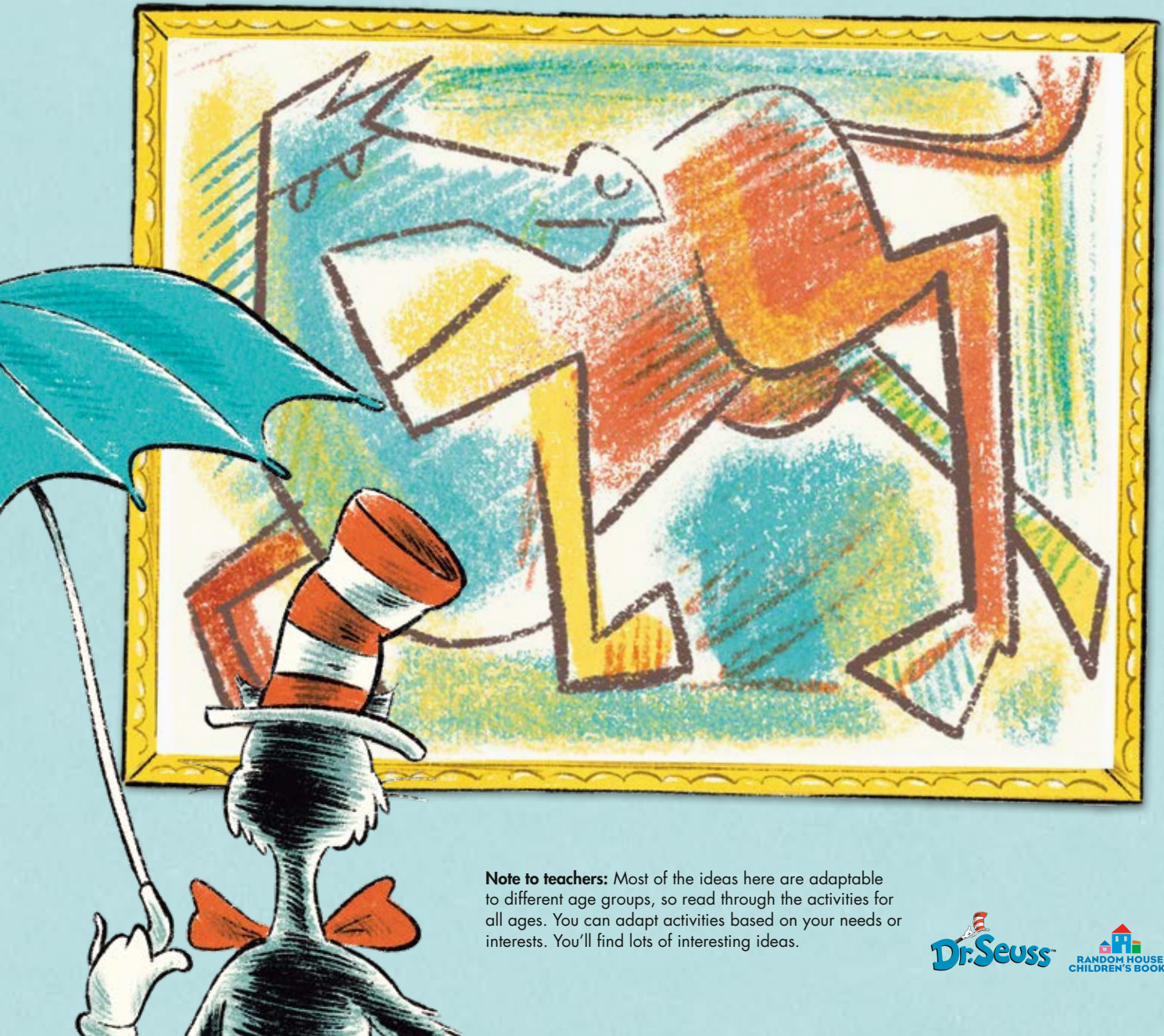


# ART. *What's it all about?*

A visit to an art museum entirely dedicated to horses invites readers to think about how artists share their ideas with us, and how the art they make is shaped by their experiences. While focused on visual art, *Dr. Seuss's Horse Museum* offers a perfect springboard to explore language arts and history at the same time. An energetic and knowledgeable horse tour guide (yes, a horse!) shepherds young visitors through a museum featuring reproductions of real paintings, sculptures, and textiles. Our equine guide asks the kids to not just look at the art, but also to think about the artist and what they thought, felt, and wanted to tell us when creating their piece. He invites the museum visitors and readers to

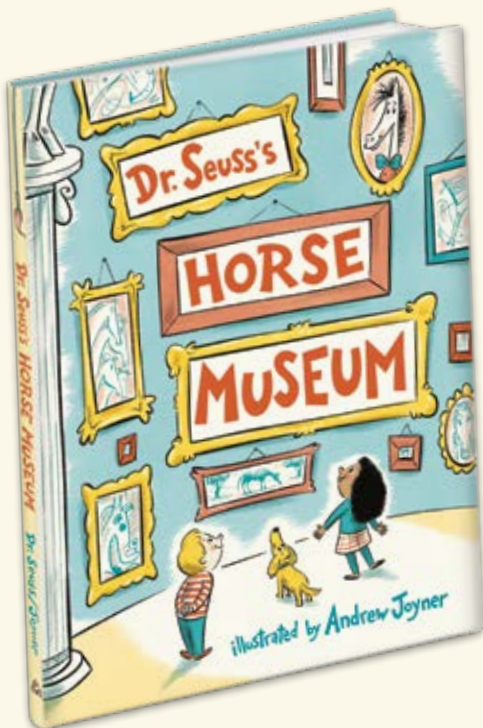
## **Look, Think, and Talk.**

Explore point of view, meaning, artistic expression, and interpretation with *Dr. Seuss's Horse Museum*.



**Note to teachers:** Most of the ideas here are adaptable to different age groups, so read through the activities for all ages. You can adapt activities based on your needs or interests. You'll find lots of interesting ideas.





**A never-before-  
published  
Dr. Seuss  
book about creating  
and looking at art!**

Based on a manuscript and sketches discovered in 2013, this book is like a visit to a museum—with a horse as your guide! Explore how different artists have seen horses, and maybe even find a new way of looking at them yourself. Discover full-color photographic reproductions of pieces by Pablo Picasso, George Stubbs, Rosa Bonheur, Alexander Calder, Jacob Lawrence, Deborah Butterfield, Franz Marc, Jackson Pollock, and many others—all of which feature a horse! Young readers will find themselves delightfully transported by the engaging equines as they learn about the creative process and see art in new ways.

Taking inspiration from Dr. Seuss's original sketches, acclaimed illustrator Andrew Joyner has created a look that is both subtly Seussian and wholly his own. His whimsical illustrations are combined throughout with reproductions of art, as we tour a museum with our horse guide. Cameo appearances by classic Dr. Seuss characters (among them the Cat in the Hat, the Grinch, and Horton the Elephant) make *Dr. Seuss's Horse Museum* a playful picture book that is totally unique. Ideal for home or classroom use, it encourages critical thinking and makes a great gift for Dr. Seuss fans, artists, and horse lovers of all ages.



**Dr. Seuss**

**RANDOM HOUSE  
CHILDREN'S BOOKS**

*Dr. Seuss's Horse Museum* is also available as an audiobook read by Samira Wiley.  
Bonus activity for all K–12 grades: listen as you read, learn, and create!

## ACTIVITIES FOR

# Kindergarten–2nd Grade

These activities introduce your students to the book, art museums, and concepts in visual art, but focus primarily on language arts. Using the art in the book, kids practice telling and retelling stories either in writing or orally. They identify the creators of the artwork, main characters, key details, and the piece's main message. They also practice using the main idea of a text to create similar texts.

### Read-aloud

#### *Read-aloud warm-up:*

Ask students if they have ever been to an art museum. If so, ask what they saw there and what it was like. If not, explain that museums are places where artists' work is kept and displayed. If you display their artwork in your classroom, point that out. Explain that usually at a museum you look at things but don't touch them.

There may be paintings, drawings, sculptures, photographs, collages, and other items at an art museum. Ask the students if they like to draw, paint, make collages or sculptures, or take pictures. Point out art projects they have done or provide other books that show these types of art.

Explain that this is a book about a horse museum. All the art in the museum is about horses, and even the tour guide is a horse! The guide invites us to look at the art, think about it, and talk about it.

Mention that this book was started by Dr. Seuss a long time ago, but never published. Another artist, Andrew Joyner, worked with Dr. Seuss's ideas to create the book. He honors Dr. Seuss with his pictures. Can the kids figure out how?

- Read pages 10–28 aloud, and talk with students about how the featured pieces of art explore these concepts:

- Outlines and lines
- Bulk or solid form
- Color
- Shape
- Strength
- Speed

- Ask questions like: What do you see here? How does the artist use (line/shape/form/color) to show speed or strength? Do any of the paintings or sculptures make you think of other paintings, drawings, sculptures, or book illustrations you've seen?

- Be sure to mention the artist, the name of the piece, and where it came from (if known) as you are reading. (Extensive back matter provides extra details.) Talk about how a painting or sculpture can tell a story, and encourage students to look carefully at the featured art for interesting details.





## ACTIVITIES FOR

# Kindergarten–2nd Grade

### Retelling stories

Pictures tell a story. When you are finished reading pages 10–28, choose one or two pieces of art featured in the book or another piece featuring a horse for the students to examine closely. Ask them to look at the details and think about what kind of story the artist is telling. Encourage them to write a story about the piece using descriptive language or to describe it orally.

### Look. Think. Talk. (Or write!)

As is age appropriate, ask students to include the name of the artist and piece if it is known, details from the artwork that are important to their story, if there is more than one character (horse, person, other animal), and something about how they see the work. What might the rider of the horse be thinking? How do the other horses or animals feel?

### Horse nursery rhymes and songs

Poems and songs are another kind of art. Share a horse-themed song or poem with your class, and invite students to change the words or add a verse, following the structure set up in the song or poem. They can draw inspiration from their own interests or from the artwork in *Dr. Seuss's Horse Museum*. Encourage students to

try creating a verse from the horse's point of view! (A quick internet search will give you other verses and tunes of the following songs.)

- Invite the students to act out their song or poem and new verses.

#### “This Is the Way the Lady Rides”

- This is the way the lady rides . . .
- This is the way the gentleman rides . . .
- This is the way the farmer rides . . .
- This is the way the cowboy/girl rides . . .
- This is the way the hunter rides . . .

#### “She’ll Be Comin’ Round the Mountain When She Comes”

- She’ll be comin’ round the mountain when she comes . . .
- She’ll be drivin’ six white horses when she comes . . .
- We’ll all come out to see her when she comes . . .

#### “Over the River and Through the Wood” by Lydia Maria Child

- Over the river and through the wood
- To Grandfather’s house we go.
- The horse knows the way to carry the sleigh
- Through the white and drifting snow!

#### “Ride a Cockhorse to Banbury Cross”

- Ride a cockhorse to Banbury Cross
- To see a fine lady upon a white horse;
- Rings on her fingers and bells on her toes,
- She shall have music wherever she goes.



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CHILDREN'S BOOKS**

## ACTIVITIES FOR

# 3rd–5th Grades

These activities introduce your students to the book and how artists throughout history have depicted horses in different ways. Students will tell stories based on the artwork in the book in play form, using different points of view and reflecting on the role a narrator plays. Students will also have the opportunity to explore inference and use illustrations to gain information.

### Look. Think. Talk.

Explore point of view and voice by looking at the art and thinking about what that artist was trying to accomplish and convey or what the subjects of the work might be thinking or feeling.

Before sharing *Dr. Seuss's Horse Museum* with your students, ask them to think about any books, poems, music, TV shows, or movies they know that feature horses. How are the horses depicted? Who describes them or shows them to you? How? How does the way the horse is being featured (painting, story, movie, music) affect the overall impression?

One of the goals of visual art is to get the viewer to look at something that may be familiar in a new way. Ask your students to think about that goal as you share *Dr. Seuss's Horse Museum*. (Feel free to abridge or read in sections to best meet the goals of your lesson.) When you've read the book, ask your students:

- Which paintings or sculptures featured in the book surprised you? Why?
- How did the art in the book get you to think about horses differently?
- How did the pieces make you feel—happy, sad, excited, worried, confused, calm? How did the artists achieve that? Did everyone feel the same? Why or why not?

- **Shown vs. implied; explicit vs. implicit meaning**

- *Art detectives*

- When you get a feeling from a picture and decide (or infer) what is happening or what the artist wants to tell you based on the details, that's *implied* or *inferred* meaning.

- When the artist shows you what is happening, for example, a horse's muscles straining as it pulls a heavy cart or a rider directing a horse with reins, the artist is showing you what is happening. That's *explicit* meaning.

- When detectives solve a mystery, they have to look at clues—details and facts about a situation. They also have to follow their instincts. They have to guess or infer things based on what they see and hear. Art is mostly about implied or inferred meaning. It invites you to **Look. Think. Talk.**

- Provide students with various paintings of horses from the book or another source. Ask them to look carefully at the paintings. What is the artist showing them explicitly, and what do they have to infer? Use think, pair, share.

- Questions to get the ball rolling: What do you see? What do you think it means? What is the artist showing you? What do you have to decide for yourself? Talk with someone else and discuss what they see in the picture. Identify explicit details and what you think they mean. Tell your partner what you infer, feel, or guess about the painting and why.



## ACTIVITIES FOR

# 3rd-5th Grades

### Point of view

#### *The play's the thing!*

Let's turn one of these paintings into a short play. Instead of painters, students will be playwrights and tell a story using actions and dialogue rather than pictures.

- The characters in your play are the people, animals, and things in the painting and anyone else you'd like to add.
- The main character should be a horse.
- You can include a narrator, if you want to.
- When you write lines for your characters, you'll be telling the story of the painting from their point of view.

Have students work in small groups, using art from the book or other works about horses as the basis for their play. Let groups choose which painting they'd like to use.

- Identify the main character and the basic story before you start writing lines for the characters or narrator.
- Write a scene that explains what is happening in the art.
- Focus on details, including the style and techniques the artist used, to help you create the setting and message of your story.

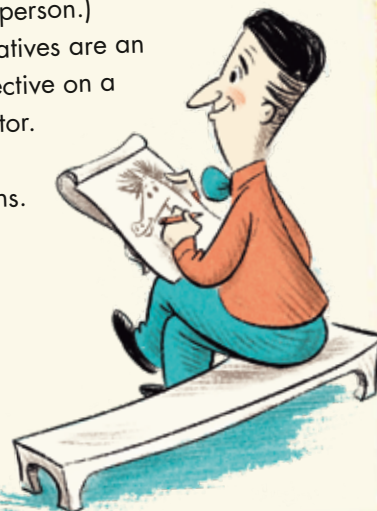
Give the groups time to create their plays. Allow the students to perform them for each other. When the plays are finished, discuss the following questions.

- What was it like to write lines from the perspective of the horse and other characters?

- What was it like to write lines for a narrator, if you had one?
- Who are your characters, and what experiences did they bring to the scene?
- Who is your narrator? How do their experiences or opinions affect what they tell the audience?
- How about the viewers? How do their experiences affect how they understand the play?

To go deeper and explore different points of view, go back through the plays and identify when actors were speaking in the first- or third-person. Did any of the characters or the narrator talk directly to the audience, using "you?"

- First-person narratives are told from the speaker's point of view: someone telling their own story. They use *I*, *me*, and *we* pronouns.
- Second-person narratives are told from the perspective of an onlooker, where the reader is the subject. For example, "You got out of bed and brushed your teeth." They use *you* as the pronoun. (Dr. Seuss's *Oh, the Places You'll Go!* is an example of a story written in second-person.)
- Third-person narratives are an observer's perspective on a situation: a narrator. They use *he*, *she*, and *they* pronouns.



## ACTIVITIES FOR

# 6th–8th Grades

### Look. Think. Talk.

Art tells a story. Sometimes the story is personal, sometimes imaginary, and sometimes historical. Looking at art created throughout history can provide us with glimpses of not only what happened at certain times but also how people felt about it.

#### *History and point of view*

Before sharing the book with students, ask them if they know of any significant horses in history. Here are some examples:

- The Trojan Horse
- Richard III “A horse! A horse! My kingdom for a horse!”
- Reintroduction of horses to the Americas by Columbus
- Black Jack, the riderless horse in US state funerals

Was the Trojan horse real? Did Richard III really need a horse? These accounts of horses come to us through art—stories and plays. We’d need to research the history behind the stories to be sure.

Use the featured artwork in *Dr. Seuss’s Horse Museum* to start a discussion about how viewing art in its historical context and thinking about history through an artistic lens provides viewers with interesting perspectives.

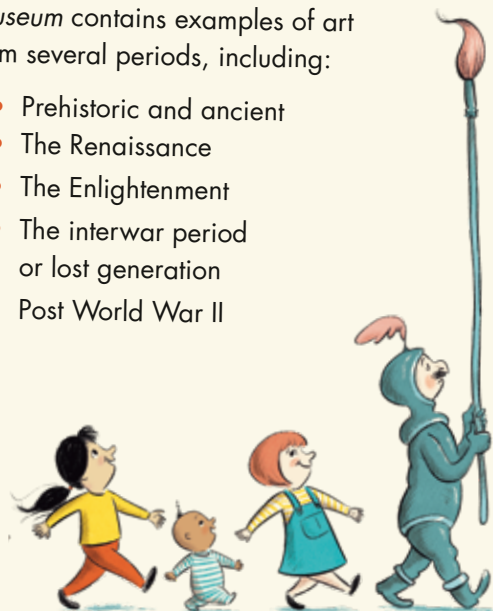
As you read *Dr. Seuss’s Horse Museum* aloud with your students, ask them to think about the historical period in which the pieces of art were created. Take time to talk with your students about some of the paintings and sculptures. What can they tell us about the time period in which they were created?

After reading the book aloud, ask students to pick a piece of featured art or another piece of art about a horse and think about where and when it was created. Students can research the piece of art, artist, and historic period, and then write an essay or create a presentation answering these questions:

- What was happening where the piece was created at the time of its creation?
- How did the time period influence the artist?
- How is the time period reflected in the art? What about other forms of art created during the period, like music or literature?
- How does history or personal experience impact point of view—both the artist’s and the viewers’?

For a deeper exploration, have students choose pieces of art from two different historic periods and compare and contrast them using the questions above. *Dr. Seuss’s Horse Museum* contains examples of art from several periods, including:

- Prehistoric and ancient
- The Renaissance
- The Enlightenment
- The interwar period or lost generation
- Post World War II



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## ACTIVITIES FOR

# 9th–12th Grades

These activities introduce students to *Dr. Seuss's Horse Museum* and how artists from different cultures have viewed and depicted horses over time. Students will explore point of view, themes or central ideas, and how different media can convey information. They'll also examine how texts and art can inform explicitly and how readers or viewers can draw inferences.

### Horses around the world

Explore how different cultures and different points of view through art. Before reading the book to the class, ask students if they know the word *horse* in any other language.

Cheval—French  
Caballo—Spanish  
Pferd—German  
Equus—Latin  
Hippo—Greek  
Ma—Mandarin  
Hisan—Arabic  
Farasi—Swahili

(An internet search can provide pronunciation and other languages.)

Ask your students to look carefully at the pieces of art in the book and think about where the artist might be from if the book doesn't say.

- What roles do animals play in different cultures? Are they working animals? Used for sport? Only for royalty or military officers? Depicted with people or wild?
- How is art about horses from different cultures similar or different? Do different cultures share common themes about horses?

### Look. Think. Talk.

- Share the book with your students, talking about the artwork as you go. Invite students to choose a piece of art from the book or another work depicting a horse. Ask them to consider the following questions and write their answers.
- What is the artist's point of view? How can you tell?
- How might where the artist is from or where they were living when the piece was created affect how they created the art or depicted the horse?
- Does the artist have a message? How is it conveyed? How can you tell? For example, how was line, color, shape, movement, details, space, light, and shadow used? What kind of details are included?
- How does the viewer's point of view, experiences, or culture impact their understanding of the message?
- If multiple students choose the same artwork, have them compare their analyses. Do they agree about what they see? If not, why? How did different viewers interpret the paintings differently?



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## ACTIVITIES FOR

# 9th-12th Grades

### Two media, one subject

#### *Horses: poetry in motion*

Different types of poetry have developed all over the world: haiku from Japan, odes and epics from ancient Greece and Rome, limericks from Ireland. In this activity, students learn about a form of poetry from another country and write a poem about horses using that format.

Start by reading aloud some famous poems about horses to your students. Try "The Charge of the Light Brigade" by Alfred, Lord Tennyson and "Stopping by Woods on a Snowy Evening" by Robert Frost.

Ask students to think about the different ways horses are portrayed in the poems. Are there paintings in the book that tell similar stories or have similar themes?

Invite students to choose a piece of art from the book or another piece of art about horses, and write a poem in a form from the country of origin of the artist or from a country where the artist lived. For example, a student could use triolet, a French poetry form, to write a poem about a painting by a French painter. A student could write a haiku about a work done by a Japanese artist.

Odes, ballads, epics, and other narrative poems are common in many cultures. As students research forms of poetry from different countries, ask them to think about how a poetic form, like haiku, tells us something about the culture that created it. Here are some examples of poetic forms from around the world:

Arab world: ghazal

France: triolet

Italy: Petrarchan sonnet

Spain: shadorma

China: jueju

Japan: haiku

When students have written their poems, compile a book or multimedia presentation featuring the poems and pictures of the art that inspired them.



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# For All Students!

## Words to know:

**Abstract art:** a style of art that uses shapes, colors, and textures

**Author:** the person who wrote a text

**Cubism:** a style of art that uses geometric shapes and different points of view in a single image

**Expressionism:** a style of art in which the artist tries to generate an especially emotional experience of physical reality

**Illustrator:** a person who draws pictures for books, magazines, or advertisements

**Immortality:** the ability to live forever

**Impressionism:** a style of art that captures a visual impression of the moment, especially by attention to light and color

**Lintel:** a horizontal support across the top of a door or window

**Manuscript:** an author's text that has not been published yet

**Medium:** the materials an artist uses to create his or her work

**Modern art:** includes art from the 1860s to the 1970s that replaces traditional styles with innovative ways of seeing the world

**Realism:** a style of art that depicts everyday life and nature as the eye sees it

**Sculpture:** two- or three-dimensional pieces of art created by carving wood or stone, casting metal or plaster, or using other materials

**Surrealism:** an art style that features dreamlike, fantastic depictions by combining and juxtaposing unusual combinations of images and ideas

**Symbol:** something that represents or stands for something else

**Textile:** cloth or woven fabric





# For All Students!

## Attention grabbers and Easter eggs

For many students, horses will be the big attention grabber. They'll stay interested in the story and doing the activities because they like horses. Illustrator Andrew Joyner has also provided a number of clever visual surprises to keep students focused.

If you have an especially wiggly young listener or a student who is having trouble paying attention, invite them to look for a specific image or character.

- On nearly every page, readers will see a baby or a yellow dog. Sometimes both.
- Many people in the story are wearing red and white—sometimes in stripes. Which Dr. Seuss character does that remind you of?
- Joyner has hidden a number of Dr. Seuss characters in the illustrations. Some are better known than others, but all are fun to look for. Sometimes he shows you the whole character, but not always. For your reference, here's a list:
  - p. 10: the Cat in the Hat
  - p. 13: the Grinch
  - p. 17: the Doorman of Solla Sollew from *I Had Trouble in Getting to Solla Sollew*

- p. 24: the shadow of Sam-I-am from *Green Eggs and Ham*
- p. 27: Horton from *Horton Hears a Who!* and *Horton Hatches the Egg*
- pp. 29 and 30: King Looie Katz from *I Can Lick 30 Tigers Today! and Other Stories*
- p. 33: a soldier from *I Had Trouble in Getting to Solla Sollew*
- p. 36: a blend of Seussian characters inspired by Ned from *One Fish Two Fish Red Fish Blue Fish*, the grumpy man from *Green Eggs and Ham*, and the Sleep-Talkers from *Dr. Seuss's Sleep Book*
- p. 41: the Cat in the Hat
- p. 44: the fish from *The Cat in the Hat*
- p. 48: the cow from *One Fish Two Fish Red Fish Blue Fish*
- p. 52: the yellow creature from *What Was I Afraid Of?*
- pp. 56–57: the fish from *The Cat in the Hat*, the yellow creature from *What Was I Afraid Of?*, the Doorman of Solla Sollew from *I Had Trouble in Getting to Solla Sollew*, and the Cat in the Hat

Older students will also notice references to famous artists or popular subjects in Joyner's illustrations, including:

- Whistler's Mother
- St. George and the Dragon
- Pegasus
- Magritte
- Picasso
- Calder



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# For All Students!

## Music and horses

Horses are common subjects for visual and written arts, and they are featured in music frequently, too.

Listen to some of these classical musical pieces with your class, and ask if they think the music could be about horses. If so, why? If not, why not? What kind of music would make you think of horses?

- Finale from "William Tell Overture" by Rossini
- *The Lone Ranger* soundtrack by Hans Zimmer
- "First Call"
- *The Magnificent Seven* theme song by Elmer Bernstein
- "Hoedown from Rodeo" by Aaron Copland

You can also use the music as a prompt or inspiration for writing or creating art. Let your students listen as they work on an assignment.

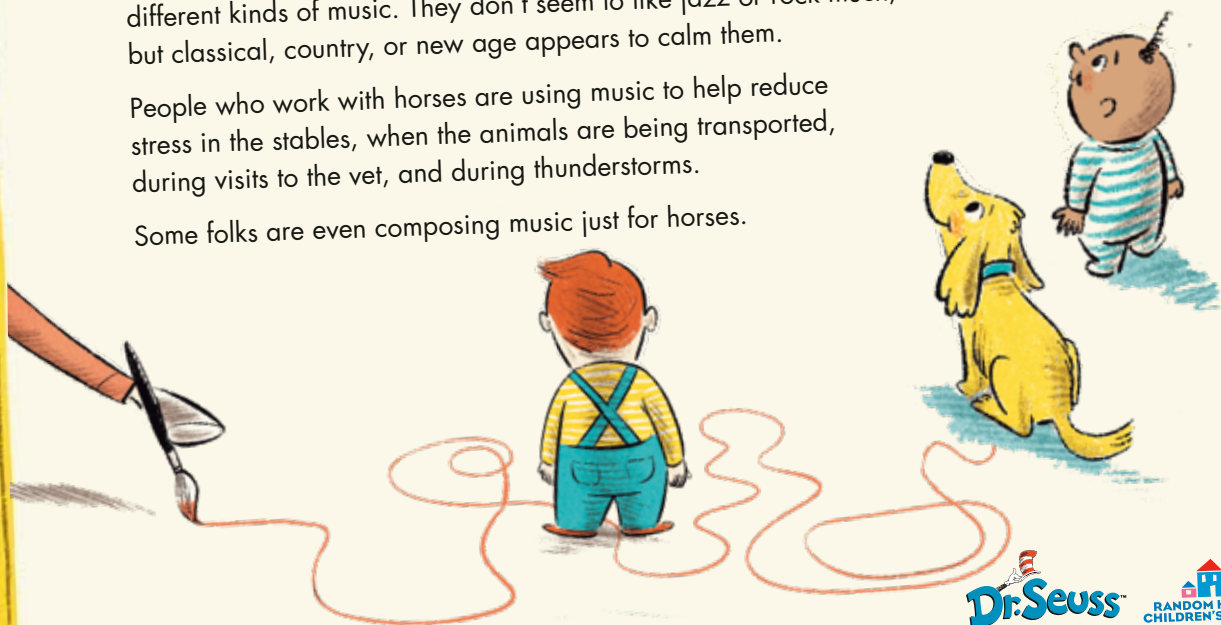
Lots of pop, country, and folk music features horses, too. Ask your students if they can think of any songs with horses in the lyrics. A quick google search will reveal MANY examples. For a fun twist on songwriting, ask your students to change the words to a favorite song to be about a horse. They could even use a painting or sculpture from *Dr. Seuss's Horse Museum* for inspiration.

**Fun fact:** Did you know that horses like music, too?

Several studies have been done examining how horses react to different kinds of music. They don't seem to like jazz or rock much, but classical, country, or new age appears to calm them.

People who work with horses are using music to help reduce stress in the stables, when the animals are being transported, during visits to the vet, and during thunderstorms.

Some folks are even composing music just for horses.



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# For All Students!

## Straight from the horse's mouth! Horse words, adages, and idioms

Dr. Seuss's Horse Museum is all about horses! In English, we have many words and idioms that involve horses.

*Do your students know these words or phrases?*

Seahorse  
Horseshoe crab  
Sawhorse  
Racehorse  
Hobby horse or rocking horse  
Horsepower  
Horsing around  
Horseplay  
Workhorse  
Iron horse  
Trojan Horse

*Do they know what these idioms or adages mean?*

Don't look a gift horse in the mouth.  
Straight from the horse's mouth  
Get off your high horse.  
One-horse town  
One-trick pony  
Old gray mare  
I could eat a horse.  
If wishes were horses, beggars would ride.  
Horse of a different color

*Are there any other horse words or sayings can they think of?*



# For All Students!

## Real horses, real research!

Invite students to research information about horses, their relationship with people, and their history. They can research the topics below or others that interest them. Encourage them to use different types of sources.

- Prehistoric evidence of horses
- When horses were domesticated
- Ways people use horses
- Selectively bred horses
- Where horses are indigenous and what happened in places where horses were introduced
- Where wild horses still exist

As is age appropriate, encourage students to share the information they've learned in writing or some kind of presentation:

- Use drawing, writing, or dictation to show what they've learned about horses.
- Name their specific horse-related topic, supply facts, details and citations.
- Include a closing statement or section that relates to information presented.

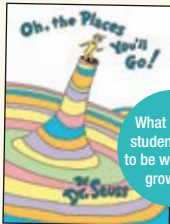




# Book-a-Day Reading Program

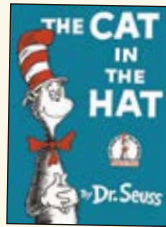
The more that you read,  
The more things you will know.  
The more that you learn,  
The more places you'll go.

No matter what age, class, grade, or subject, reading a book a day in the classroom is a powerful invitation to students to find pleasure in stories. Reading encourages creativity, inspires, teaches empathy, and improves concentration. Celebrate the incredible stories available to us with a book a day, and start it off with a Dr. Seuss classic!

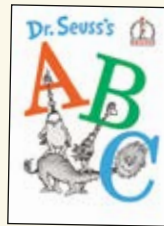


What do your students want to be when they grow up?

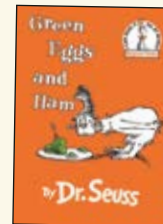
**OH, THE PLACES YOU'LL GO!**  
HC: 978-0-679-80527-4  
GLB: 978-0-679-90527-1  
EL: 978-0-385-37198-8



**THE CAT IN THE HAT**  
HC: 978-0-394-80001-1  
GLB: 978-0-394-90001-8  
EL: 978-0-385-37201-5



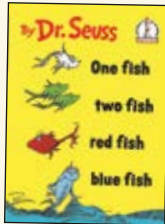
**DR. SEUSS'S ABC**  
HC: 978-0-394-80030-1  
EL: 978-0-385-37206-0



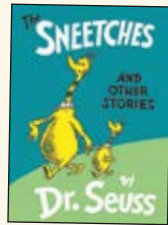
**GREEN EGGS AND HAM**  
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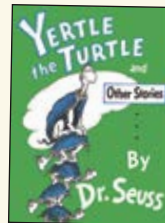
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**ONE FISH TWO FISH  
RED FISH BLUE FISH**  
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GLB: 978-0-394-90013-1  
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**THE SNEETCHES AND OTHER  
STORIES**  
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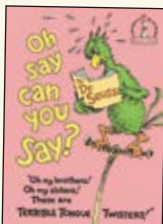


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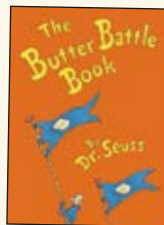


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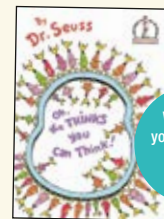
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