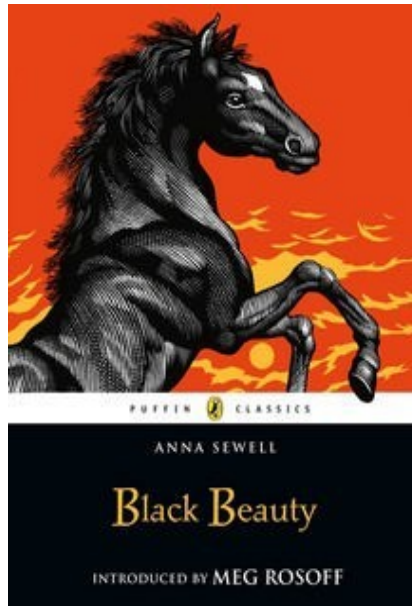


Black Beauty



By

Anna Sewell

A Novel Study
by Joel Michel Reed

Black Beauty

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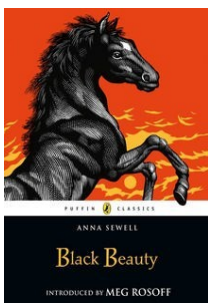


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About the author: Joel Reed has over 50 published novel studies and is the co-author of three novels. For more information on his work and literature, please visit the websites www.reedpublications.org and www.novelstudies.org.

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Suggestions and Expectations

This curriculum unit can be used in a variety of ways. Each chapter of the novel study focuses on several chapters of ***Black Beauty*** and is comprised of five of the following different activities:

- Before You Read
- Vocabulary Building
- Comprehension Questions
- Language Activities
- Extension Activities

Links with the Common Core Standards (U.S.)

Many of the activities included in this curriculum unit are supported by the Common Core Standards. For instance the *Reading Standards for Literature, Grade 5*, makes reference to

- a) determining the meaning of words and phrases. . . including figurative language;
- b) explaining how a series of chapters fits together to provide the overall structure;
- c) compare and contrast two characters;
- d) determine how characters . . . respond to challenges;
- e) drawing inferences from the text;
- f) determining a theme of a story . . . **and many others.**

A principal expectation of the unit is that students will develop their skills in reading, writing, listening and oral communication, as well as in reasoning and critical thinking. Students will also be expected to provide clear answers to questions and well-constructed explanations. It is critical as well that students be able to relate events and the feelings of characters to their own lives and experiences and describe their own interpretation of a particular passage.

A strength of the unit is that students can work on the activities at their own pace. Every activity need not be completed by all students. A **portfolio cover** is included (p.7) so that students may organize their work and keep it all in one place. A **Student Checklist** is also included (p.6) so that a record of completed work may be recorded.

Additional icons provided by <http://pixelkit.com>

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List of Skills

Vocabulary Development

1. Locating descriptive words / phrases
2. Listing synonyms/homonyms
3. Identifying / creating *alliteration*
4. Use of capitals and punctuation
5. Identifying syllables
6. Identify *anagrams*
7. Use of singular / plural nouns
8. Listing compound words
9. Identifying parts of speech
10. Complete a 5W Chart
11. Identify *personification*
12. Identify/create *similes*

Setting Activities

1. Summarize the details of a setting

Plot Activities

1. Complete a *time line* of events
2. Identify conflict in the story
3. Identify *cliffhangers*
4. Identify the climax of the novel.

Character Activities

1. Determine character traits
2. Relating personal experiences

Creative and Critical Thinking

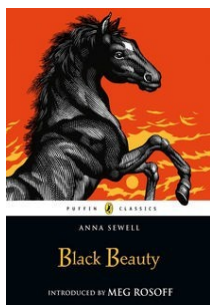
1. Research
2. Write a newspaper story
3. Participate in a talk show
4. Conduct an interview
5. Write a description of personal feelings
6. Write a book review
7. Complete an Observation Sheet
8. KWS Chart

Art Activities

1. A Storyboard
2. Create a collage
3. Design a cover for the novel
4. Create a comic strip

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Synopsis

As a young colt, Black Beauty gallops in the fresh green meadows with his beloved mother, Duchess, and their kind master. But when his owners are forced to sell him, he swaps a life of freedom and happiness for one of work and toil. Bravely he works as hard as he can, suffering at the hands of men who treat animals cruelly. But Black Beauty has an unbreakable spirit and a strong will, and is determined to survive. (Courtesy of Puffin classics)

Author Biography

Harper Lee

Anna Sewell (30 March 1820 – 25 April 1878) was an English novelist, best known as the author of the classic novel *Black Beauty*.

Sewell was born in Great Yarmouth, Norfolk, England, into a devoutly Quaker family. Her father was Isaac Phillip Sewell (1793–1879), and her mother, Mary Wright Sewell (1798–1884) was a successful author of children's books. She had one sibling, a younger brother named Philip and was largely educated at home.

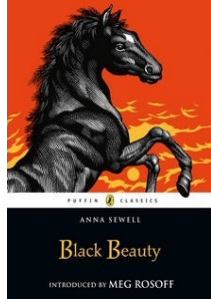


When Anna was twelve, the family moved to Stoke Newington where she attended school for the first time. Two years later, however, she slipped while walking home from school and severely injured both of her ankles. Her father took a job in Brighton in 1836, in the hope that the climate there would help to cure her. Despite this, and most likely because of mistreatment of her injury, for the rest of her life Anna was unable to stand without a crutch or to walk for any length of time.

Courtesy of Wikipedia. http://en.wikipedia.org/wiki/Anna_Sewell

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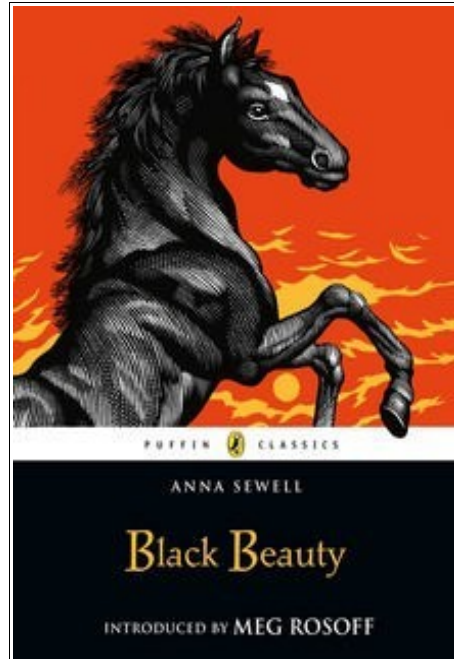


Student Checklist

Student Name: _____

Assignment	Grade/Level	Comments

Black Beauty

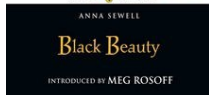


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Name: _____

Black Beauty

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Chapters 1-4



Before you read the chapter:

Share a personal experience that you've had involving a horse, or perhaps riding a horse.



Vocabulary:

Draw a straight line to connect the vocabulary word to its definition. Remember to use a straight edge (like a ruler).

1. Paddock
2. Farrier
3. Chaise
4. Halter
5. Headstall
6. Liberty
7. Mistress
8. Meadow
9. Master
10. Orchard

-
- A. A horse drawn carriage.
 - B. A collar placed around a horses head.
 - C. The state of being free from restrictions.
 - D. A woman in a position of control.
 - E. A strap attached to a collar used for leading.
 - F. A piece of grassland, used primarily for hay.
 - G. A man who has people work for him.
 - H. A smith who shoes horses.
 - I. A piece of land with planted fruit trees.
 - J. A small field or enclosure where horses are kept or exercised.

Questions



1. Describe the **setting** of the story as Chapter One begins.

2. Circle the correct writing narrative that the novel follows, and the reason for your choice.

First Person Second Person Third Person

3. What was the sound advice that Black Beauty's mother gave him?

4. What was the fate of the squire's son George Gordon, and his horse Rob Roy?

5. What does the term 'breaking in' mean?

6. What particular event caused Ginger to be left outside her box?



Language Activity

A. There are many writers that enjoy using **alliteration** – a literary device is where the author repeats the same sound at the beginning of several words. Here's an example of an alliteration: “**g**rouching, **g**rouching, **g**rumbling, **g**ripping about something or other.”

Using your imagination, create your own examples of **alliteration** from the following topics. Each example must contain a minimum of three words.

The sound of a horse galloping	
The sounds of a meadow	
The sound of a city	

B. A **simile** is a comparison using the words “like” or “as”. Here's an example from Chapter Four: *“At this time I used to stand in the stable and my coat was brushed every day till it shone like a rook's wing.”*

What two things are being compared in this example?

--	--

Invent your own **similes** comparing the following items with something from your own imagination:

a) A horse racing down the track.

--

b) A boy or girl jumping on a trampoline.

--

Extension Activity

Storyboard

A storyboard is a series of pictures that tell about an important event in a story. A storyboard can tell the story of only one scene – or the entire novel.

Complete the storyboard below illustrating the events described in the first 4 chapters of ***Black Beauty***. You may wish to practice your drawings before you begin.

1	2
3	4
5	6