

## WEEKS 2-3

### Book Study: Black Beauty

#### Resources

- What Rhymes with Secret?
- Black Beauty
- Developing Media Skills

#### Week 2

**NB Please do not read the introduction in the book until after you have finished studying the book, at the end of Week 3.**

#### Lesson 1 - Black Beauty; Worksheets 5, 6

**Focus: characterisation, drawing conclusions, motives, extracting information, vocabulary**

- Before you start reading the book, make some notes of what you know about horses. This might be what they eat, what they are used for, how long they live etc.
- Now read Chapters 1-3 about Darkie's (Black Beauty) early life.
- Describe the character of Black Beauty and his early life, using the chart in Worksheet 5 in the appendix. (You will be using the rest of the chart in the next lesson.)
- In the appendix – Worksheet 6 – you will find a list of all the different equipment used on Darkie (Chapter 3). Explain what each of them is used for and how this affects the horse. You may have to look up some of these in a dictionary or on the web.
- Read Chapters 4-21 Life at Birtwick Park before the next lesson.

#### Lesson 2 - Black Beauty; What rhymes with secret? Worksheets 5, 7, 8

**Focus: reasoning, characterisation, scanning, poetry**

- Start filling in the chart in the appendix – Worksheet 7 – charting Black Beauty's fortunes as he changes owner. Answer the questions as you progress through the book.
- Describe the personalities of Ginger and Merrylegs and how they are brought up, using Worksheet 5 in the appendix. Complete the questions at the bottom.
- Answer the questions on Worksheet 8 in the appendix. You may wish to do these orally.
- Read the poem *Black Beauty* in **What Rhymes with Secret?** Page 32. Try to make up one of your own about GINGER or MERRYLEGS.

#### Lesson 3 - Black Beauty; Developing Media Skills

**Focus: writing a newspaper report**

- Choose an incident from the chapters you have read so far to write up as a newspaper report, e.g. chapter 12 *How Black Beauty saved the day* or chapter 16 *Fire at the stable*. Think of the features of a newspaper report e.g. headlines, columns - you will need to grab the reader's attention and have a racy style. Look at some newspaper reports for examples. You will also find it helpful to look at the section on *Newspapers* in **Developing Media Skills** – unit 5.1 pages 90-94; unit 5.4 pages 101-105.

## English Term 3

### Lesson 4 - Black Beauty

#### Focus: writing a letter, writing to persuade

- Read chapters 22-27 Life at Earls Hall
- What is happening to Black Beauty's fortunes? Add to the chart in the appendix.
- Write a letter to your MP explaining about the current fashions in relation to animals and why they are a bad idea. You want to persuade him to back your cause so you will need to use powerful language. (Chapters 22 and 23) You might want to look back at chapter 10 as well. Suggest what s/he could do to stop it. Keep this to send to your tutor at the end of Week 4.
- Read Chapters 28-45 before the next lesson.

### Lesson 5 - Black Beauty

#### Focus: the authorial voice, extracting information, imaginative writing

- What comment is the author making about Seedy Sam (Chapter 39)?
- What is the author saying in Chapter 36?
- From your reading so far, note down three or four reasons why horses may be treated cruelly with an example from the text, e.g. following fashion by hoisting up the bearing reins.
- Imagine what might have happened to Sam's wife and children after he died. Think about their situation. Could the mother find work? Did anyone help her? What about the children? Write a few paragraphs continuing her story.

## Week 3

### Lesson 1 - Black Beauty; Worksheet 9

#### Focus: argument for and against using animals

##### Using animals

- What are the different ways in which horses are used in the story? What has replaced horses for some of these things in many parts of the world? Make a list of some of the ways in which different animals are used by humans in today's world. (Worksheet 9). Comment on whether you think these uses are positive or negative and give your reasons. (There may be elements of both.) You might also remember the poem of *Song of the Battery Hen* studied earlier in the term.
- Now choose one or two uses from your list and plan a passionate speech in favour of or against these. You might wish to do some research first in order to gather together some information. Make some notes, then try and deliver the talk – of about 5 minutes in length – using your notes rather than reading it word-for-word. You might like to tape this.

### Lesson 2 - Black Beauty; Worksheet 10

#### Focus: review of issues, themes, viewpoints

- Finish reading to the end of the book.
- Answer the questions on Worksheet 10 in the appendix. Think about these carefully and make some notes before you write down your final conclusions. Remember to use examples from the text to support your views. Continue on another piece of paper if you need to. Keep this work to send to your tutor at the end of Week 4.

## Ways in which animals are used

Animals used for	Positive aspects	Negative aspects
Guide dogs	Help people, well-treated,	
Pulling loads		May be hard work for the animal
Cosmetic testing		

