

# Worksheets for How Wild Horses Were Captured

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Five worksheets accompany this lesson plan:

1. Worksheet 1 (Worksheet on the Reading) accompanies the anchor text reading in Class Period One.
2. Worksheet 2 (Questions for Supplementary Readings) accompanies the two supplementary readings in Class Period Two.
3. Worksheet 3 (Internet Research Questions) accompanies the investigation of the Bureau of Land Management's Wild Horse and Burro Program in Class Period Three.
4. Worksheet 4 (Closing the Gate) accompanies the coding activities requiring students to fix the Alice code in order to close the corral gate.
5. Worksheet 5 (Post-Lesson Assessment) is a summative assessment.

## 1 Assessment (Formative and Summative)

The following are suggested formative and summative assessments for monitoring student understanding. These can be assigned as homework or test questions, or can be used as discussion questions for small groups. We provide worksheets on our website that can be printed out and handed to students, and provide a general list of assessment techniques here.

### 1.1 Class Period One Formative Assessment (Worksheet 1)

In this worksheet, student understanding of "How Wild Horses Were Captured" will be assessed. Students will answer questions about the roles and actions of the characters in the horse capture process.

- To emphasize RH.6-8.4, have students determine the meaning of vocabulary words describing specific roles of participants in the horse capture process.
- To emphasize Essential Understanding 3, have students examine the historical practices of horse capture by American Indians.

### 1.2 Class Period One Formative Assessment (Worksheet 2)

In this worksheet, student understanding of the historical use of horses in North America will be assessed. Students will answer questions based on a reading activity.

- To emphasize SS.3, have students learn about the history of the horse in North America and its changing uses from the historical perspective.

### 1.3 Class Period Three Formative Assessment (Worksheet 3)

In this worksheet, students will use internet resources to learn about BLM horse management practices. Students will answer questions based on internet research.

- To emphasize SS.1, have students peruse internet resources on the Horse and Burro program to build an understanding of modern horse management practices.
- To emphasize LS.2.A, have students peruse internet resources to learn about the relationship between wild horse herds and the land they graze.

#### 1.4 Class Period Three Formative Assessment (Worksheet 4)

In this worksheet, students will be guided through correcting the Alice animation to depict the “How Wild Horses Were Captured” story. Students will identify errors in the animation of the story, find places in code that produce the errors, and correct these errors by changing conditional statement code.

- To emphasize CS.AP.5.3, have students add and modify conditional statements in the animation code.
- To emphasize CS.AP.4.3, have students analyze the errors produced in the code output (animation) and theorize about how to solve them.

#### 1.5 Summative Assessment (Worksheet 5)

Students reflect on past and present wild horse management goals and methods. Students also demonstrate their understanding of conditional statements used in animating the Alice story.

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## Worksheet 1: Worksheet on the Reading

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Read the story “How Wild Horses Were Captured” and answer the following questions.

1. Who in the community were the herders, and who were the short stops?

2. What role did the short stops play in herding the wild horses?

3. What reward did the boys who participated in horse chase get, and what were they expected to do with this reward?

4. What were the corrals and gates made of, and what part of the gate is the “wing line?”

## Worksheet 2: Questions for Supplementary Readings

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Answer the following questions based on the supplementary reading.

1. When and how was the horse introduced to North America?

2. How did members of the Flathead Tribe first attempt to ride a horse?

3. What did American Indians use horses for in their daily lives and how did American Indian life change after the acquisition of horses?

## Worksheet 3: Internet Research Questions

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Investigate the Bureau of Land Management's [Wild Horse and Burro Program](https://www.blm.gov/programs/wild-horse-and-burro)<sup>1</sup> and answer the following questions.

1. How many acres of land does the BLM oversee that is used by wild horses?

2. How quickly can unchecked herds double in size?

3. Why is it important to manage herd populations?

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<sup>1</sup><https://www.blm.gov/programs/wild-horse-and-burro>

4. What is the name of the herd management area in Montana? How many acres does it cover?

5. How does the BLM capture wild horses and burros?

6. What is the process of adopting a wild horse? What are the requirements? Would you adopt a horse?

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## Worksheet 4: Closing the Gate

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Answer the following questions after fixing the Alice code that controls the corral gate.

1. What happens in the method `gate.CloseGate`?

2. How does the Alice program know whether the gate is open or closed when animating the actions of the horses?

3. How does Alice program know whether the horses are in the corral or not?

4. In order to close the gate, what needs to change in the condition of the first `if` statement in the `gatekeeper.decide_to_close_the_gate` method?



## Worksheet 5: Post-Lesson Assessment

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Answer the following questions based on the How Wild Horses Were Captured lessons.

1. Why did American Indian tribes, such as the Warm Springs Tribe, capture wild horses?

2. Why does the Bureau of Land Management (BLM) capture wild horses today?

3. Can anyone adopt a wild horse or a burro?

4. What uses did American Indian tribes have for wild horses?

5. What uses for horses do American Indian tribes have today?

6. What output code would be the result of the following lines of code?

```
gate.closed = True
if gate.closed then
  | Print 'Gate is closed.'
end
Print 'Done.'
```

7. Based on the following code, is the boolean variable `gate.closed` set to true or false?

```
if gate.closed then
  | Print 'Gate is closed.'
end
Print 'Done.'
```

The output is: Done.