



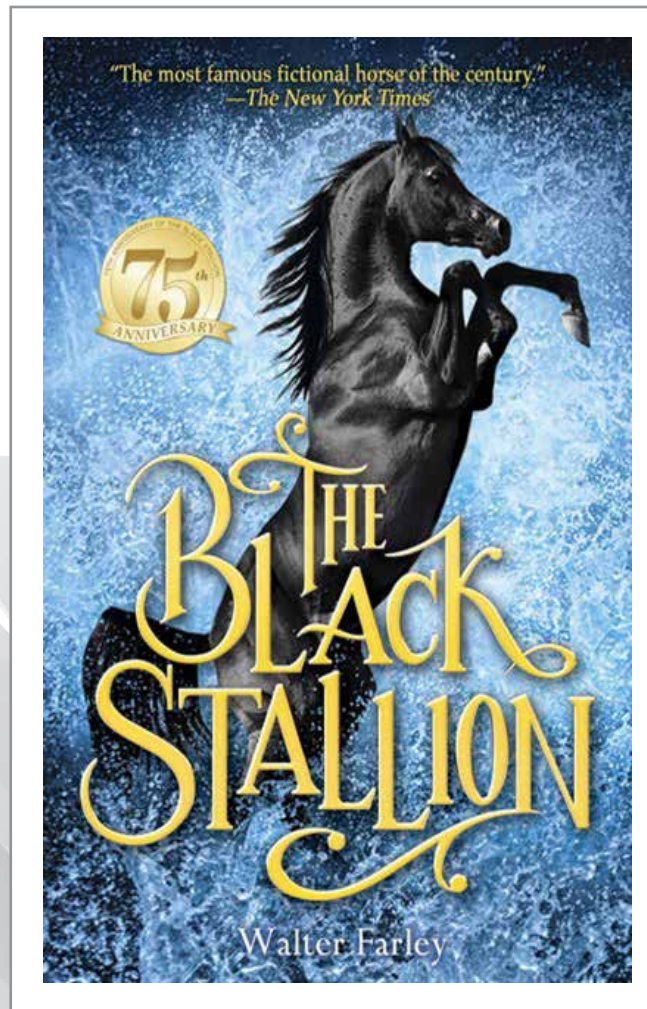
TEACHER GUIDE

GRADES 6-8

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

The Black Stallion

Walter Farley



READ, WRITE, THINK, DISCUSS AND CONNECT

The Black Stallion

Walter Farley

TEACHER GUIDE

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!

ISBN 978-1-50203-625-4

Copyright infringement is a violation of Federal Law.

© 2020 by Novel Units, Inc., St. Louis, MO. All rights reserved. No part of this publication may be reproduced, translated, stored in a retrieval system, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc.

Reproduction of any part of this publication for an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of Conn Education.

Printed in the United States of America.

To order, contact your
local school supply store, or:

Toll-Free Fax: 877.716.7272

Phone: 888.650.4224

3901 Union Blvd., Suite 155

St. Louis, MO 63115

sales@novelunits.com

novelunits.com

Table of Contents

| | |
|--|----|
| Summary | 3 |
| About the Author | 3 |
| Introductory Information and Activities | 3 |
| Eighteen Chapters | 7 |
| Chapters contain: Vocabulary Words and Activities, Discussion Questions and Activities, Predictions, Post-reading Activities | |
| Supplementary Activities..... | 30 |
| Teacher Information | 37 |
| Bibliographies | 39 |
| Assessment..... | 42 |

Skills and Strategies

Listening/Speaking

Discussion, interviewing,
monologue, descriptive
poetry

Thinking

Brainstorming, visualization,
research

Comprehension

Predicting, comparison/
contrast

Writing

Persuasive letter, questions,
advertisement, dialogue

Vocabulary

Synonyms, etymology,
word mapping

Literary Elements

Characterization, decisive
plot twists

Summary

Alec Ramsey and the Black Stallion are the only two survivors of a shipwreck. While stranded on a desert island, the boy and the horse develop a deep and special bond. After being rescued, the boy takes the horse home to New York, where he tames him, as much as the Black will be tamed, and prepares him for the world of horse racing.

About the Author

William Farley was born June 26, 1920, in Syracuse, New York. He attended Columbia University, and his first book, *The Black Stallion*, was published in 1941, while he was still an undergraduate there. Mr. Farley died in October of 1989, shortly before the publication of *The Young Black Stallion*, the 21st book in the Black Stallion series.

Of horses and people, Farley has said, "There is no way to explain the *magic* that some people have with horses. It is almost a mystical gift. It may be that horses sense that these people truly care about them. It may be a handler's sensitivity that accounts for his or her uncannily precise timing and coordination that creates a oneness between horse and rider. Or it may be none of these, but a form of art itself, as creative as any art can be, and just as unexplainable and rewarding." Of writing, he has said, "I have no occupation other than writing. Writing for me is fun."

Introductory Information and Activities

Note: When using this study guide, please be selective and use the suggestions and activities that would be most appropriate for your use and group of children. It is not intended that you do everything that is included in this guide, but that discretionary choices be made.

Initiating Activities

1. A Journey: Collect travel posters from your local travel agent and/or airlines, cruise lines, etc. Place these about the room, hanging some brochures mobile-style.

When ready to start the activity, bring the attention of the group to the bulletin board. Ask for a volunteer to locate India on the world map, placing a marker of some kind there (push pin, paper flag pin, etc.). Ask for a second volunteer to locate New York, United States on the map, marking it in the same manner.

Ask the children for suggestions as to how they might get from India to New York. Record the suggestions. Allow use of the map and the location of stopping-off points, etc.

Chapter 1: “Homeward Bound”—Pages 3-8

Vocabulary

jute 3

monotonously 5

mercilessly 5

frantically 6

Vocabulary Activity

Use each of the words in a sentence. Describe the action denoted by the words, adverbs, *monotonously*, *mercilessly*, *frantically*.

frantically: desperately, frenzied, passionately

mercilessly: cruelly, pitilessly

monotonously: lack of variation, wearisome sameness

Discussion Questions and Activities

1. As the story begins, the tramp steamer *Drake* is leaving what country? (*page 3, India*)
2. Why is Alec Ramsey on board the *Drake*? (*Page 3, Alec is on his way home, to New York City. He has been visiting his Uncle Ralph, a missionary in India.*)
3. What has his uncle given to Alec as a parting gift? (*Page 4, Alec has received a pocketknife.*) What has his uncle told Alec about the gift? (*Page 4, “A knife, Alec, comes in handy sometimes.”*) Why do you think the author has put this gift and these words of the uncle into the story? Do you think they are significant? Why? Why not? (See Post-reading Activity #1.)
4. The *Drake* stops at a small Arabian port. Describe the horse that awaits at the small landing. (*Pages 5-6, “He was a giant of a horse... too big to be pure Arabian... His neck was long and slender and arched to the small, savagely beautiful head... A stallion with a wonderful physical perfection that matched his savage, ruthless spirit.”*) In your opinion, why is the horse being shipped somewhere? What is the purpose of its journey?
5. What do we know about Alec after reading just one chapter of the book? What kind of a boy do you think that he is? (See Post-reading Activity #2.)

Post-reading Activities

1. Make a prediction as to how the pocketknife will be used in the story. Record each prediction made by individual students, for reference as the story is read.
2. Start a character attribute web for Alec Ramsey. Add to it as more is learned about him. (See pages 8-10 of this guide.)
3. Locate the following on the classroom world map, and the individual student maps, and trace the journey of the *Drake*: 1) India—2) Arabian Sea—3) Gulf of Aden—4) Red Sea—5) Arabia—6) Suez Canal—7) Mediterranean Sea. (See pages 11-12 of this guide.)

Chapter 3: “The Island”—Pages 16-25

Vocabulary

vegetation 16
cantering 19
envying 23

prone 17
improvised 20
carragheen 24

hypnotized 18
famished 23
sustain 25

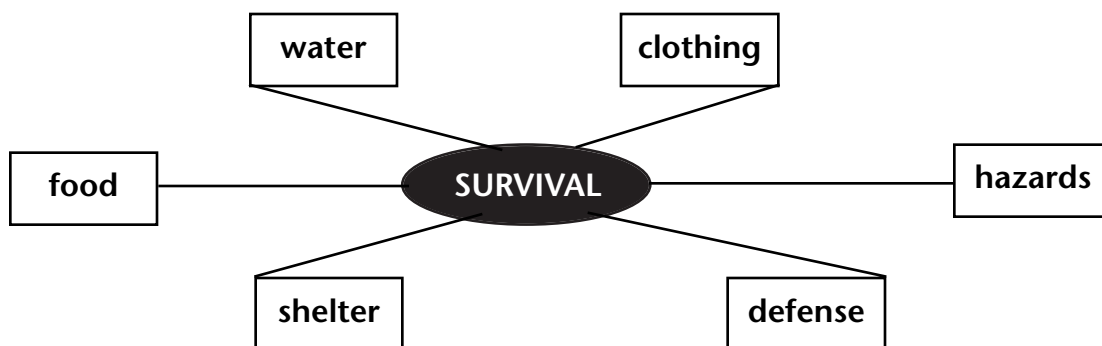
edible 18
diminishing 23

Vocabulary Activity

Do some research. Find out more about carragheen. Carragheen/Irish moss is the name given to several kinds of seaweeds that grow along rocky shores and are collected for commercial use. Irish moss is a marine alga, not a true moss. The most common Irish moss is dark red or purple-red and has forked, fan-shaped branches. Most Irish moss is harvested in Ireland and France and on the eastern coasts of the United States and Canada. Irish moss is used in a wide variety of products, including chocolate milk, ice cream, toothpaste, cough syrup, and shoe polish. (Source: *The World Book Encyclopedia*, 1991)

Discussion Questions and Activities

1. What is the first thing that Alec and the horse try to find after reaching the island? Why? (Page 16, They try to find fresh water. The sea water is salty, and they were unable to drink that.) Have you ever been VERY thirsty? How did you feel?
2. Discuss the things that Alec needs in order to survive on the island. (You may wish to record the items as a survival web, and refer to it during the story.)



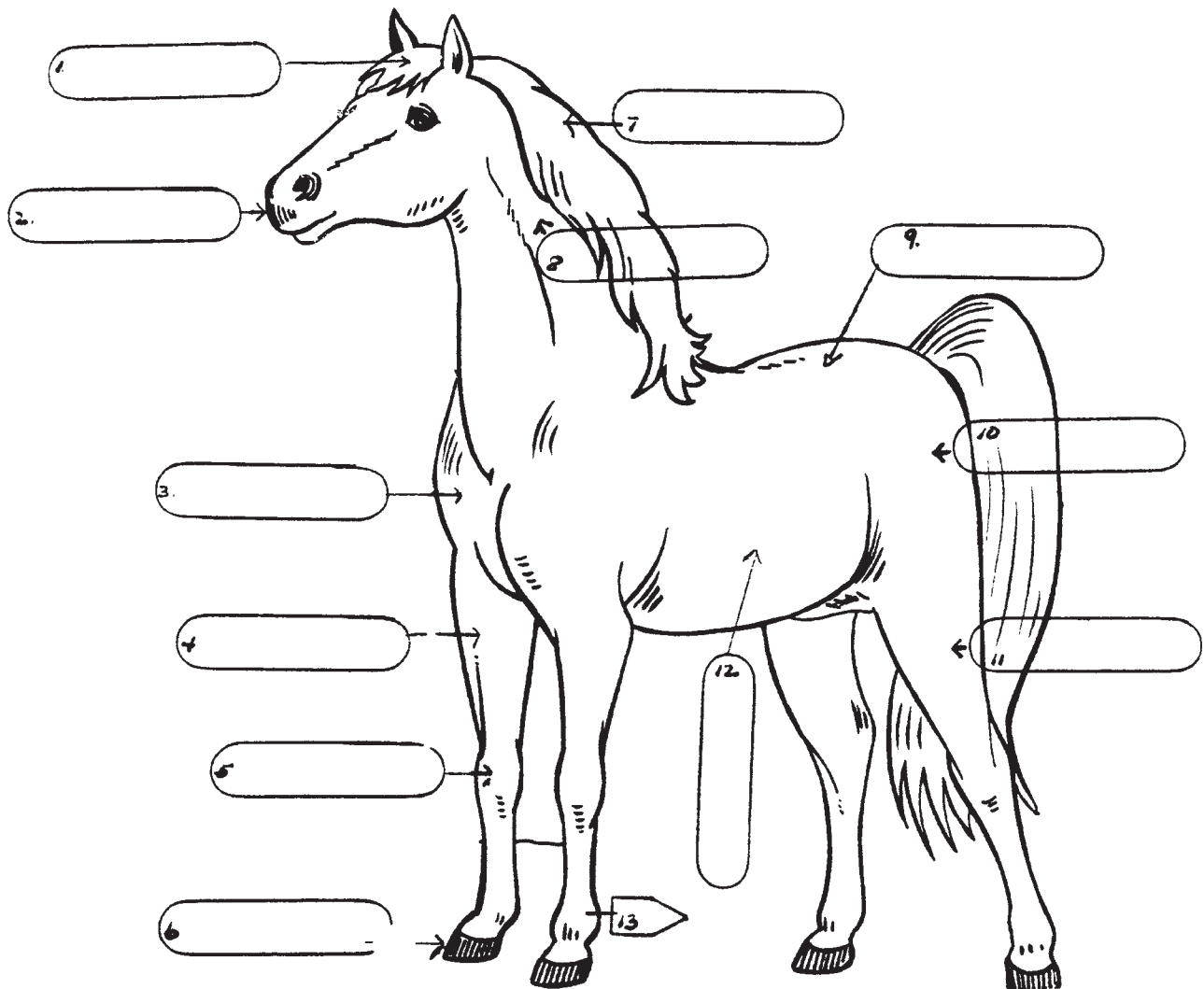
Do the same activity for the horse. What does it need to survive? (See Post-reading Activity #2.)

3. After Alec awakens on the island, how does he show that he is sensible and mature? (pages 16-25) For example:
 - Alec follows the hoof marks of the horse to fresh water. (pages 16-17)
 - He looks for, and finds, food. (pages 18-19)
 - He explores the island. (page 19)
 - He gathers wood and builds a shelter. (pages 19-20)

6. The Anatomy of a Horse: Label the parts of the horse. After you have labeled the parts of the horse, consider this fact: The hoof wall of the horse grows at about the rate of $\frac{3}{8}$ inch per month. If it remained constant, that is did not wear down, how much would the hoof wall grow in two months? ($\frac{6}{8}$ or $\frac{3}{4}$ inch) 3 months? ($\frac{9}{8}$ or $1\frac{1}{8}$ inches) 6 months? ($1\frac{1}{8}$ or $2\frac{2}{8}$ or $2\frac{1}{4}$ inches)

Parts of the Horse

- | | | | |
|-------------|----------|------------|----------|
| a) forehead | b) loin | c) muzzle | d) belly |
| e) forearm | f) chest | g) fetlock | h) thigh |
| i) neck | j) knee | k) gaskin | l) hoof |
| m) mane | | | |



(Answers: 1-a; 2-c; 3-f; 4- e; 5-j; 6-l; 7-m; 8-i; 9-b; 10-h; 11-k; 12-d; 13-g)