



**STUDENT PACKET**

**GRADES 3-5**

# Beauty

Bill Wallace

**READ, WRITE, THINK, DISCUSS AND CONNECT**

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**NOTE:**

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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## The American Cowboy

Luke and Joshua are playing; they pretend to be cowboys. (pages 96–99)

The cowboys of the American West, although dashing figures in novels and films, were in reality poorly paid laborers. Cowboys were hired by cattle owners to look after the stock. This was difficult work. A cowboy’s job was to keep the cattle together and guide them to pasture. Cowboys also protected the cattle from rustlers, branded them and drove them to the shipping point.

Many cowboys were young men who had fought in the Civil War. A majority of them came from the South. Not all cowboys were whites; about a third were blacks or Mexican-Americans.

Cowboys drew on both the Spanish traditions of northern Mexico and southern Texas, and those of the Gulf coastal states, for their techniques and equipment. Their clothing suited their tasks and environment. Their ten-gallon or broad-brimmed hats shielded their heads from the sun and the rain. Kerchiefs pulled over the lower parts of their faces protected them from dust. Tight pants faced with leather chaps protected legs from insects and brush. Boots with high heels prevented their feet from slipping out of their stirrups.

The work year of the cowboy centered on the roundup and the long drive. By about 1890, the cattle ranges had been fenced in and the extension of the railroads eliminated the need for long cattle drives. The era of the old-fashioned cowboy came to an end.

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Mark each statement with a “T” for true or an “F” for false.

1. A real cowboy’s life was just like it is shown in films. \_\_\_\_\_
2. The work of the cowboys was difficult. \_\_\_\_\_
3. All cowboys were whites. \_\_\_\_\_
4. A cowboy hat was worn for decoration only and had no useful purpose. \_\_\_\_\_
5. The work year of the cowboy centered on the roundup and the long drive. \_\_\_\_\_
6. The time of the cowboy ended about 1890. \_\_\_\_\_

## Study Guide

Write a brief answer to each study question as you read the book at home or in class. Use the questions for review before group discussions and before your final test.

### Chapters 1–5 (Pages 3–49)

1. Who is telling the story?
2. Why are Luke and his mother moving to Oklahoma?
3. Why does Grampa want Luke to learn to ride Beauty?
4. Who does Luke blame for his bad first day of riding Beauty?
5. What is it about Beauty's appearance that angers Carol?
6. What is the one time that Carol's father is not proud of her?
7. What does Luke learn about riding Beauty?
8. Is Luke satisfied with slow riding?
9. Why does Grampa shoot at rats rather than trap or poison them?
10. Why does Grampa shoot at rats from atop bales of hay?

**Prediction:** Will Luke and Grampa become friends?

### Chapters 6–10 (Pages 50–83)

1. Why does Grampa bring the filly, Lady, to the farm?
2. What does Luke think of Lady?
3. Why does Grampa take Luke and Lady to Mike?
4. How does Luke compare Oklahoma-type riding to riding in Colorado?
5. What does Luke wish for his mother and himself as Grampa enrolls him in Mike Garrison's riding class?
6. How does Grampa discover that Luke has been swimming in the pond?
7. What does Grampa do about Luke's secret swim?
8. Does Luke have a change of heart regarding his feelings about Beauty and Grampa?
9. What piece of farm machinery is causing problems for Grampa?
10. Whose filly does Luke see at Mike's barn?

**Prediction:** Do you think Lady's filly will play an important role in the story?

Name \_\_\_\_\_

## Vocabulary Review

pitch (4)  
 scooted (13)  
 belched (26)  
 contraption (52)  
 halter (79)

grit (4)  
 circuit (18)  
 grungy (28)  
 sneer (62)  
 scaly (83)

sag (4)  
 stirrup (21)  
 curries (35)  
 leastways (77)  
 nuzzled (93)

cranky (7)  
 scrunched (25)  
 bales (43)  
 whooshed (78)  
 liniment (112)

**Directions:** Complete each statement with a word from the list above.

1. Luke often had to get the sleepy \_\_\_\_\_ out of his eyes.
2. There was a \_\_\_\_\_ in Grampa's driveway.
3. Mike once traveled the rodeo \_\_\_\_\_.
4. At times Lady seemed to \_\_\_\_\_ at Luke.
5. When he saw that Beauty's knee was better, a sigh \_\_\_\_\_ out of Luke.
6. There were times when Luke thought that Grampa was \_\_\_\_\_.
7. Lady galloped so hard, red dust \_\_\_\_\_ up from the trail.
8. Grampa had many \_\_\_\_\_ of hay in the barn.
9. Grampa finished eating his breakfast and \_\_\_\_\_ back from the table.
10. Luke's new boots did not hurt his feet, \_\_\_\_\_ while he was in the house.