

CTY Online
YOUNGER READERS SERIES

"Horse Stories" Syllabus

Please Note: Parents should review the books in each series before deciding on a theme that will be most interesting and appropriate for their child. Students taking "Horse Stories" will read *Misty of Chincoteague* by Marguerite Henry, *Barbaro: America's Horse* by Shelly Fraser Mickle, *The Black Stallion* by Walter Farley, and *Phantom Stallion (The Wild One)* by Terri Farley.

Instructions for Lesson One

1. Begin guided reading of *Misty of Chincoteague* by Marguerite Henry, preferably reading in the following reading chunks:

Look at map on the next to the last page of the book and locate Chincoteague Island and read pages 11 - 56 (Chapters 1 - 5);

Pages 57 - 93 (Chapters 6 - 9)

Pages 95 - 132 (Chapters 10 - 13)

Pages 133 - 173 (Chapters 14 - 18)

2. Read the pages above and then take a short, self-graded Quiz. Refer to the book if necessary.

3. Post ONE of the following two blog assignments (your choice) to the Discussion Blog:

a. Pretend that you are Phantom, and write a 50 - 150 word account of the race scene between Black Comet and Phantom (pages 157 - 160) from the horse's point of view.

b. Pretend that you are Misty, and write a 50 - 150 word account of the "making friends" scene with Paul and Maureen (pages 133 - 135) from the horse's point of view.

4. Contribute three (or more) thoughtful posts to the Discussion Board in response to any of the following questions. (Remember! At least one of your three thoughtful posts should be in reply to a discussion post made by another student.)

- a. **Maureen and Paul's complaints about raising horses.** In Chapter 3, page 34, Maureen and Paul complain about some things that they don't like about raising horses. What are their complaints? Would these things bother you too? Do you think that Paul is right and certain things only bother Maureen "because she is a girl"?
- b. **Why does the author use dialect?** In Chapter 4, page 40, the author has grandpa use the word "fer" to mean "for." Read the definition of Dialect in the Glossary and find at least three other places where the author uses different spellings when grandpa talks. Write down the spelling from the book and the correct spelling. Why do you think that the author does this?
- c. **Colts vs. kids.** Chapter 10 is entitled "Colts Have Got to Grow Up." Discuss two or three things that colts have to learn to do for themselves that children don't and two or three things that children have to learn to do for themselves that colts don't.
- d. **Topsy-turviest pair.** In Chapter 14, page 135, Grandma called Misty and Phantom "the topsy-turviest pair I've ever seed!" Explain fully why Grandma reaches this conclusion.
- e. **Maureen's feelings.** In the passage at the bottom of page 153 of Chapter 16, Maureen tells her brother, " 'you won, Paul,' she said blinking. 'You'll ride her better anyhow.'" Do you believe her? How do you think she feels? Explain your reasons. What hint is given by the author that reveals Maureen's true feelings?
- f. **Would you let Phantom go?** If you were in Paul's position at the end of the book, would you have let Phantom go? Why or why not?

Note: You are provided with a list of "Mind-Expanding Vocabulary Words from *Misty of the Chincoteague*" that you can use to help better understand the book and increase your knowledge of vocabulary words in general. Crossword puzzles are also included to help reinforce your knowledge of these useful vocabulary words. Working on the crossword puzzles is an optional—not required—activity!

Instructions for Lesson Two

1. Begin guided reading of *Barbaro: America's Horse* by Shelly Fraser Mickle preferably reading in the following reading chunks:

"In Memory of Barbaro" and "Authors Note" (before "Contents"), "Introduction," (pages XI - XII), "Glossary" (skim pages 129 - 136 to find out what information is available in Glossary) and pages 1 - 17 (Chapters 1 - 3);

Chapters 4 - 6 (pages 18 - 35)

Chapters 7 - 9 (pages 37 - 55).

2. Read the pages above and then take a short, self-graded Quiz. Refer to the book if necessary.

3. Post ONE of the following two blog assignments (your choice) to the Discussion Blog:

a. Pretend you are Barbaro and write a 50 - 150 word letter to Jill Stephens thanking her for all that Jill had taught the horse. Be sure to mention specifics.

b. Pretend that you are Jill Stephens and write a 50 - 150 word note in Barbaro's file to Peter Brette (Barbaro's new exercise rider), letting him know what Barbaro has learned so far and giving Brette advice about how to treat this special horse.

4. Contribute three (or more) thoughtful posts to the Discussion Board in response to any of the following questions. (Remember! At least one of your three thoughtful posts should be in reply to a discussion post made by another student.)

a. **Lesson about Metaphors.** In order to appreciate the author's writing style in *Barbaro: America's Horse*, it will be helpful to understand what a "metaphor" is because Shelly Fraser Mickle uses many metaphors in her writing. The definition of "metaphor" is in the Glossary. Here is one example from the beginning of the book. On page 3, the author writes, "Others now looked for the young stallion's wings to sprout." Unless you understand what a metaphor is, this sentence does not make sense. Horses do not have wings and only plants sprout. As a reader, you have to figure out what the author means—how the sentence does make sense. To do that, you have to call on your background knowledge about what you already know about the world. You know that horses can run fast but that birds (the only animals with wings) can fly even faster than a horse can run. You also know that when a plant sprouts, it doesn't grow a little bit at a time but shoots up quickly. What the author means by that sentence, therefore, is that the others were waiting for Barbaro to quickly put on a burst of speed and run much faster. Now reread one of the chapters in *Barbaro* and try to pick out another metaphor or two. (Be sure not to confuse metaphors with similes!)

b. **Barbaro's personality.** Based on what you have read in the first 9 chapters, how would you describe Barbaro's personality?

c. **What makes a champion?** On page 8 the author describes the qualities a horse needs to be a champion. Do you think a human runner needs the same qualities, or are there any differences?

d. **Why the tiny halter?** In Chapter 3, Bill Sanborn puts a tiny halter around Barbaro when the horse was only two days old. Why do you think it is a good idea to put a halter around the colt so early?

e. **Questions about weaning.** Chapter 5 describes how Barbaro was weaned from his mother when he was 5 months old. After what you have read about weaning in *Misty* and *Barbaro*, are you convinced that it is necessary to separate such young colts from their mothers? At what age do you think that human children should be separated from their mothers? Why the difference?

f. **Instinctive fears.** In Chapter 5, the author explains that horses have a natural fear of feeling trapped. Why is it so important that a horse feel free to run? How would a horse learn to overcome this fear? Do humans have any similar instinctive fears? Discuss some instinctive fears.

g. **What is savvy?** Without using a dictionary, how would you explain the noun "savvy" used in Chapter 7 to someone who didn't know what it meant? Can you give some examples of animals or humans who have "savvy"?

h. **Barbaro, the smart horse.** Explain how his handlers could tell that Barbaro was a smart horse. Give examples from the first 9 chapters of the text.

i. **"Fretting and fighting."** On page 28 the author says, "Fretting and fighting got him nowhere. Barbaro was smart enough to figure that out." Explain what that means.

j. **The most important thing.** What does the author say is the most important thing to Barbaro? Cite examples from the text to prove your point.

Note: You are provided with a list of "Mind-Expanding Vocabulary Words from *Barbaro: America's Horse*" that you can use to help better understand the book and increase your knowledge of vocabulary words in general. Crossword puzzles are also included to help reinforce your knowledge of these useful vocabulary words. Working on the crossword puzzles is an optional—not required—activity!

Instructions for Lesson Three

1. Finish guided reading of *Barbaro: America's Horse* by Shelly Fraser Mickle preferably reading in the following reading chunks:

Chapters 10 - 12 (pages 56 - 77);

Chapters 13 - 15 (pages 78 - 100)

Chapters 16 - 19, "Afterword" (pages 101 - 125), and "Letters to Barbaro" (pages 139 - 144).

2. Read the pages above and then take a short, self-graded Quiz. Refer to the book if necessary.

3. Post ONE of the following three blog assignments (your choice) to the Discussion Blog.

a. On page 90 the author says "The yearling they'd known was about to reveal an amazing talent, one they had helped him find within himself." Many teachers of children say that their job is to bring out their students' own talents. In 50 - 150 words, describe both similarities between training horses and teaching students and also some differences.

b. Pages 139 - 144 contain letters sent to Barbaro and Barbaro's owners, Mr. and Mrs. Roy Jackson. After reading through the letters, pretend that you are Barbaro or the Jacksons and write a 50 - 150 word letter in reply to one of those letters.

c. After reading the letters found on pages 139 - 144, write your own 50 - 150 word letter to Barbaro or his owners. You can pretend that you are writing your letter either while Barbaro was alive or shortly after he died on January 29, 2007.

4. Contribute three (or more) thoughtful posts to the Discussion Board in response to any of the following questions. (Remember! At least one of your three thoughtful posts should be in reply to a discussion post made by another student.)

a. **Running in the rain.** Did Barbaro like running in the rain? Cite examples from the text to support your answer.

b. **What distracted Barbaro?** Describe some of the things that might distract Barbaro from his training workouts.

c. **"He didn't brag exactly..."** Explain what this sentence means: "He didn't brag exactly, but he did swagger a little."

d. "An animal who is beloved..." On page 118 the author writes "An animal who is beloved speaks to its caretakers in ways that are very much like music." Explain in your own words the meaning of that quotation.

e. **Sleeping on their feet.** Why do horses have the ability to sleep on their feet? Do you think that is an important advantage in helping a horse to protect itself? Would it be important for humans to sleep on their feet?

f. **Stories about horses.** Why does the author say that people like to invent stories about horses?

g. **Which is better?** The author uses two different ways of saying that Barbaro ate fast. She says "He ate voraciously." And "He ate as fast as a vacuum cleaner sucking up Cheerios." Which sentence do you like better? Why?

h. **Kindness, honesty, and courage.** On page 96 Peter thinks that he wants his son to have the same character traits as Barbaro: kindness, honesty and courage. Some scientists feel that it wrong to use these words to describe animals. What do you think? Why?

i. **Why did people love Barbaro?** Why do you think so many people loved Barbaro, a horse that they had never met?

Note: You are provided with a list of "Mind-Expanding Vocabulary Words from *Barbaro: America's Horse*" that you can use to help better understand the book and increase your knowledge of vocabulary words in general. Crossword puzzles are also included to help reinforce your knowledge of these useful vocabulary words. Working on the crossword puzzles is an optional—not required—activity!

Instructions for Lesson Four

1. Begin guided reading of *The Black Stallion* by Walter Farley, preferably reading in the following reading chunks:

Pages 1 - 24 (Chapters 1 - 3)

Pages 25 - 46 (Chapters 4 and 5)

Pages 47 - 69 (Chapters 6 and 7)

2. Read the pages above and then take a short, self-graded Quiz. Refer to the book if necessary.

3. Post ONE of the following two blog assignments (your choice) to the Discussion Blog:

a. Pretend that you are Alec, and write a 50 - 150 word diary account of how the black stallion saved your life when the Drake sank. Begin with "Dear Diary."

b. Reread the middle pages of Chapter 8 ("Napoleon"), beginning with: "Well," Alec began, "it was a few days after I left Uncle Ralph at Bombay that we stopped at a small Arabian port on the Red Sea_____,"

and ending with:

Joe Russo stood up. "I want to thank you for letting me stay," he said. "If there is anything I can ever do_____."

Then write down a series of interview questions that you think reporter Joe Russo asked Alec as well as your ideas about how Alec answered these questions. The combined word count for the questions and answers should be between 50 - 150 words.

4. Contribute three (or more) thoughtful posts to the Discussion Board in response to any of the following questions. (Remember! At least one of your three thoughtful posts should be in reply to a discussion post made by another student.)

a. **How old is Alec?** Page 2 describes the knife that Alec got for his birthday, but it doesn't say which birthday. How old do you think Alec is? What makes you think so?

b. **Which animal?** If you had to be shipwrecked and live on a deserted island, what animal would you choose as your companion? Explain your answer.

c. **What would you do in Alec's situation?** Reread the paragraph on page 22 that begins with "Alec watched him..." How do you think you would have felt if you were in Alec's situation? Although many people in the world eat meat, most do not eat horse meat. Why do you think this is?

d. **"Wildest of all Wild Creatures."** Chapter 4 is entitled "The Wildest of All Wild Creatures." Since there are lions, tigers, bears, sharks, etc. in the world, why do you think the author picked that name for his chapter? Can you find evidence in the chapter to support your opinion?

e. **Your favorite rescue.** Alec and the Black had several occasions to save the other's life during the first six chapters. Describe your favorite rescue in your own words. Do you think it was more exciting when Alec saved the Black's life or when the stallion saved the boy's life? Why?

f. "King of the Herd." Chapter 6 is entitled "King of the Herd." Explain why you think the author chose that title for this chapter, using evidence from the book to support your opinion.

Note: You are provided with a list of "Mind-Expanding Vocabulary Words from *The Black Stallion*" that you can use to help better understand the book and increase your knowledge of vocabulary words in general. Crossword puzzles are also included to help reinforce your knowledge of these useful vocabulary words. Working on the crossword puzzles is an optional—not required—activity!

Instructions for Lesson Five

1. Continue guided reading of *The Black Stallion* by Walter Farley, preferably reading in the following reading chunks:

Pages 70 - 93 (Chapters 8 and 9)

Pages 94 -116 (Chapters 10 and 11)

Pages 117 - 139 (Chapters 12 and 13)

2. Read the pages above and then take a short, self-graded Quiz. Refer to the book if necessary.

3. Post ONE of the following two blog assignments (your choice) to the Discussion Blog:

a. Write a 50 - 150 word dialogue between Henry and his wife in which Henry tries to explain why it is important for him to help Alec train the Black to race—and Mrs. Dailey's response.

b. From the bottom of page 101 to the top of page 102, the author describes Alec's decision not to tell his mother about the Black's running away. Do you think that Alec did the right thing? Write a 50 - 150 word explanation of your opinion.

4. Contribute three (or more) thoughtful posts to the Discussion Board in response to any of the following questions. (Remember! At least one of your three thoughtful posts should be in reply to a discussion post made by another student.)

a. What frightens Black? Describe two or three things that scare the Black and explain why you think these things frighten him.

b. **Alec's chores.** Alec's chores are described in the middle of Chapter 11 ("Partners"). How do his jobs compare to your responsibilities around your house? Who do you think has more to do?

c. **Do you think that a horse's pedigree should be important?** Henry and Alec couldn't race the Black in a normal race because without knowing who the horse's parents were, they couldn't determine the horse's pedigree. As you have read in *Barbaro*, there are still similar rules today that prevent some horses from racing. Why do you think that there are rules like that? Do you think these rules should be changed? Why or why not?

d. **Why the secrecy?** Why do you think Alec and Henry did their training rides at night for the Black? What do you think of their secrecy? Do you think Alec should have told his parents?

e. **Resisting the saddle.** Why do you think the Black resisted the saddle and why do you think he finally accepted it?

Note: You are provided with a list of "Mind-Expanding Vocabulary Words from *The Black Stallion*" that you can use to help better understand the book and increase your knowledge of vocabulary words in general. Crossword puzzles are also included to help reinforce your knowledge of these useful vocabulary words. Working on the crossword puzzles is an optional—not required—activity!

Instructions for Lesson Six

1. Finish guided reading of *The Black Stallion* by Walter Farley, preferably reading in the following reading chunks:

Pages 140-163 (Chapters 14 and 15)

Pages 164-182 (Chapters 16 and 17)

Pages 183-197 (Chapter 18 and "About the Author")

2. Read the pages above and then take a short, self-graded Quiz. Refer to the book if necessary.

3. Post ONE of the following two blog assignments (your choice) to the Discussion Blog:

a. Pretend you are newspaper reporter Jim Neville who has just witnessed the most incredible horse race and is assigned to write a 50 - 150 word article describing the horse

race and its surprising conclusion. Include a title and be sure to answer the reporter's questions: who, what, where, when, and how.

b. Imagine that *The Black Stallion* had a Chapter 19. What do you think the title would be? Write your own 50 - 150 word summary of what you think would happen in that final chapter.

4. Contribute three (or more) thoughtful posts to the Discussion Board in response to any of the following questions. (Remember! At least one of your three thoughtful posts should be in reply to a discussion post made by another student.)

a. **"Too much-a thinkin doesn't do nobody good."** In Chapter 15, Tony tells Alec that "Too much-a thinkin' doesn't do nobody good." What does he mean? The author seems to think that Tony's statement is wise. Do you agree, or do you think that the statement is foolish or dangerous? Explain.

b. **Old-fashioned words.** In the middle of Chapter 16 ("Preparation"), Alec tells Henry that his father has been "swell about the whole thing." Most young people would not use "swell" as a word of praise in that situation. Describe some other words that you think modern teenagers would use instead. Find at least three other "old-fashioned" words used by characters in the book. List the words, the Chapters and pages in which you found them, and what words would be used today in their place.

c. **Another name.** Think of another possible name for "the Black." Explain why you might use that alternative name.

d. **Why is Napoleon important?** Why do you think that Napoleon is so important to the Black?

e. **Importance of finishing exams.** Why do you think that Alec's father insisted that he finish his exams before leaving for Chicago? Do you think that this was a sensible or risky demand for Alec's father to insist upon?

f. **Why did Black continue running?** Why do you think that the Black continued running even after the race was over? Why did he finally slow down?

g. **About the author.** The author, Walter Farley, began writing *The Black Stallion* when he was in high school and published it when he was in college. Does this surprise you or could you tell that the story was written by a relatively young author? Farley went on to create 20 more books in the Black Stallion series as well as write books about other horses. Would you like to read some of his other books? Why or why not?

Note: You are provided with a list of "Mind-Expanding Vocabulary Words from *The Black Stallion*" that you can use to help better understand the book and increase your knowledge of vocabulary words in general. Crossword puzzles are also included to help reinforce your knowledge of these useful vocabulary words. Working on the crossword puzzles is an optional—not required—activity!

Instructions for Lesson Seven

1. Begin guided reading of *Phantom Stallion (The Wild One)* by Terri Farley, preferably reading in the following reading chunks:

Pages 1 - 22 (Chapters 1 and 2)

Pages 23 - 43 (Chapters 3 and 4)

Pages 44 - 72 (Chapters 5 and 6)

2. Read the pages above and then take a short, self-graded Quiz. Refer to the book if necessary.

3. Post ONE of the following two blog assignments (your choice) to the Discussion Blog:

a. Pretend you are Sam and write a 50 - 150 word passage in your diary about your encounters with the Phantom Stallion, especially your night with the wild horses, and your belief that the Phantom might be your beloved Zanzibar. Begin with "Dear Diary."

b. Pretend you are Jake and write a 50 - 150 word passage in your diary about your feelings of guilt regarding Sam's accident three years ago.

4. Contribute three (or more) thoughtful posts to the Discussion Board in response to any of the following questions. (Remember! At least one of your three thoughtful posts should be in reply to a discussion post made by another student.)

a. **Was Sam afraid?** In Chapter 1, page 6, Sam thinks to herself that "the accident won't keep her from riding because she wasn't afraid. She wasn't." Do you believe her? Why do you think she repeats herself?

b. **What about Linc?** In Chapter 1, page 8, the author (or maybe it is Sam) describes Linc Slocum as having "slick hair and a tooth paste commercial grin. His cowboy hat was as big as one of dad's truck tires." From this description, can you make an inference about whether Linc is a likeable character? Explain your opinion of Linc based on this description.

c. **What is the inference about looking "just a second too long"?** In Chapter 2, page 14, the author tells us that Jake looked her [Sam] over for just a second too long." What inference do you think the author wants you to make about Jake's feelings or concerns about Sam?

d. **Describe Sam's mother.** The reader learns about Sam's mother Louise without the author ever describing the mother directly. After reading pages 28 and 29 of Chapter 3, write a sentence or two describing Sam's mother directly, beginning with "Louise was"

e. **Should Jake have helped Sam?** In Chapter 5, page 48, Jake criticizes Sam for dropping her gear without putting it away. Do you think he should have put it away for her since he knew she was exhausted? What should a good friend do under the circumstances? Explain your answer.

f. **Sam's reaction to Jake's announcement.** Do you think Sam resents or appreciates Jake's announcement made on page 72 at the end of Chapter 6? How would you feel under the circumstances? Do you understand why Jake would be prepared to do whatever he has to, to keep Sam safe?

Note: You are provided with a list of "Mind-Expanding Vocabulary Words from *Phantom Stallion (The Wild One)*" that you can use to help better understand the book and increase your knowledge of vocabulary words in general.

Crossword puzzles are also included to help reinforce your knowledge of these useful vocabulary words. Working on the crossword puzzles is an optional—not required—activity!

Instructions for Lesson Eight

1. Continue guided reading of *Phantom Stallion (The Wild One)* by Terri Farley, preferably reading in the following reading chunks:

Pages 73 - 97 (Chapters 7 and 8)

Pages 98 - 129 (Chapters 9 and 10)

Pages 130 - 152 (Chapters 11 and 12)

2. Read the pages above and then take a short, self-graded Quiz. Refer to the book if necessary.

3. Post ONE of the following two blog assignments (your choice) to the Discussion Blog:

a. Pretend that you are Linc Slocum and write a 50 - 150 letter to a friend "back East" explaining why you moved to the West and why you want to capture a wild stallion like the Phantom for yourself.

b. Pretend that you are Miss Olson and, the night after she meets Wyatt, Sam, and Jake, write a 50 - 150 word casual letter to a friend telling her about "your" job and some of the local people you meet and their reaction to you and your job.

4. **Contribute three (or more) thoughtful posts to the Discussion Board in response to any of the following questions. (Remember! At least one of your three thoughtful posts should be in reply to a discussion post made by another student.)**

a. **Who blamed Jake for the accident?** At the beginning of Chapter 7, on page 73, Sam wonders if someone had "blamed Jake for her accident or was he blaming himself." What do you think?

b. **Sam and the quicksand.** Were you surprised when you were reading Chapter 8 that Sam's father allowed her to be put in danger of falling into the quicksand in order to rescue an orphan calf? Why do you think that Jake's worry made Sam feel stronger (that is, more brave)? If you were Sam, would you have done it? Do you think she would have done it if she hadn't felt guilty?

c. **Why doesn't Sam tell?** In Chapter 9, page 110, Sam does not tell her father that she had put Buddy in the pasture. Why?

d. **Sam finally tells everything.** In Chapter 10, Sam finally told Jake and her father everything about the Phantom stallion who had been visiting her. Why did she wait so long to tell them? Why do you think she decided that that was the right time to tell about her secret encounters with the stallion?

e. **Jake's eyes closed.** In Chapter 10, page 124, "Jake's eyes closed as if she [Sam] had socked him." Why?

f. **Slocum's plans for training the Phantom.** At the end of Chapter 10 on page 128, Slocum said that if he owned the Phantom, he would "turn a good old-fashioned bronc buster loose on that Phantom. In an hour, he'd be thrown, hog-tied, sacked out, and taught some manners. Then I might make something of him." Why would he want to treat the Phantom that way? Might it work?

g. **Why do ranchers resent wild mustangs?** In Chapter 11, on page 134, Jake comments that lots of ranchers think that wild mustangs should be gunned down on sight." Why would this be true?

h. **Jake's promise.** What do you think of Jake's promise at the end of Chapter 11, that he "won't let anyone, including Wyatt [Sam's father] give that horse a second chance to kill you." Do you think that he is being sensible or overly cautious? If you were Sam, what would be your reaction to Jake's "promise?"

i. **Guilt and blame.** On page 144, Sam realizes how it felt to be guilty and totally to blame. Why? Do you think that this might change her relationship with Jake? Do you think that since Sam did not know that the fence was broken, that she was totally to blame? Do you think that Jake was actually totally to blame for Sam's accident? Why or why not?

j. **Would you blame the mother coyote for feeding her young?** Sam's father makes the point that in certain situations in which an orphan calf has been left behind by the herd, a coyote kill is almost merciful. Wyatt added that the mother coyote would never have laid eyes on it if Sam had not neglected her calf. If the mother coyote had killed the calf in order to feed her own coyote young, would anyone or anything have been at fault? What do you think?

Note: You are provided with a list of "Mind-Expanding Vocabulary Words from *Phantom Stallion (The Wild One)*" that you can use to help better understand the book and increase your knowledge of vocabulary words in general. Crossword puzzles are also included to help reinforce your knowledge of these useful vocabulary words. Working on the crossword puzzles is an optional—not required—activity!

Instructions for Lesson Nine

1. Finish guided reading of reading *Phantom Stallion (The Wild One)* by Terri Farley preferably reading in the following reading chunks:

Pages 153 - 174 (Chapters 13 and 14)

Pages 175 - 199 (Chapters 15 and 16)

Pages 200 - 213 (Chapter 17)

2. Read the pages above and then take a short, self-graded Quiz. Refer to the book if necessary.

3. Post ONE of the following two blog assignments (your choice) to the Discussion Blog:

a. Pretend you are Sam and write your own 50 - 150 word list of the reasons that Linc Slocum should not be allowed to adopt a mustang from the Bureau of Land Management.

b. The Bureau of Land Management is a very controversial organization in the West. Pretend you are a reporter for your school newspaper and write a 50 - 150 word article explaining what the BLM does to and for wild mustangs in the West. It's your choice—is your article going to be critical or favorable toward the BLM?

4. Contribute three (or more) thoughtful posts to the Discussion Board in response to any of the following questions. (Remember! At least one of your three thoughtful posts should be in reply to a discussion post made by another student.)

a. **Can blind trust be the most perceptive?** Brynna Olson said to Sam, "Sometimes blind trust can be the most perceptive of all." What does that mean (in your own words)? Do you agree?

b. **Sam's injured cheekbone.** Why did the Phantom strike Sam's cheekbone? Were Sam and her father upset about her injured cheekbone? Why or why not? What was Jake's reaction?

c. **Wyatt's business arrangement with Jake.** Why was Sam afraid that Wyatt had fired Jake? What did she think that Jake had done wrong? Why did Jake say that been fired by Wyatt was unlikely? What was their business relationship?

d. **Why is Jake suddenly eager to help the Phantom?** After Miss Olson calls Sam to tell her that the Phantom was captured and was going crazy, Jake immediately offered to drive Gram's car to the Bureau of Land Management to aid a horse that he often feared would hurt Sam. Why? Assuming that he probably had many reasons, what do you think they were?

e. **Arrest or give a medal?** On Chapter 16, Miss Olson orders Sam to sit down on the office stairs until she decided whether to arrest her or award her a medal. Explain why both actions might be appropriate. Which do you think Sam deserves?

f. **What had Slocum done wrong?** What had Slocum done so that he might be charged with harassment, negligence, and destruction?

g. **Why is Miss Olson cautious?** In Chapter 12, page 201, Miss Olson tells Samantha that she "outsmarted him," but "a cautious tone lingered in her voice." Why?

h. **Would Slocum have acted differently around Wyatt?** On page 202, Brynna Olson commented that "Slocum's approach would have been entirely different if Sam's father Wyatt Forster were here." Do you agree with her? How would Slocum have acted differently and why?

i. **Questions about wild horses.** On page 206, Sam complains that for hundreds of years people have wanted wild horses. Miss Olson comments that "They look at a wild horse and see beauty, spirit..." , but Sam interrupts her by saying "And they can't wait to take it away." Do you think that all wild horses would be better off wild? Do you think that Ace would be better off in the wild? If you think that Ace is better off living at the ranch, why do you think she is different than the Phantom?

Note: You are provided with a list of "Mind-Expanding Vocabulary Words from *Phantom Stallion (The Wild One)*" that you can use to help better understand the book and increase your knowledge of vocabulary words in general. Crossword puzzles are also included to help reinforce your knowledge of these useful vocabulary words. Working on the crossword puzzles is an optional—not required—activity!

Instructions for Lesson Ten

1. Post ONE of the two summary blog assignments, which ask you to think about, discuss, and compare all four books read.
2. Contribute three (or more) thoughtful posts to the Discussion Board in response to any of the listed summary topics, which ask you to think about and discuss all four books read. (Remember! At least one of these three thoughtful posts should be in reply to a discussion post made by another student.)

©Copyright Johns Hopkins University Center for Talented Youth, 2008