*Black Beauty* Lesson Plan:

**Lesson 1- *Black Beauty’s* context and chronological structure:**

**-Learning Objective:** To understand the historical context and the main events of *Black Beauty.*

-Part 1: We will look at the historical context surrounding the novel, being the Victorian period as well as more specifically, the treatment of animals within the period. We will discuss the differences between the 19th century and present day, as well as look at why *Black Beauty* was an especially important book for its time.

Part 2: We will analyse and explore the main events of the novel, discussing their purposes and how realistic they seem with regards to the historical context. We will watch the trailer of the 1994 film and evaluate whether the trailer does an effective job at showing glimpses of the most important and/or interesting scenes. We will compare this trailer to the *War Horse* trailer and see which book’s events are best delineated on film. We will also do some speedwriting and create our own short, invented scene to fit into the novel .

Homework: To write a summary of your own invented horse novel, which can be set within the Victorian era, or any other period. The novel summary should be inspired by favourite scenes within *Black Beauty.*

**Lesson 2*- Black Beauty’s* Characters:**

**Learning Objective**: To understand, analyse and explore the main characters in *Black Beauty.*

-Part 1: We will analyse the main characters from the book (Black Beauty, Ginger, Joe, Jerry, Mr Skinner, Farmer Thoroughgood and Willie), guessing who’s who from provided excerpts and also taking time to analyse the effective language choices within the except. We will discuss the role of each of the main characters and why we think they are important, or perhaps, overrated within the novel.

-Part 2: We will then discuss the impact of having a horse as narrator, as well as Sewell’s use of anthropomorphism to make *Black Beauty* so effective. We will compare how the story would be different with another animal used as narrator, as well as the efficacy of horses to create empathy in comparison to human characters. We will do a short speedwriting task, where students will write a short PEE paragraph on whether they prefer human or animal narrators.

-Homework: To describe your own, new animal character for Black Beauty, ensuring to use descriptive and figurative language, as well as adventurous adjective choices.

**Lesson 3- *Black Beauty’s* Themes and Symbols:**

**Learning Objective**: To analyse and interpret the themes and symbols of *Black Beauty*.

-Part 1: This first lesson half will explore the themes within the novel, discussing 4-6 of the main themes with accompanying extracts. Students will also be encouraged to analyse the linguistic and structural devices within the extracts, and how they make the writing effective at conveying the select theme/ any emotions.

-Part 2: The second lesson half will focus on the novel’s main symbols, where we will go over and define symbolism at the same time. Students will reflect on the purpose of the symbolism examples, and whether these instances of symbolism would be seen differently in the 19th Century in comparison to today.

Homework: To write a short, persuasive piece on which theme or symbol is the most resonant and important throughout the novel.