

Critical Thinking Skills



Black Beauty

Skills For Critical Thinking	Chapter Questions										Writing Tasks	Graphic Organizers
	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-49		
LEVEL 1 Knowledge <ul style="list-style-type: none"> Identify Story Elements Recall Details Match Sequence 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 2 Comprehension <ul style="list-style-type: none"> Compare Characters Summarize State Main Idea Describe Classify 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 3 Application <ul style="list-style-type: none"> Plan Interview Infer Outcomes 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 4 Analysis <ul style="list-style-type: none"> Draw Conclusions Identify Supporting Evidence Infer Motivations Identify Cause & Effect 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 5 Synthesis <ul style="list-style-type: none"> Predict Design Create Imagine Alternatives 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 6 Evaluation <ul style="list-style-type: none"> Defend An Opinion Make Judgements 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Based on Bloom's Taxonomy



1,2,3

Graphic Organizer Transparencies

The three **Graphic Organizer Transparencies** included in this **Literature Kit™** are especially suited to a study of **Black Beauty**. Below are suggestions for using each organizer in your classroom, or they may be adapted to suit the individual needs of your students. The transparencies can be used on an overhead projector in teacher-led activities, and/or photocopied for use as student worksheets. To evaluate students' responses to any of the organizers, you may wish to use the **Assessment Rubric** (on page 4).



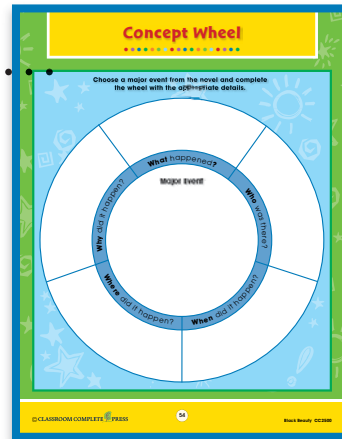
OWNERS, OWNERS EVERYWHERE

In writing *Black Beauty*, Anna Sewall effectively brought to light a key theme of her day – the inhumane treatment of horses by their owners. Sewall was able to convey this issue by creating a variety of characters who owned Black Beauty during his lifetime. Some of these owners were good and kind, while others were heartless and cruel. Still others meant well but through their ignorance made Black Beauty's life very difficult. This Graphic Organizer asks students to recall Black Beauty's ten different owners and grooms (for those that are given) in chronological order, and evaluate whether each owner's treatment of Black Beauty was good, bad, or so-so. **Found on Page 53.**

CONCEPT WHEEL

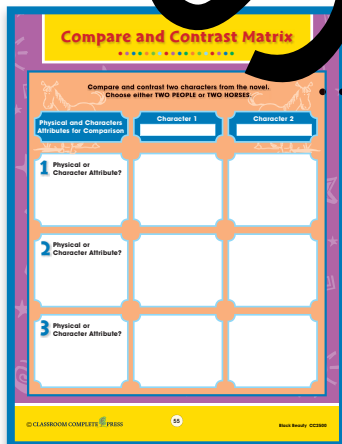
Black Beauty leads a very eventful life, and like all animals, he experiences his share of joys and heartaches. Certainly many of his adventures make for very interesting reading. The Concept Wheel is an excellent tool to help students analyze story elements as they relate to a major event in the novel. Students are asked to choose one major event (for example, the death of Reuben Smith when he rode Black Beauty late one night while he was drunk) and provide details regarding the five Ws: what happened, who was there, when it happened, where it happened, and why it happened.

Found on Page 54.



COMPARE AND CONTRAST MATRIX

Black Beauty features an array of fascinating characters, from the quiet and principled Jerry Barker, to the desperate Seedy Sam, to the greedy and thoughtless Nicholas Skinner. Even the horses that Black Beauty meets have very distinct personalities, including the quick-tempered Ginger and the fun-loving Merrylegs. Often, too, the author gives clues about a character by the name each is given. For this activity students are to choose either two human characters or two horses from the novel and compare three attributes of each. At least two of the attributes must pertain to personality or character. The third can be either a personality or physical attribute. **Found on Page 55.**





Chapters Eleven to Fifteen

1. The author, Anna Sewall writes, “. . . if we see cruelty and wrong that we have the power to stop, and do nothing, we make ourselves sharers in the guilt”. Do you agree or disagree with this statement? Explain your reason.

2. In the time of Black Beauty, why was owning a horse more important for most people than it is today?

Vocabulary

Complete each sentence with a word from the list.

droll livery chaise lashed hostler oppressed fatigued

1. When a horse is ill-treated, it will begin to feel _____.
2. The cruel boy _____ hard on the reins, jerking the pony's head backward.
3. Following the difficult journey through the mountains, the hiking party were badly _____.
4. Black Beauty was harnessed to a _____ for the trip into town.
5. The Squire had a very _____ sense of humor.
6. Ginger and Merrylegs were boarded in a _____ stable for the holidays.
7. The elderly _____ gave Black Beauty a rubdown in record time.



Chapters Eleven to Fifteen

Part A

1. Fill in each blank with the correct word from the chapters.

- a) In Chapter Eleven, Black Beauty's master was upset by the way that _____ treated his horse.
- b) Beauty probably saved his master's life by not crossing the _____ when it was not safe.
- c) In the school and the playground _____ sons and laborers' sons were all alike.
- d) James said that _____ "was the devil's own trademark".
- e) The master offered _____ the position of groom for his brother-in-law, Sir Clifford William _____.
- f) Squire _____ was considered to be the best rider in the county.

Vocabulary

2. Use the words in the list to answer each question.

Langley John Mashby James Grey

- a) The Squire worked for years with this Farmer in order to get the bearing reins done away with.
- b) To whom did Mr. Gordon try to convince not to use the bearing reins?
- c) Black Beauty, Mr. Gordon, and this man were caught in a violent storm.
- d) What was the last name of the boy that was pitched over the head of his pony?
- e) John gave a glowing character reference to the master about this person.



Chapters Eleven to Fifteen

Part B

Answer the questions in complete sentences.

1. Considering the events described thus far in the novel, describe what the following comment means: **“A man’s life and a horse’s life are worth more than a fox’s tail.”**

2. Why do you think the mistreatment of horses grieved Black Beauty’s master so much?

3. Give one of the reasons that Mr. Gordon gave for not using the bearing reins in Chapter Eleven.

4. Give your opinion about the statement made in Chapter Thirteen, **“there is no religion without love”**. Do you agree or disagree? Defend your answer.

5. Put the following statement in your own words: **“By giving way to your passions you injure your own character as much, nay more, than you injure your horse.”**

SAMPLE



Journal Activity

Most people at one time or another dream of owning a horse. If it were possible for you to own a horse, describe the horse that you would choose. Make sure to give as much detail as possible (for example, color, sex, name, size, its character, special abilities, etc.).