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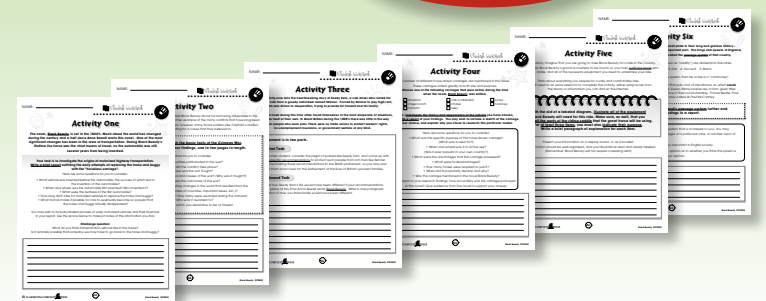
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Anna Sewell (1820 - 1878)

We call them dumb animals, and so they are, for they cannot tell us how they feel, but they do not suffer less because they have no words. (Anna Sewell)

Anna Sewell was born in Norfolk, England in 1820. At fourteen she was seriously injured when she was walking home from school in the rain - she fell and injured both her ankles. For the remainder of her life she had difficulty walking and standing. She therefore spent much of her life indoors or being drawn about the English countryside in horse-drawn carriages. Partially as a result of this she came to love horses and developed a great concern for the humane and healthy treatment of animals.



Sewell never married and lived at home for her entire life. Like the rest of her family, Anna was a Quaker, who was very active in helping those she came into contact with. Although **Black Beauty** was the only novel written by Sewell, her mother (Mary Wright Sewell) was a successful writer for children, so Anna became quite accomplished at editing her mother's texts and familiarizing herself with the writing process.

dictated to her mother. When it was completed she sold the manuscript to local publishers for only 40 Pounds (approximately 70 U.S. Dollars). **Black Beauty** was published only five months before Sewell's death, and went on to become one of the endearing classics, beloved by children and adults alike for almost 150 years. Today it holds the distinction of being the sixth best seller in the English language!

Anna wrote her novel, **Black Beauty**, between the years 1871 and 1877, a time in her life when her health was declining. Much of the text she

Did You Know?

- Anna Sewell's birthplace in Church Plain, Great Yarmouth, England, is now a museum
- The bearing rein, which was very hard on horses, went out of style as a direct outcome of the novel's popularity
- The horse, Black Beauty, was actually based on a horse owned by Anna's brother, Phillip



Chapters Six to Ten

Answer the questions in complete sentences.

1. Chapter Six is entitled, *Liberty*, and describes Black Beauty's yearning for more freedom in his life. Why do you think liberty is such an important thing in the life of a person - or a horse?

2. Investigate: In horseback riding, what was the purpose of the spur? How might a horse resent such an instrument?

Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

1. **discontented**
2. **fidget**
3. **pined**
4. **flanks**
5. **filly**
6. **obliged**
7. **hock**
8. **chafed**
9. **civil**
10. **warranted**
11. **indignity**
12. **disfigure**

- _____ sides
- _____ shame
- _____ polite
- _____ deserved
- _____ unhappy
- _____ rubbed
- _____ yearned
- _____ forced
- _____ a leg joint
- _____ scar
- _____ young female horse
- _____ squirm

- A
- B
- C
- D
- E
- F
- G
- H
- I
- J
- K
- L



Chapters Six to Ten

Part A

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- T F a) Ginger believed that if she had enjoyed the same upbringing as Black Beauty, her disposition would have been greatly improved.
- T F b) Even though a tail would have been useful for Sir Oliver to brush off the flies, he was still extremely proud to have had his tail docked.
- T F c) Ginger reacted in the same manner to people whether she was being treated cruelly or gently.
- T F d) Early in Ginger's life she came to believe that men were her natural enemies and she must defend herself.
- T F e) Black Beauty was always called upon for taking the children riding.
- T F f) When the family went out for a riding party, the four horses used were Black Beauty, Ginger, Sir Oliver and Merrylegs.

2. Number the events from 1 to 6 in the order they occurred in the chapters.

- _____ a) The horses discuss the evils of the practice of tail-docking.
- _____ b) Merrylegs teaches the boys a lesson.
- _____ c) Ginger tells of her dreadful experience with the bearing rein.
- _____ d) Black Beauty learns about the purpose of blinkers.
- _____ e) Ginger tells the story of her unfortunate encounter with Samson.
- _____ f) Black Beauty yearns for more liberty.



Chapters Six to Ten

Part B

Answer the questions in complete sentences.

1. If you were casting the roles in these chapters for a movie, what actors would you choose to play Mr. Ryder and Samson? Give an explanation for each of your choices.

2. What is meant by the expression "breaking a horse"?

3. Investigate: In Chapter Eight Ginger mentions the bearing rein and remarks on how dreadful it was. It was, in fact, because of this novel that the bearing rein fell into disuse in Great Britain. Find out how the bearing rein worked and why it was such a cruel instrument.

4. At one point in her story Ginger says, "I was too high-mettled for that". How else might you describe Ginger's opinion of herself?

5. Compare the two different strategies suggested by Merrylegs and Ginger when dealing with the boys who used a riding stick on Merrylegs. Which strategy do you think would be more effective? Why?

Journal Activity

In an earlier question you were asked to investigate the bearing rein. Now imagine for a moment that you are a horse who is being subjected to this cruel instrument. Write a description of exactly how it feels to be a horse whose master or mistress uses a bearing rein (both physically and emotionally).



Chapters 33 to 40

You are the editor of a large magazine, *The London Bugle*, which is published in the area of England where Seedy Sam lived. You hear from one of Sam's friends about the cab driver's desperate last days and his death. You find yourself sickened by the circumstances leading to the poor man's death and the perilous circumstances that his family now find themselves in. You make arrangements to interview the man that Seedy Sam rented his horse and cab from – Skinner.

Prepare at least five penetrating questions to ask Skinner about his business and business practices to share with your readers.

Your questions should attempt to draw from this unscrupulous businessman his attitudes towards not only the horses in his stables, but other people as well.



Chapters 41 to 49

Write a brief book review of *Black Beauty* for posting on a website such as www.amazon.com.

Your review should be at least two paragraphs in length.

The first paragraph should briefly describe the plot (without giving away the ending).

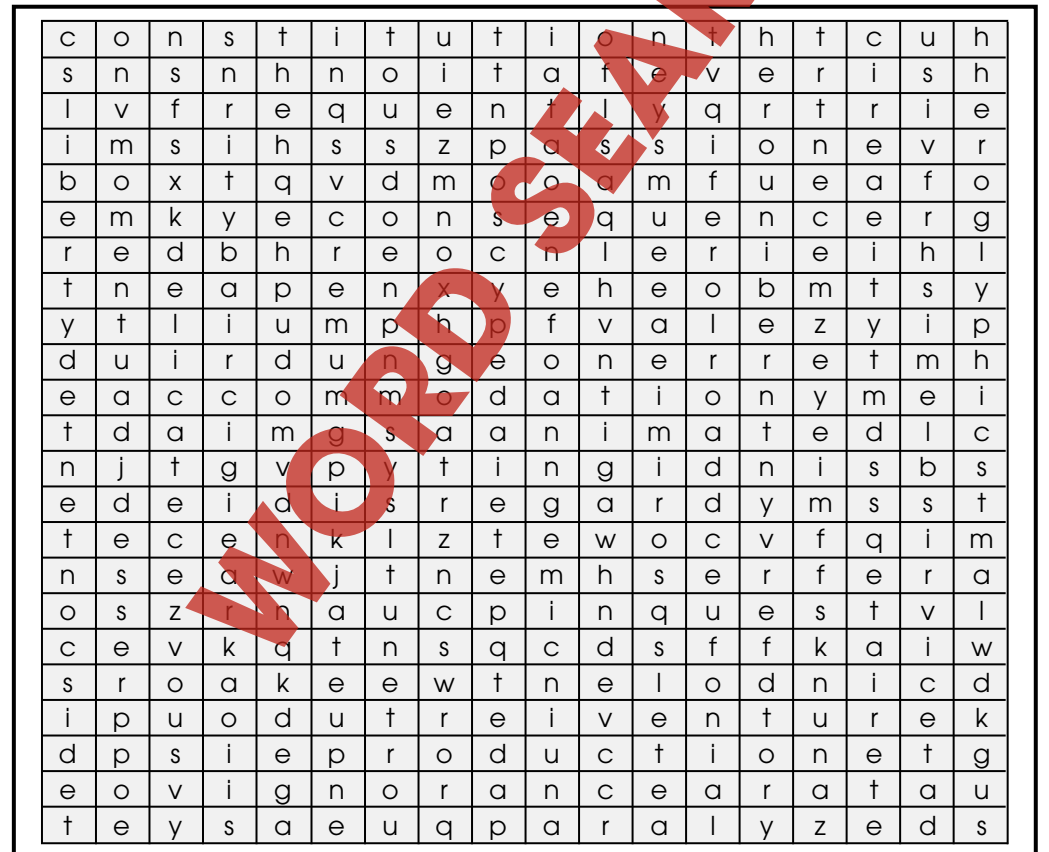
The second paragraph should give the reviewer's impression of the novel. The reviewer should try to include one favorable comment and one suggestion as to how the novel might be improved.



Word Search

Find all of the words in the Word Search. Words are written horizontally, vertically, diagonally, and some are even written backwards.

harness frequently civil evidence consequence disregard accommodation refreshment stern liberty prompt animated constitution passion ignorance indolent oppressed vice feeble injustice indignity feverish inquest delicate blemish venture canter discontented



Comprehension Quiz

Answer the questions in complete sentences.

1. What were the names of two other horses that lived at Squire Gordon's with Black Beauty?

2. Why did Ginger have such an irritable disposition?

3. Describe why the bearing rein was so cruel a device.

4. Why were blinkers such a cruel device to use on horses?

5. Describe what happened to the horse, Captain, when he was in the Crimean War.

6. Why did Squire Gordon have to sell off Black Beauty and his other horses?

7. Who saved Black Beauty when the stable caught fire?

8. Describe how Joe Green almost killed Black Beauty "out of ignorance".

SUBTOTAL: /16

Compare and Contrast Matrix

Compare and contrast two characters from the novel. Choose either TWO PEOPLE or TWO HORSES.

Physical and Characters Attributes for Comparison	Character 1	Character 2
1 Physical or Character Attribute?		
2 Physical or Character Attribute?		
3 Physical or Character Attribute?		

NAME: _____

After You Read 



Chapters Thirty-one to Thirty-five

Part B

Answer the questions in complete sentences.

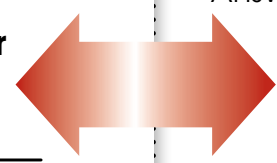
1. Anna Sewell's choice of names for her characters can be quite interesting. In Chapter Thirty-one we are introduced to Alfred Smirk. Do you think "Smirk" is a suitable name for this character? Defend your answer.

2. Black Beauty was a good and quick judge of character. Name two things about Jeremiah Barker that the horse immediately took to.

3. Do you think the following statement made by Captain is necessarily true: **"the enemy must have been awfully wicked people, if it was right to go all that way over the sea on purpose to kill them"**? Defend your answer.

4. Why do you think Jerry wouldn't take the extra half crown from the man for getting him to the station on time?

5. Decide whether the following statement is an example of **personification**, and then defend your answer: **"Good luck is rather particular who she rides with."**



Journal Activity

Imagine that you are Black Beauty and have just been sold to Jerry Barker. Describe your feelings about the man and your new home. Perhaps you can include detail not mentioned in the novel.

1.

Answers will vary

2.

He spoke kindly; he had a kindly, cheery look

3.

Answers will vary

4.

Answers will vary (i.e. he was just doing his job)

5.

"Luck" is being personified

1.

Answers will vary

2.

Answers will vary

Vocabulary

1. b

2. d

3. c

4. d

5. c

1.

a) seven

b) horses

c) church

d) Brown

e) flowers

f) Sam

g) cab and horses

h) 14 to 16

i) wife

j) Ginger

k) misery

l) shoot

a) A b) C

c) A d) C

1.

a) Answers will vary (i.e. to protect his horses, himself; to be with family)

b) Dinah; Answers will vary

2.

Answers will vary

3.

a) He was charged so much to rent his horses and cab, he could not support his family

b) "Seedy" means shabby or dishonest; Answers will vary



EASY MARKING ANSWER KEY

Black Beauty

- **RSL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RSL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RSL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- **RSL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **RSL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **RSL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.
- **RSL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- **RSL.5.10** By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- **RSL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RSL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RSL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **RSL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- **RSL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.
- **RSL.6.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSFS.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. **A)** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RSFS.5.4** Read with sufficient accuracy and fluency to support comprehension. **A)** Read grade-level text with purpose and understanding. **B)** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **C)** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **WS.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **A)** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **B)** Provide logically ordered reasons that are supported by facts and details. **C)** Link opinion and reasons using words, phrases, and clauses. **D)** Provide a concluding statement or section related to the opinion presented.
- **WS.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A)** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. **B)** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **C)** Link ideas within and across categories of information using words, phrases, and clauses. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Provide a concluding statement or section related to the information or explanation presented.
- **WS.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **B)** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **C)** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **D)** Use concrete words and phrases and sensory details to convey experiences and events precisely. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **WS.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **WS.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.5.9** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **WS.6.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s) and organize the reasons and evidence clearly. **B)** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from the argument presented.
- **WS.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from the information or explanation presented.
- **WS.6.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **E)** Provide a conclusion that follows from the narrated experiences or events.
- **WS.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **WS.6.8** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- **WS.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.