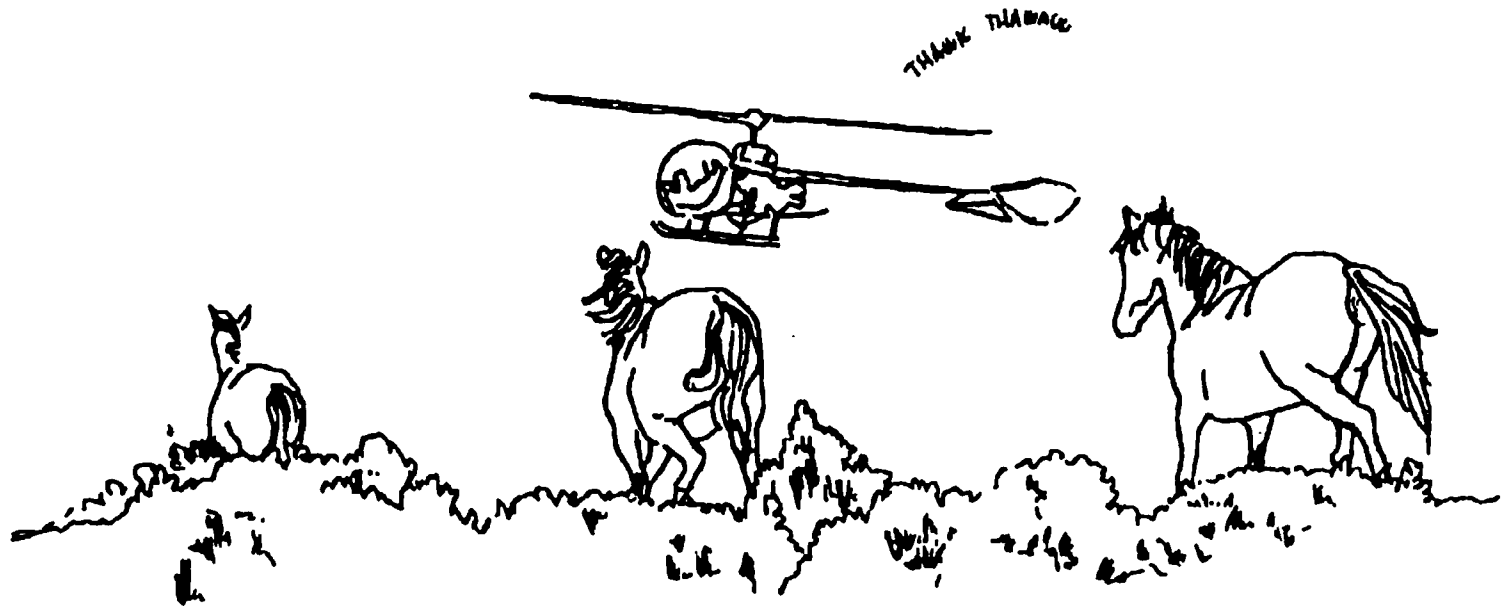
daily activities. BLM also conducts studies to check on the place where we live to see if it is providing all of our life needs such as food, water, cover and space to live. When one of these needs is found to be lacking, BLM makes plans to correct the problems.



Sometimes the problem can be fixed by making more food available by planting new seeds in the ground to grow more food-producing plants for us to eat.

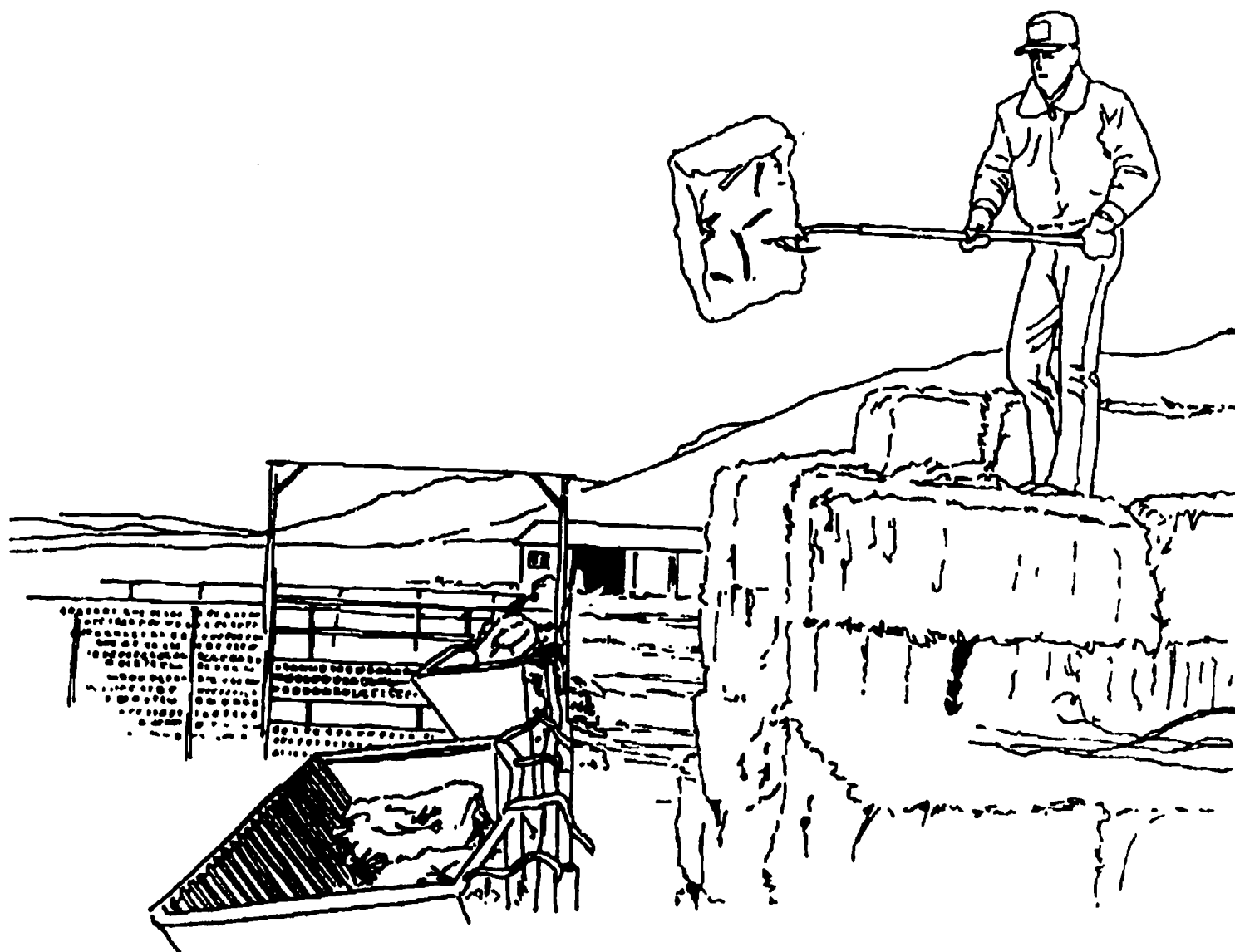


On other occasions, the improvement of water sources will allow us to drink where there was little or no water before, or to increase our ability to find food in areas we had avoided because there was nothing to drink.



Although my friends and I sometimes find it frightening, BLM occasionally has to find a new home for some of us when there is not enough food or water for us and all of the other animal species which share the public lands. While we always run from the helicopter and hate to leave old friends, our fears are mostly due to the noise the helicopter makes. We realize that the

capture of a few of us will make more food and water available for all of the animals that remain.



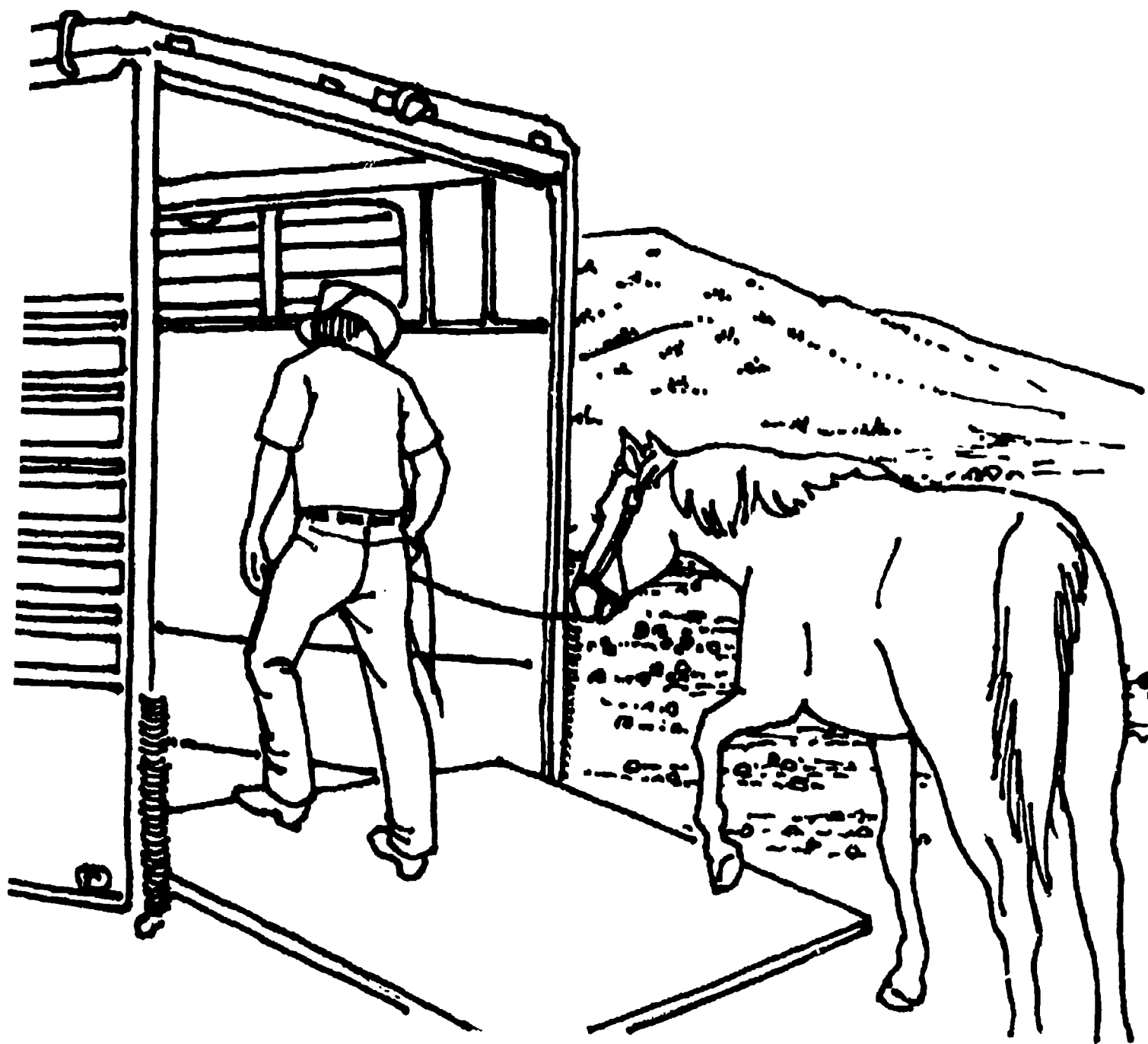
For those of us who must leave the public lands, we find that most of our fears are from moving to new home. This is because when we get to our new home, we find a lot of very



smart people there who know how to give us proper food, water and medical care. Most of us find our new diet consisting of hamburgers (alfalfa) and ice cream (grain) more to our liking than what we were used to before. After we have all been looked at by a

doctor and given plenty of time to rest and get

accustomed to our new environment, we are ready to consider a new home more seriously. It is at this time that BLM brings a bunch of people around for us to select one with which we would like to live.



When we finally decide, we get in the back seat of the family car (horse trailer) and head for home. As you already know, making new friends can be very hard. But once we make up our minds, we have made a friend for life.

The following activity pages are included for your entertainment.

Can you name the parts of a horse?

Test your skills at Cryptocapture!

Can you find your way through the maze?

Lasso those words in Word Roundup!

Hone up on your crossword puzzle abilities!

Try naming the parts of a horse...

.....and discover what the symbols on Indian War Horses meant.

Have fun!

LASSO THOSE WORDS IN THE.....

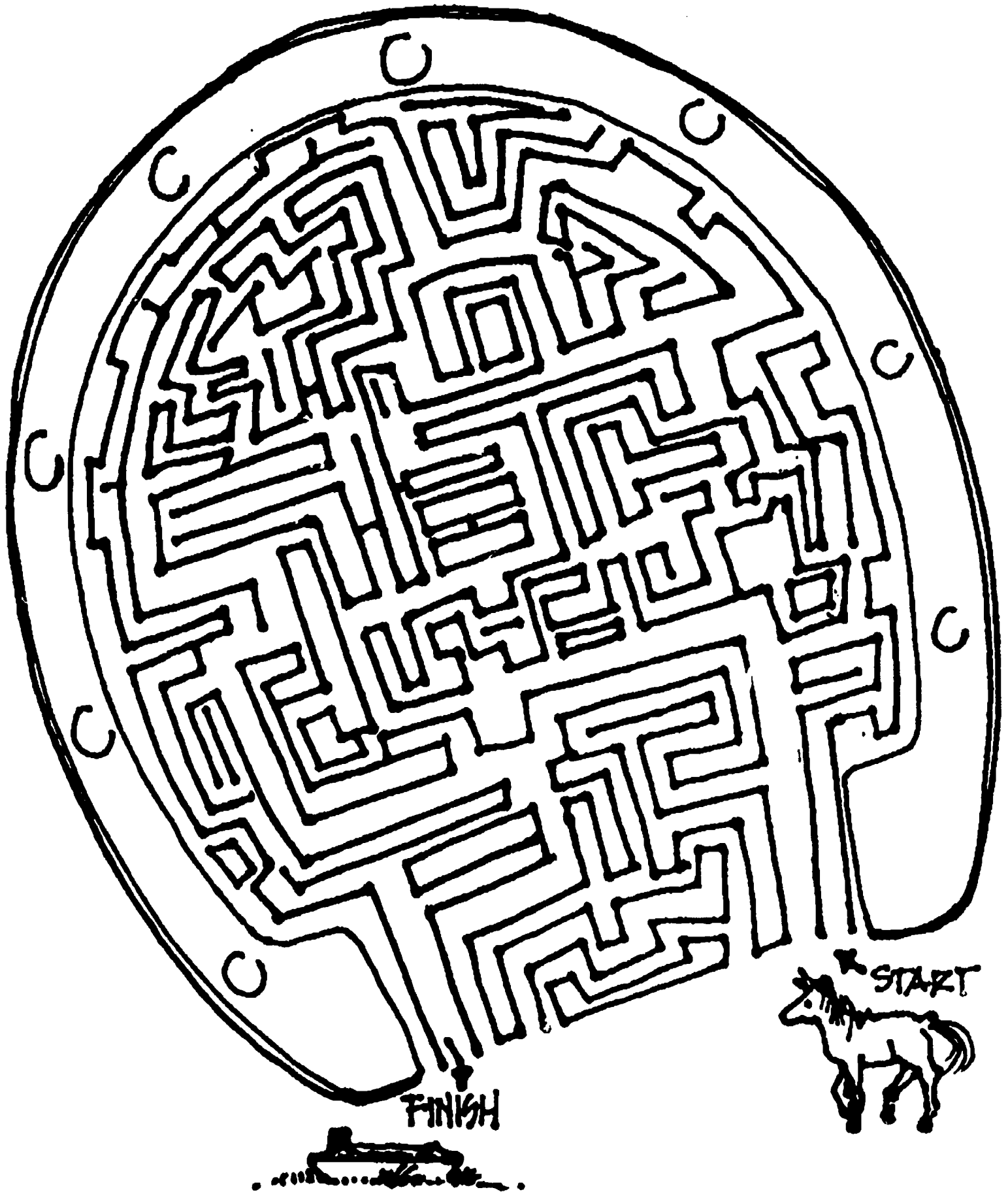
WORD ROUNDUP

C E N S U S Z T E O M D B C
G Q Y S T N E M E V O M D I
F O R A G E O F S T A L K H
E S D R W L N U S P G S G E
C E F G N I M A O R E E R F
U S X R V V O C R G S X O I
N R B J K E R J R P T R W L
D O L L Y S T L U W R A T D
I H A B I T A T B S U T H L
T D D X T O L P D P C I U I
Y L E A F C I E L I T O O W
U I A G R K T I I M U E S P
P W O I N T Y W W S R M Z T
G N I R O T I N O M E G A H

FREE-ROAMING
LIVESTOCK
HABITAT
CENSUS
MONITORING
FECUNDITY
WILD BURROS
MOVEMENTS
AGE STRUCTURE
STALK

GRASS
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HELP THE HORSE FIND HIS WAY TO THE WATER TROUGH...



TEST YOUR SKILLS AT CRYPTOCAPTURE!!!

1 2 23 6 17 1 18 21 22 2 13 23 24 7 12 23 24

11 25 24 24 23 1 2 23 6 17 1

22 21 8 21 15 3 22 12 3 12 15 2 !

A = 1
D = 2
G = 3
J = 4
M = 5
P = 6
S = 7
V = 8
Y = 9

B = 11
E = 12
H = 13
K = 14
N = 15
Q = 16
T = 17
W = 18
Z = 10

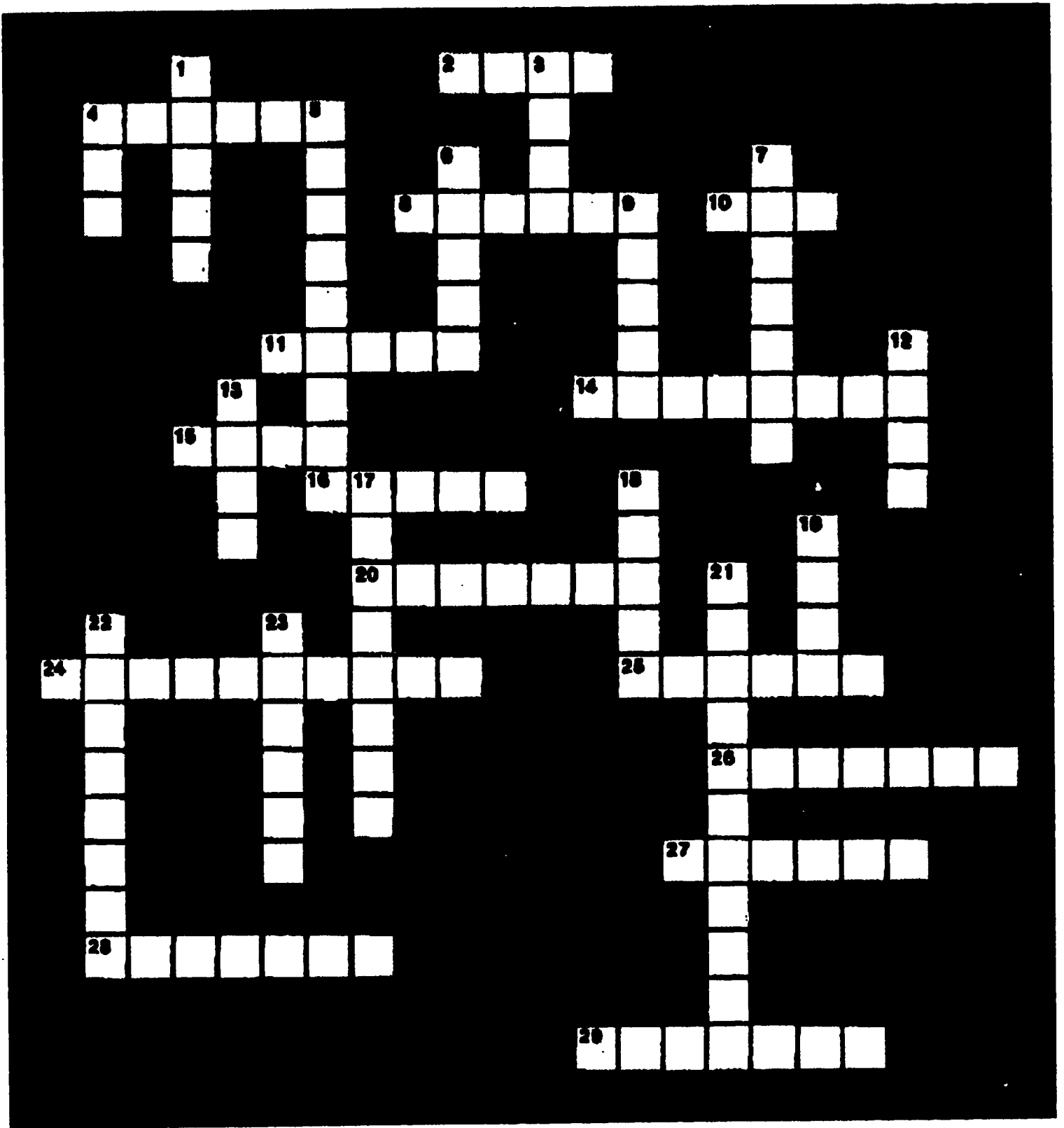
C = 19
F = 20
I = 21
L = 22
O = 23
R = 24
U = 25
X = 26

ACROSS

- 2. What Congress passed to protect wild horses and burros.**
- 4. Cousins of the wild horses.**
- 8. What a veterinarian is to horses, a _____ is to people.**
- 10. A food that is eaten by wild horses and burros that can be cut and baled.**
- 11. A life need that comes from springs or wells.**
- 14. Who passed two major laws to protect wild horses and burros?**
- 15. People get this from grocery stores and wild horses and burros get it from the land.**
- 16. The fourth life need that has not been mentioned yet.**
- 20. A type of hay that has lots of nutritional value.**
- 24. A vehicle powered by rotating blades that is used in gathers.**
- 25. The state where 75% of the wild horses are found.**
- 26. BLM has a _____ to remove excess wild horses and burros from areas that are over-populated.**
- 27. Humans would sell a captured _____ for profit before laws were passed to protect them.**
- 28. BLM conducts _____ to see if wild horses and burros life needs are being met.**
- 29. Laws passed by Congress were to _____ wild horses and burros from inhumane treatment.**

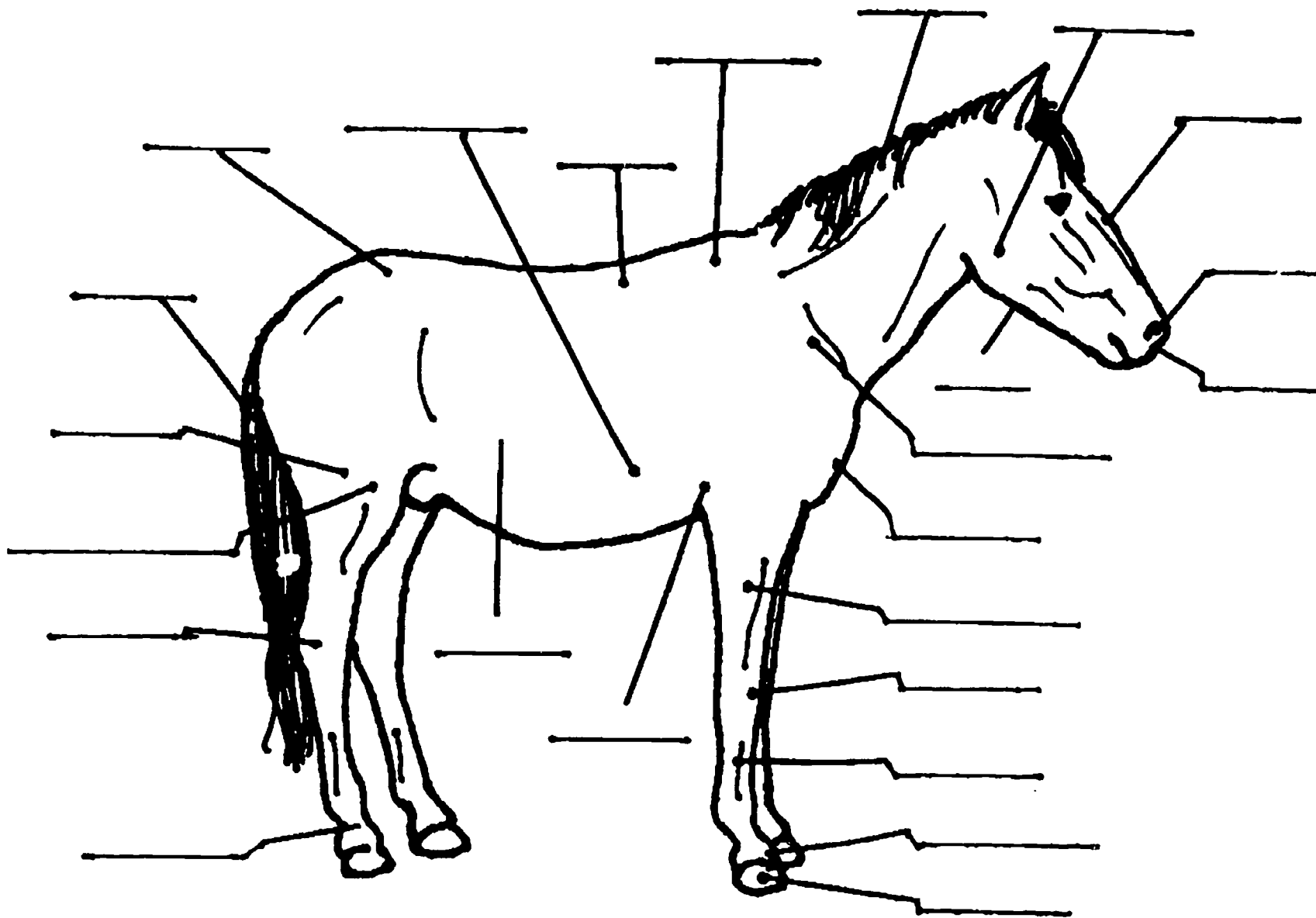
DOWN

- 1. What people do with their animals after they adopt them.**
- 3. Part of the United States where wild horses and burros roam free.**
- 4. Three letter abbreviation for Bureau of Land Management.**
- 5. Who brought horses to America in the 1700s?**
- 6. One of a horse's life needs that provides shade.**
- 7. The BLM uses helicopters and portable corrals to _____ wild horses and burros.**
- 9. An activity that pits cowboys against animals that wild horses are not allowed to compete.**
- 12. Four letter abbreviation for the United State Forest Service.**
- 13. What a horse walks on.**
- 17. The BLM makes more food available by _____ seeds in the ground to grow more food.**
- 18. A mixture of oats, corn, barley and molasses is called _____.**
- 19. Animals that roam free and are not domesticated are considered to be _____.**
- 21. Horses need time to get used to their new _____ after they are adopted.**
- 22. Early Americans that moved West were called _____.**
- 23. Animals that were used a great deal for travel before motorized vehicles.**



46
19 BEST COPY AVAILABLE

CAN YOU IDENTIFY THE "PARTS" OF THIS WILD HORSE?

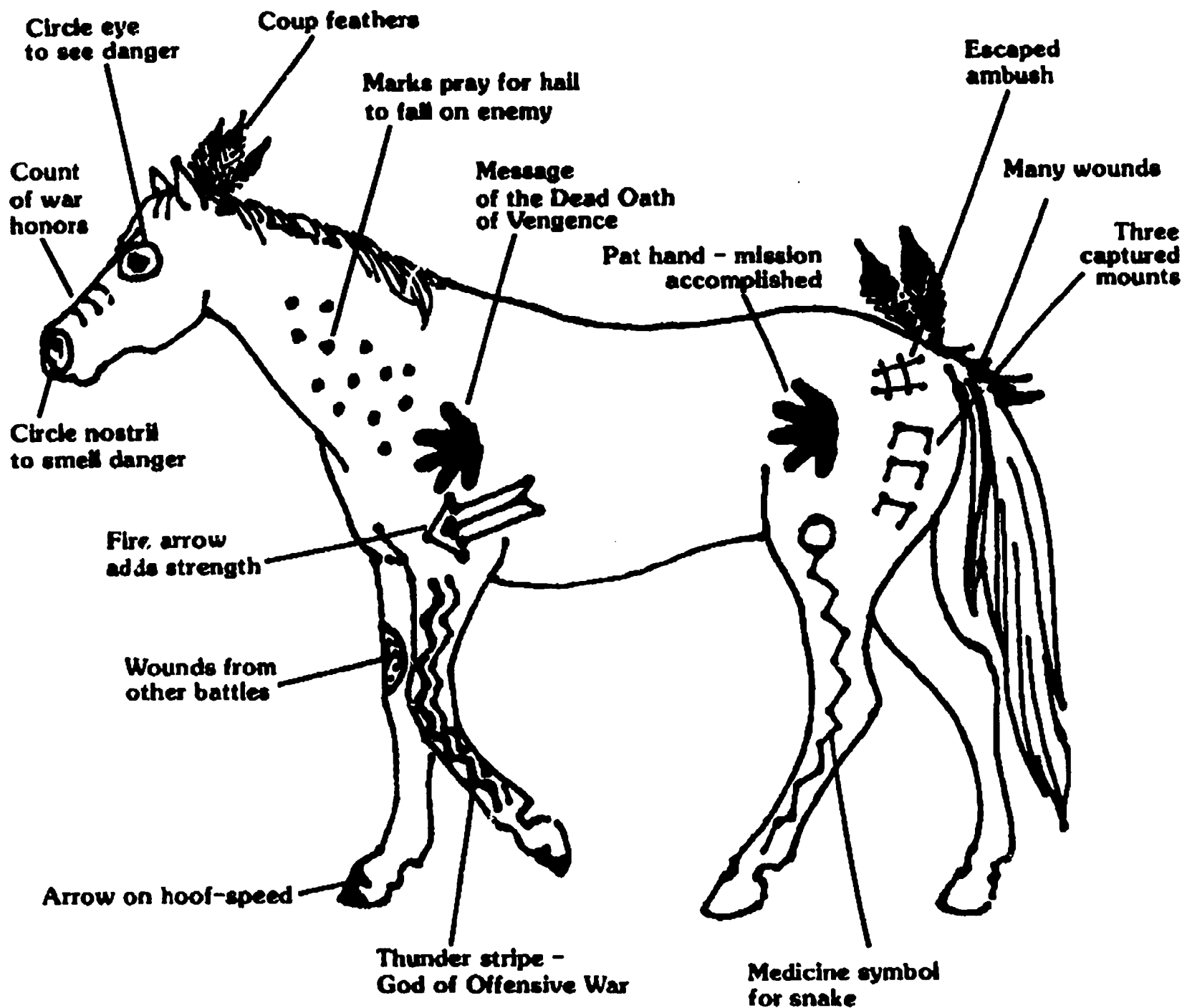


PASTERN
CANNON
FOREARM
STIFLE JOINT
CHEEK
JAW
KNEE
RUMP

RIB CAGE
TAIL
MANE
THIGH
NOSTRIL
SHOULDER
ELBOW
BACK

CORONET
HOOF
HOCK
FACE
MUZZLE
CHEST
FLANK
WITHERS

DID YOU KNOW INDIANS PAINTED THEIR HORSES TO RECORD THEIR BRAVERY IN BATTLE?



MARKINGS USED ON PRIZED WAR HORSES AND BUFFALO HORSES

Source: AMERICAN INDIAN HORSE REGISTRY, INC. Rt. 3 Box 64 Lockhart, Texas 78644

FOR FURTHER INFORMATION, CONTACT THE BLM WILD HORSE AND BURRO SPECIALIST IN THE FOLLOWING AREAS:

NEVADA STATE OFFICE, RENO

**PALOMINO VALLEY
WILD HORSE AND BURRO ADOPTION CENTER
P.O.BOX 3270
SPARKS, NEVADA 89432
(702) 673-1150**

BATTLE MOUNTAIN DISTRICT

CARSON CITY DISTRICT

ELKO DISTRICT

ELY DISTRICT

LAS VEGAS DISTRICT

WINNEMUCCA DISTRICT

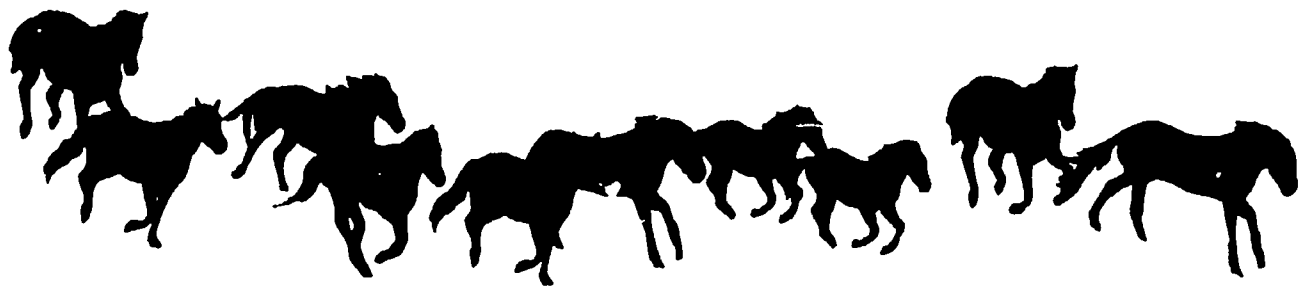
CALIENTE DETACHED AREA OFFICE

TONOPAH DETACHED AREA OFFICE

CONSULT THE LOCAL TELEPHONE BOOK UNDER U.S. GOVERNMENT FOR CURRENT ADDRESSES AND PHONE NUMBERS

FOR A SHEET PROVIDING THE ANSWERS TO THESE PUZZLES, CONTACT YOUR LOCAL WRANGLER.

In 1988 the BLM's Nevada State Director formed several task groups to examine the state's wild horse and burro management program. In March 1989, the Wild Horse and Burro Public Relations Initiative Group began to formulate action on positive efforts to enhance management of wild horses and burros in Nevada. Serving on the committee were wild horse and burro specialists, public affairs representatives and a graphics artist. It was from this committee that this activity book and an accompanying teacher's guide have been developed.





The Bureau of Land Management is responsible for the balanced management of the Public Lands and resources and their various values so that they are considered in combination that will best serve the needs of the American people. Management is based upon the principles of multiple-use and sustained yield, a combination of uses that takes into account the long term needs of future generations for renewable and non-renewable resources. These resources include recreation, range, timber, minerals, watershed, fish and wildlife, wilderness and natural, scenic, scientific and cultural values.