The Historical Impact of Racism on the American Horse Industry

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for

The Chronicle of African Americans in the Horse Industry

www.AfricanAmericanHorseStories.org

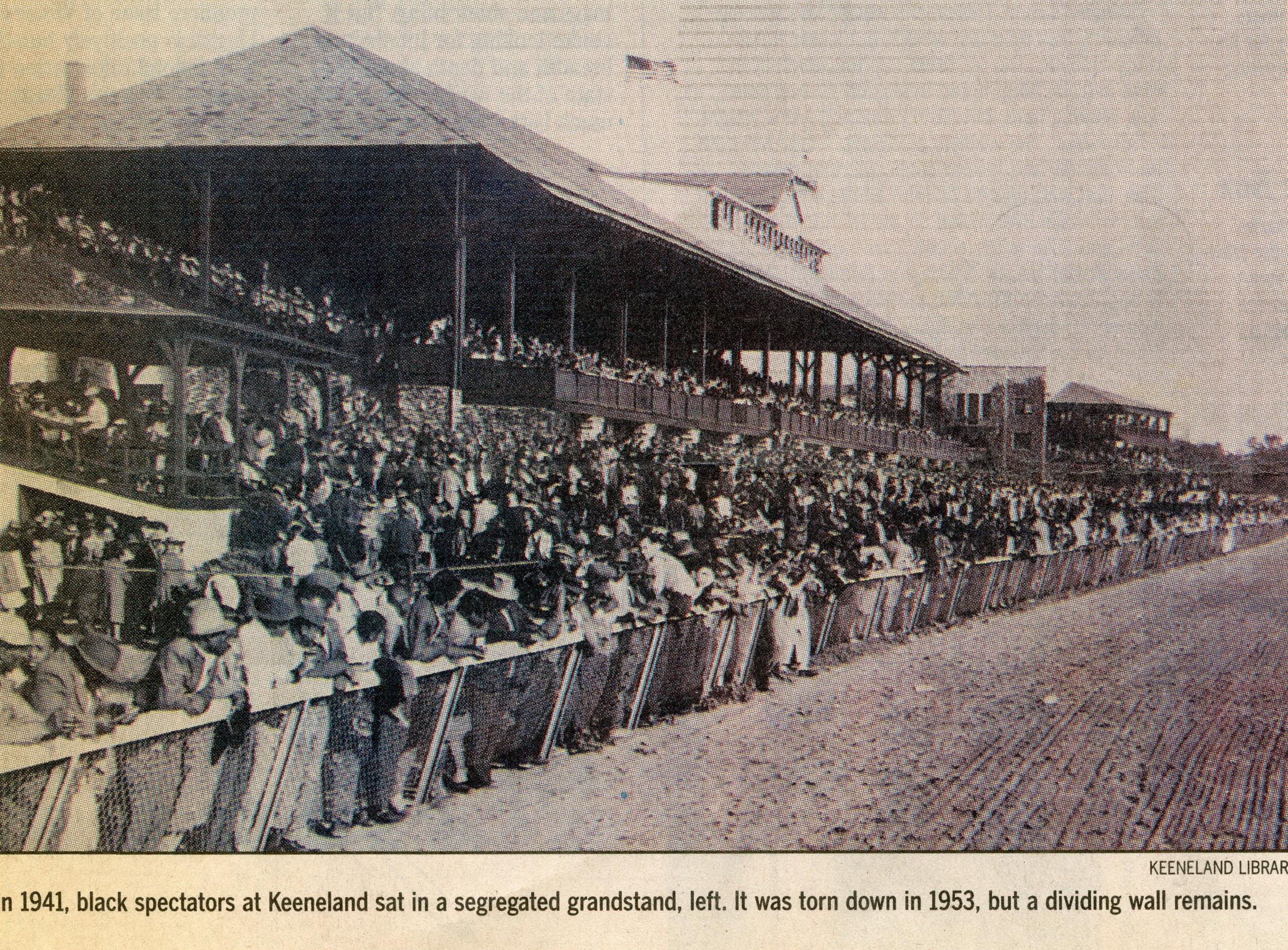


Image source: Keeneland Library

### **Summary**

This module explores and proves the damage of slavery and racism on American society, politics and economic freedom through Inquiry Based Learning, Historical Thinking Analysis, and Project Based Learning.

### **Grade Levels**

High School, 9-12

### **Subjects**

United States History, Kentucky History, Economics

### **Standards**

Kentucky Academic Standards for Social Studies

Questioning:

HS.E.I.Q.1 Generate compelling questions to frame thinking, inquiry/and /or understanding of key economic concepts.

HS.E.I.Q.2 Generate supporting questions to develop knowledge, understanding and thinking relative to key economic concepts framed by compelling questions.

Continuity and Change:

HS.UH.CH.1 Examine the way diverse groups viewed themselves and contributed to the identity of the United States in the world from 1877-present.

Cause and Effect:

HS.UH.CE.5 Evaluate the ways in which groups facing descrimination worked to achieve the expansion of rights and liberties from 1877- to present.

Kentucky History:

HS.UH.KH.1 Examine how Kentuckians influence and are influenced by major national developments in perspectives relevant to using compelling and/or supporting questions in U.S. history.

HS.UH.I.UE.2 Gather information from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.

Communicating Conclusions:

HS.UH.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supporting questions in U.S. history.US history from 1877- to present.

Using Evidence:

HS.UH.I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives.

Source: “Kentucky Academic Standards for Social Studies.” Social Studies - Kentucky Department of Education, 2019, education.ky.gov/curriculum/conpro/socstud/Pages/default.aspx.

### **Time Requirements**

1. Inquiry Based Learning: 4 class days
2. Historical Thinking Analysis #1: 4 to 5 class days
3. Project Based Learning: 5 to 10 class days.
4. Historical Thinking Analysis #2: 2 class days
5. Cross-Curricular and Project Options: 2 to 10 class days

### **Chronicle Resources**

Person profiles, stories, and related research per student interest or teacher selection

### **Chronicle Themes**

Before Emancipation and Separate is Not Equal

### **Goals**

* Students will be able to use primary documents that have been analyzed in order to determine the social normalizing of segregation and the removal of Black leadership from the horse industry. The study of this action will expose to students the promotion of racial inequality and how it impacted the American horse industry from 1877 to present.
* Students will successfully use research and evaluate Chronicle sources: lives & experiences of jockeys, trainers and owners before and after 1904.
* Students will be able to use sourcing, contextualizing, close read and corroboration while evaluating primary sources.
* Students will be able to create compelling and supporting questions and demonstrate their importance to developing sound research.
* Students will be able to use project based learning to communicate their knowledge and conclusions from research questions that lead to answers.

### **Guiding Questions and Key Concepts**

Compelling Question: Did political forces and financial stakeholders work together to promote white supremacy in the horse industry, then and now?

Supporting Questions:

* Who were the political forces in the horse industry during the late 18th century through the 20th century?
* Who were the financial stakeholders of the horse industry in the late 18th century through the 20th century?
* Which African Americans in the horse industry during this period, late 18th - 20th c were impacted by political and economic discrimination?
* What events took place that promoted white dominance in the horse industry?
* What percentage of jockeys, trainers and owners are African American in the horse industry today?

### **Career Connections**

Jockeys- [www.careerexplorer.com/careers/jockey/how-to-become/](http://www.careerexplorer.com/careers/jockey/how-to-become/)

Horse farm manager-

<https://www.thebalancecareers.com/horse-farm-manager-125749>

Horse trainer-

<https://agexplorer.com/career/horse-trainer-instructor>

Equine stable owner-

<https://work.chron.com/salary-equine-stable-owner-29363.html>

Large animal veterinarian-

<https://www.thebalancecareers.com/large-animal-veterinarian-125800>

Horse racing careers-

<https://www.thebalancecareers.com/horse-racing-careers-125751>

Equine physical therapist-

<https://learningpath.org/articles/Equine_Physical_Therapist_Careers_Job_Description_Salary_Info.html>

### **Vocabulary**

Use this hyperlink for [Quizlet](https://quizlet.com/_810pie?x=1qqt&i=11l8lm) vocab practice for this set of words.

* Dark horse - a candidate or competitor about whom little is known but who unexpectedly wins or succeeds
* Derby - an annual horse race
* Jumping - any race that involves jumping obstacles such as steeplechase
* Flat racing- racing of horses on racecourses without jumps
* Furlong- an eighth of a mile, 220 yards
* Jim Crow Laws- a collection of state and local statutes that legalized racial segregation
* Gallop - the fastest pace of a horse or other quadruped, with all the feet off the ground together in each stride
* Groom- a person employed to take care of horses
* Exercise rider - a person who takes horses on their morning workouts, and teaches them the skills they'll need to compete in races, whether it's passing another horse or ignoring the dirt flying all around them
* Horsemanship - the art or practice of riding on horseback
* Trainer - a person who tends to horses and teaches them different disciplines
* Thoroughbred - horse of pure breed, especially of a breed originating from English mares and Arab stallions and widely used as racehorses
* Purse- a sum of money given as a prize in a sporting contest, especially a horse race
* Apprentice jockey - licenced riders aged between 16 and 25, working their way up to professional jockey status by riding with and competing against professional jockeys
* Jock mount fee - payment that jockeys are paid for each horse they race
  + This token sum is referred to as a jock mount, and it is one of the lowest wages paid to a professional athlete. Unless a rider finishes first, second, or third, the fee they receive for riding is an arbitrary amount. At most racing circuits this averages about $50
* Win, place, show - a manner of horse racing betting in which the bettor selects a single horse to Win, Place or Show (finish in first, second or third) in the race
  + If the horse Wins, Places or Shows, the bet is won.
* Finish line - a line marking the end of a race.
* Segregated - set apart from each other; isolated or divided
* NHRA - National Horse Racing Authority of Southern Africa

### **Background Information**

Throughout history, sports have promoted heroes and health in every country. In the United States our first sport was horse racing. People of all socio-economic groups participated in this entertainment, whether it was watching the races, buying and training the horses, betting on the outcome, or riding the horses to win, place or show. But those that grew the sport were African Americans. Yet few people know this or anything about the many impressive accomplishments of these Americans. After 1904 a change took place, and these sportsmen were forced out of the racing industry. Lucrative careers were refused to African American jockeys and the race to equality in this sport would take more than one hundred years to begin anew. Society impacted politics and in turn, political strong-arms caused the pivot of capital to move from the African American population to White America. This silent substitution reinforced Social Darwinism’s determination to rule over the African Americans that had proven their skill, brilliance and fortitude.