

The Black Stallion

by Walter Farley

Classroom Favorites

Teacher's Guide by Joan C. Benson

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Note to the Teacher: This guide is a collection of activities from which you can select ideas for your specific group. Freely adapt or extend these for your setting, or substitute your own activities. The vocabulary words that are tested are marked with an asterisk.

Biographical Sketch

Walter Farley was born in the city of Syracuse, New York, in 1915. As a young boy he yearned for a horse to call his own and couldn't understand why he couldn't keep one in the backyard. To pacify him, Walter's parents bought him many books about horses - fiction and non-fiction alike.

When Farley was about twelve years old, as good fortune would have it, his uncle moved to Syracuse with a stable of jumpers and show horses. Young Walter spent as much time as possible at the stable until he moved to New York a couple of years later. There he rode on the Long Island riding trails and watched thoroughbreds work out on the Belmont racetrack.

Ever since Farley could write, he kept notes of both his dreams and real experiences with horses. These became a great source of material for him when he began writing his first book, *The Black Stallion*, while studying under Dr. Mabel Robinson at Columbia University. He once thought he would become a jockey, but he was too tall. Dr. Robinson encouraged Farley to use his gifts to write rather than to become a veterinarian, which was another one of his goals.

He has traveled across the world, taking notes about experiences with horses which become the basis for his many books. He finally was able to buy a farm where he and his wife, Rosemary, and daughter Pamela, live and raise horses.

Critic's Corner

Walter Farley has brought great pleasure to young readers with his animal stories since 1941 when his first book was published. He has written twenty-five books including a dog story, *The Great Dane Thor*. His ability to express his great understanding and appreciation for horses captivates and personally involves the reader. Mr. Farley's books have sold successfully in the United States and have also been published in over fourteen foreign countries.

Objectives

1. To actively respond to literature through creative use of guided story enactment, writing, and extension activities.
2. To further understanding of the story main events, sequence, cause and effect, and characterizations
3. To develop creative and interpretative thinking skills through discussion and activities
4. To develop their vocabulary through class discussion, context usage, and reinforcement activities

Introductory Activities

(Skills: brainstorming, categorizing, tapping prior knowledge, anticipation of events)

1. Using an overhead transparency outline of the Black Stallion (or a picture of any black Arabian stallion using an opaque projector) encourage the students to share whatever knowledge, feelings or associations they may have on the topic. The group can participate, or groups of two or three students can brainstorm together, and then share. Write all the pre-reading information down and lead the students in telling how the information is related by more general ideas (i.e., categorization).

To insure the learners' investment in the process, make sure the students generate the categories after teacher modeling. With teacher guidance, create a framework for prior knowledge by rewriting the random knowledge under the appropriate category labels.

From this conceptual organizational strategy, take the students on to what they don't know about horses (stallions, Arabians, etc.) that they would like to learn. Prepare these questions on a chart to keep as a reference during book reading.

2. (Skills: imaging, anticipating)

Lead the students in an imaging activity to establish context for reading *The Black Stallion*. Talk slowly in quiet restful tones so that your instructions don't interfere with the visualization. Appropriate background music and lowered lights can contribute to the setting, but this is not necessary for the activity

to be productive. Have students close their eyes and concentrate on a key cue such as "a storm at sea." Let the students get a general feel for where they are, who else is there, what sensory impressions they are receiving, and what is happening. Giving them plenty of time to follow you, add various senses as you go until all five are included. Do the activity yourself so you can pace your instructions. Lead the imaging from the storm scene with Alec on the steamer, the Drake, the swim with the Black, to the dramatic scene of Alec being dragged along the beach and getting cut free, exhausted.

Warn students when you are about to end the imaging requiring them not to talk so as to maintain their sensations. Keeping the class quiet, have students write their images down. Time for sharing in small or large groups will allow the students to crystallize their thoughts and see what emerges as a group impression. If they are unfamiliar with the plot of *The Black Stallion*, it would be appropriate to anticipate the next story event at this time.

Meaning Study

Presentation of unfamiliar words should be in the meaning context, looking at clues. A number of reinforcing activities can be used at your discretion to further student mastery of new meanings.

1. **Magic Square Vocabulary Puzzle:** This puzzle has a self-correcting aspect because the students match not only words and their meanings but also look for a "magic number." If the correct meanings are matched to the vocabulary words, the numbers in each row and column will add up to the same sum. Here are directions for playing the game.

DIRECTIONS: Read the word in each box. Put the number of its meaning below it. Then check your answers by adding the numbers in each row across and down. If the sums add up to the magic number, you win! The magic number is 15.

prow	laden	inert
crest	turban	void
quota	taut	parched

1. a share, or part of a total needed
2. an empty space
3. loaded (as with cargo on a ship)
4. a long cloth wound around the head, a headdress worn chiefly by Muslim men
5. the forward part of a ship
6. completely dry from sun, heat, or wind; to suffer from heat and thirst
7. without power to move or resist
8. tightly drawn (as a rope)
9. top of a wave; tuft of feathers, or hair, on top of the head of a bird, or animal

Answers:

prow 5	laden 3	inert 7
crest 9	turban 4	void 2
quota 1	taut 8	parched 6

42. Have the students rewrite the sentences from the book using the listed new words. Substitute easier-to-understand synonyms or meaningful phrases.

Example: "... he hung on to the stair rail and peered into the black void."

TO

"... he hung on to the stair rail and peered into the black emptiness."

3. Divide into teams and see which group can correctly use the most new vocabulary in one complete sentence.
4. Let students classify the types of words they are studying based on your designation objectives, i.e., nouns, verbs, similes, figures of speech.
5. Have students practice a chosen number of their new words by using them in a letter or note to a friend.
6. Play bingo by calling out the definition and having students then cover the word. A student caller could be offered extra credit for being responsible for the correct meaning.
7. Illustrate visually interpretable vocabulary.
8. Play charades with key words you have selected.
9. Play team guessing games where the only clue given must be sketched by one person, and the other team player then tries to guess what it is. Award appropriate points, or play on a gameboard letting winning guesses represent moves.
10. After the appropriate contextual associations have been discussed, pass out sets of word cards or cards with definitions on them. (Students can make these.) Play speed drill games by holding up either the word, or the definition, and seeing how quickly the association can be made.
11. As a group construct a crossword puzzle as a model for the process. Then have the students follow the instructions to create puzzles for each other using any word lists needing reinforcement.

STEPS FOR CREATING A CROSSWORD PUZZLE:

- A. Arrange the words into a crossword puzzle configuration using graph paper to simplify the task.
 - B. Create clues, or descriptions to go with each word.
 - C. Set the clues up into "down" and "across" categories to match the puzzle design on the graph paper. Number the clues and the boxes in the design to coincide.
 - D. Transfer the outline of the squares for the crossword puzzle onto a paper for duplication. If other words have been incorporated along with the ones from this list, students can trade puzzles and enjoy working each other's.
12. In pairs create a Word Search incorporating a meaning match activity once the words are located. Share puzzles.
 13. Have students write a news article about the chapter they just read using as many of the selected vocabulary words as possible. Grades could be designated according to success in using the vocabulary.

Chapter I

SYNOPSIS: Alec is returning to New York on a tramp steamer, the *Drake*, after having spent two months visiting his Uncle Ralph, a missionary in India. At a small Arabian port, a mighty black stallion is loaded on against its will, nearly tearing up everything in sight. Alec follows carefully behind, watching in awe of this beautiful, wild creature. The spirited, untamed horse fights desperately for his freedom, striking at the wooden stall in which he is contained. Fascinated, Alec begins visiting the black stallion nightly, leaving him sugar and admiring his beauty.

VOCABULARY: prow (p. 3), surveyed (p. 4), missionary (p. 4), inscription (p. 4), monotonously (p. 5), mercilessly (p. 5), gangplank (p. 5), crest (p. 5), ruthless (p. 6), turban (p. 6), tersely (p. 6), makeshift (p. 6), accommodation (p. 6), laden (p. 6), clambered (p. 6), inert (p. 7), resounded (p. 7), reinforcements (p. 8).

DISCUSSION QUESTIONS:

1. Alec is thrilled that his uncle has taught him to ride and he often dreams about horses. What special interests, wishes, or dreams do you have?
(Accept all student responses.)
2. Why do you think they tied the white scarf around the eyes of the stallion?
(The scarf would keep the stallion from seeing things that could excite him.)
3. What does it mean when a horse is "unbroken"?
(Unbroken means not trained--still basically wild.)
4. Why does Alec feel sorry for the stallion?
(The wild stallion was used to freedom and he was now imprisoned in a tiny stall.)

5. If you were on the ship with the Black, what do you think you would feel toward the stallion? Fear? Admiration? Pity? (Answers will vary.)

ACTIVITIES:

1. Read about the wild horses on Chincoteague Island off the Eastern Shore of Virginia. Find out what role the stallions have in the social structure of wild horses.
2. Look up Arabia on a map or globe. Using the library as a resource, find out about the special distinctive characteristics of the Arabian breed of horses.

CHAPTER 2

SYNOPSIS: One night, while visiting the Arabian, Alec is delighted when the horse whistles to him instead of pulling away. It appears that Alec has a gentling effect on the Black. A huge storm tosses the *Drake* around as if it were a toy until a bolt of lightning actually rips the vessel right down the middle. As people become hysterical trying to save themselves, the steamer begins sinking. Alec fights his way toward the stallion's stall. When the Black is set free he heads right for the rail, grazing Alec as he leaps from the boat. Alec is sent into the water as well. There are no lifeboats in sight, but Alec feels a rope swish by him in the water. It is the lead rope that was never removed from the stallion. Without a conscious decision, Alec grabs the rope and the Black swims on into the sea pulling the boy behind him. The *Drake* sinks into the ocean, but Alec fights the waves and tumbles through the water for hours. By morning he realizes that he and the Black are riding with the waves, heading for land. As the horse swims rapidly toward the small island, Alec realizes he is in danger unless he can get free from the rope he has tied around his waist. The boy is dragged along the beach, clothes ripping and body burning, until he discovers he still has the pocketknife his uncle gave him. He madly saws through the rope and collapses on the beach.

VOCABULARY: endurance* (p. 9), lurches (p. 10), void (p. 10), subside (p. 11), quota (p. 12), paralyzed (p. 13), grazed (p. 13), slacken (p. 14), taut (p. 14), diminished (p. 14), thrust (p. 15), parched (p. 15).

DISCUSSION QUESTIONS:

1. Imagine yourself at the scene of the storm and the *Drake* is sinking. What do you think you would do, and what would be going through your mind in those final moments? Why do you think Alec feels calm with what seems to be the end of his life?
(There is nothing else that can be done. He has closed his eyes and prayed.)
2. Why does the dark-skinned man act that way, trying to get Alec's life jacket and nearly jumping into the already full lifeboat?
(He becomes hysterical with fear, losing his ability to make rational decisions.)
3. How does the Black Stallion find the island? What qualities in the horse allow him to survive?
(His instincts may give him a sense of where to go. The Black must have a strong will to live, and a healthy strong body.)

ACTIVITIES:

1. Role-play the scene with the hysterical dark-skinned man, the captain, and Alec, ending with the man trying to jump into the full lifeboat.
2. Write a script describing the sinking of the *Drake* the way you think it might have been reported on local TV in Alec's hometown. Take turns or allow one person to give a TV news account from their script. Videotape if possible.

CHAPTER 3

SYNOPSIS: Alec searches for fresh water on the small, uninhabited island, and finds the spring water pool that the stallion has already discovered. Finding few berry bushes and little grass, Alec realizes that survival could be difficult for them. He builds a shelter out of driftwood, tries spear fishing with his knife, and even manages to build a fire without matches. When starvation seems imminent for both Alec and the Black, Alec discovers the edible seaweed called *carrageen* he had tasted once in biology class. After washing and drying it, both Alec and the Black find the seaweed can suffice as food. The stallion and Alec, being the only living creatures on the island, begin to relate to one another and a bond develops between them.

VOCABULARY: circumference (p. 17), prone (p. 17), hypnotized (p. 18), doused (p. 17), edible (p. 17), uninhabited (p. 19), cantering* (p. 19), improvised (p. 20), strove (p. 21), famished (p. 23), diminishing (p. 23), subconscious (p. 23), sustain (p. 25).

DISCUSSION QUESTIONS:

1. Why does the stallion rear and plunge at Alec after all they have been through together? Why do you think the Black finally decides to leave the boy alone?
(The Black is still a wild creature with an instinct to kill or be killed. A relationship with an element of trust has not been experienced by the Black so he probably feels he needs to be on guard even though a bond has begun to build. The Black might want Alec to know who is in control.)
2. How does Alec know how to spearfish, start a fire, and prepare the edible seaweed?
(Alec has read of people catching fish with a spear though it takes him a long time to accomplish the feat. He has watched a man in India build a fire without matches and he learned about washing, drying and eating carrageen in his biology class.)
3. Imagine yourself at night in a place where there is no sound as Alec is. Lying in the blackness alone, what do you think you would be feeling or thinking?

ACTIVITY:

In pairs, brainstorm what ten things you would want to have with you if you became stranded on an island alone for a month. Share with the others your list and your reasons why you would want the items.

CHAPTER 4

SYNOPSIS: Much to Alec's surprise, the Black kills a snake that was ready to strike him. Alec is able to first touch the magnificent horse, and finally works up courage to try to ride the stallion. His first

attempt to throw himself upon the Black's back sends the horse plunging. Bruised and momentarily unconscious, Alec awakes with the stallion nudging him. Through trial and error Alec eventually succeeds in riding the Black in a high speed race along the beach. With kindness, the boy succeeds in training the horse to respond to his cues. In time, the Black becomes controlled in his energy and the boy is able to ride him as though they were one. An accidental fire caused by a gale destroys Alec's shelter. However it also brings a ship to the shoreline in search of someone needing help.

VOCABULARY: venomous* (p. 27), delicacy (p. 28), eerie (p. 28), ravine (p. 30), gully (p. 30), instinctively (p. 31), loping (p. 31), gale (p. 34), devouring (p. 35), incredulous (p. 35), brogue (p. 35).

DISCUSSION QUESTIONS:

1. Why do you think the Black throws Alec off his back so quickly, yet he goes over to nudge the boy as soon as it is over?
(Instinct dictates the Black's action to throw off Alec, yet he is learning to trust, knowing that Alec won't hurt him. They are becoming friends.)
2. What are the events that show the Black's concern for Alec?
(He kills the poisonous snake and he comes when Alec calls. The Black nudges Alec to see if he is all right after he was thrown off. The stallion screams to awaken Alec when his shelter catches fire.)
3. In each instance, how does Alec respond to his trials (such as the shipwreck, being thrown off the horse, having no food, and watching his shelter burn up)? How else could he react to these circumstances?
(He is determined not to give up no matter what trials he faces. He could lose hope and not be able to survive.)

ACTIVITY:

As a group imagine you have gone on a canoe trip, but somehow the canoe sinks. Everyone swims to shore and gathers together, but attitudes toward the situation vary. List all the different ways people can react to such a trial.

CHAPTER 5

SYNOPSIS: Some Irish sailors find Alec and listen to his tale in disbelief. Alec soon finds himself needing to prove that there really is a black stallion. He also begs the sailors not to leave the horse on the island to die. The captain reluctantly agrees to try and rescue the stallion if Alec can get him to the ship. After a terrible struggle with himself, the Black follows Alec's rowboat into the sea. When they reach the freighter, a cargo hoist is lowered. Alec has to dive underwater beneath the horse's belly to fasten a strap around him so he can be lifted up. In the process Alec is kicked by the Black's swimming legs. The stallion is furious and frightened. The sailors have to nearly strangle him to get him into a stall, and Alec is taken unconscious to his room to recuperate.

VOCABULARY: clambered (p. 36), disheveled* (p. 36), remnants (p. 36), conquest (p. 37), Rio de Janeiro (p. 38), soothingly (p. 38), doffed (p. 39), waging (p. 40), pistons (p. 41), hail (p. 41), query (p. 41), trod (p. 42), taut (p. 42), searing (p. 42), hoist* (p. 43), gnarled (p. 43).

DISCUSSION QUESTIONS:

1. Describe Alec's feelings when he realizes the sailors don't believe the story about the stallion, and that they plan to rescue just him, not the Black.
(Alec feels very angry and wants to prove to the sailors that his story is true. He becomes frantic to rescue the Black, jerking himself free from the sailors, and running to the stallion. He is insistent about not leaving without his horse.)
2. Considering the awful swim for survival when the *Drake* sank, why does the Black follow Alec out into the sea? Wouldn't that action deny all of his instincts?
(His love and trust of Alec overpowers his wild survival instinct.)
3. Isn't Alec risking his life swimming so close under and around the stallion to fasten the band? Imagine how different the story would be if Alec were kicked in the head instead of the leg. Should the sailors let Alec take such a risk?
(Yes, Alec is taking a great risk in order to save the Black. The sailors don't realize what Alec is about to do when he descends below the water.)

ACTIVITIES:

1. Plan an alternative strategy if the sailors couldn't, or wouldn't, take the Black with them. Problem solve until you have some other ways Alec and his stallion can both be saved now that they have been found.
2. Write new story endings based on the other ways the boy and his horse are saved.

CHAPTER 6

SYNOPSIS: Alec recovers from his injury and his parents are notified and wire him money for the trip home. All of his time is spent with the Black, despite the crew's efforts to interest him in the boat and the voyage. While leading the stallion along the dock, another stallion is spotted and wild instincts arise in the two. The horses scream and rear, breaking loose from their owners before tearing into one another. The stallions fight for supremacy as in the wild. Having knocked the chestnut stallion to the ground, everyone wonders what the Black will do. He proudly moves toward a group of horses waiting to be loaded as though he had become the dominant leader of the pack. As the wildness diminishes in the Black's eyes, Alec cautiously approaches him, speaking softly. Eventually the Black chooses to walk with Alec, much to everyone's surprise, and he is led to his new stall for the last leg of the trip.

VOCABULARY: cabling (p. 46), uncanny (p. 48), delegated (p. 48), lunging (p. 52), supremacy* (p. 52), strode (p. 52), surveyed (p. 53), antiseptic (p. 53).

DISCUSSION QUESTIONS:

1. Describe the friendship between Alec and the stallion. Have you ever had a special feeling like that toward a pet, or another person? Discuss personal experiences.
(Answers will vary.)
2. Do you think Alec's parents should be notified that he was bringing a horse home with him? Why or why not?
(Answers will vary.)

3. Why does Alec risk going over to the Black after the triumphant fight with the chestnut stallion? If the Black can react with such wildness, how can Alec trust him?
(Alec can tell from looking into the stallion's eyes that he is calming down. When Alec sees the wildness leave the Black's face, he knows he can trust him. They have a close bond that has been proven again and again, beginning back on the island when the stallion killed the threatening snake.)

ACTIVITIES:

1. Write about your favorite pet, describing it, and telling why you feel it is so special.
2. Contact local cable or telegram companies to see if a representative can come and present information about the way cables are sent. Present the style of wording that is used and find out why. As a group, decide what kind of a cable could have been sent to let Alec's parents know about the stallion. Let students choose someone in class to whom they can write a cable-style note.

CHAPTER 7

SYNOPSIS: Alec decides to sleep in the hold of the new ship as the other grooms do to keep in close touch with the Black. Rough stormy seas bring back memories of the *Drake* sinking. This makes both Alec and the Black a little nervous. After several days of feeling seasick, Alec recovers as the weather calms. Having already heard of the unusual events bringing the boy and the horse together, the quarantine inspectors let Alec and the stallion pass inspection without the normal paperwork.

Upon arriving in New York, the Black reacts with fear to the night lights and city noises. Alec is knocked down and the horse nearly lands on top of him. After the horse runs back to the ship's hold and Alec has a chance to calm him, a blindfold helps to decrease the anxiety. Alec's parents are stunned by the presence and knowledge of the Black but they are overjoyed to see Alec. A reporter asks to get Alec's story and willingly assists with transportation for the horse.

VOCABULARY: estate (p. 55), accommodate* (p. 55), gingerly (p. 57), lurches (p. 57), torrent (p. 58), constitution (p. 58), reassuringly (p. 66), genuinely (p. 67), hastily (p. 67), persistence (p. 67).

DISCUSSION QUESTIONS:

1. Why does Alec get emotional about arriving in New York harbor? How would you describe what he feels?
(After nearly dying and being stranded on the island, Alec must feel great relief as well as joy at the reality of being back home with his family. He has gone through so many trials that his five months away seems like five years. The Statue of Liberty symbolizes freedom for Alec as well as the country.)
2. Pretend you are on the dock as Alec comes down the gangplank with the stallion. If you were his parents, imagine what you would be thinking and feeling as you watched the scene.
3. Why does Alec cover the Black's eyes with his sweater?
(The Black is reacting to the blazing night light of the city. He has never seen anything like it before and he is snorting, and rearing.)

4. Why does Alec's dad say he is "afraid" that the horse is his son's?
(Alec's parents knew nothing about the stallion until he comes down the gangplank with their son. Living in a city will not be easy for an unbroken stallion.)
5. What do you think would have happened if the news reporter hadn't been able to get a van for hauling the stallion?

ACTIVITY:

Find out the history of the Statue of Liberty. Brainstorm, create a semantic web of associations for Alec's feelings as his ship arrives.

CHAPTER 8

SYNOPSIS: The reporter, Joe Russo, rounds up a covered truck in which they carry the Black to Alec's neighborhood. Alec rides in the back with the stallion so he could keep him calm as they drive through the noisy city streets. The Daileys, who live down the street from Alec's family, allow him to use one of their stalls in an old barn for the Black. The old gray horse being boarded there has a soothing effect on the stallion so Alec feels confident that he can leave him alone. After getting the Black settled in and fed, Alec shares his dramatic story with his parents and Joe, the reporter. Suddenly, neighbors are awakened by the shrill scream of the stallion. Tony, the huckster, has come in during the night to check on his old gray, and the Black frightens him. By the time all the commotion is over, it is 2:00 a.m. and Alec is hoping to be up early with the Black.

VOCABULARY: clamored (p. 68), wares (p. 68), huckster (p. 70), gravely (p. 71), beseechingly (p. 77), commotion (p. 80).

DISCUSSION QUESTIONS:

1. What do you think Alec and his father would have done if the Daileys had said they couldn't keep the Black in their barn?
(They would have had to find another stable later, perhaps the Black could have stayed in the yard overnight.)
2. Why do you think the stallion doesn't try to fight Napoleon?
(Maybe he is glad to have another horse for companionship.)

ACTIVITY:

Sequence the important events of Alec's trip from the shipwreck, island survival, and rescue. Write a newspaper article the way Joe Russo would explain Alec's adventure. Make up an exciting headline, and then try to answer the who, what, where, when questions in a strong topic sentence.

CHAPTER 9

SYNOPSIS: At sunrise Alec is up and excited to see how the Black has gotten along through the night. To Alec's surprise, Tony is already at the barn and has fed both the horses. The Black screams out in protest when the old gray horse leaves to pull Tony's wagon, indicating a bond has begun. After some exercise on the lead rope, Alec and the Black go for their first ride since they were on the island. Henry Dailey comes to watch the two of them and he declares from his experience that the stallion has the form and speed of a top race horse. Alec discovers that Henry was once a famous jockey and horse trainer who has retired. The two of them are planning and scheming how the Black can be trained to race when a low-flying plane loudly sputters overhead. The stallion, spooked by the noise,

runs at high speed down the field, jumps the rock fence, and suddenly disappears from view.

VOCABULARY: ajar (p. 82), spectator (p. 83), resignedly (p. 83), slackened (p. 85), dismounted (p. 85), exhibition (p. 85), futurity (p. 87), astride (p. 87).

DISCUSSION QUESTIONS:

1. Why do you think Henry tells Alec it is safe to let the Black loose in the field alone?
(Alec has already given the Black a good workout so he assumes the stallion is going to be calm enough to stay in the pasture.)
2. Is Mr. Dailey happy with his new life? Why or why not?
(Mr. Dailey retired to please his wife, but after two years away from the racetrack he can hardly stand it.)
3. What do you think might happen to the stallion as he runs out of the field?
(He could run into traffic, get confused and disoriented, and perhaps hurt someone out of his own fear.)

ACTIVITY:

Pretend that the Black runs wildly past morning walkers, golfers in the park, drivers in town, and children playing. Imagine what kinds of comments or exclamations they would make as he goes by screaming and lunging. Role-play the various remarks, pretending that the Black is racing by.

CHAPTER 10

SYNOPSIS: Alec and Henry begin a frantic search for the stallion, hoping he doesn't get shot by the police or hit by a car. Some men on a street corner indicate that the Black has run into the park. Splitting up to cover more territory, Alec and Henry look in the hills of the golf course. Just when Alec begins to lose hope, the huge black horse appears in the thick underbrush that leads to the only water pool for miles. The stallion, dirty and covered with burrs, drinks deeply and then carries Alec back through the park until they find Henry. Cautiously Alec leads the Black through backstreets of town until they arrive at the barn. Since Alec is so late coming in for breakfast, his mother warns him that his schoolwork must take precedence over time with the horse.

VOCABULARY: accelerator (p. 91), caddy (p. 93), liable (p. 93), fairway (p. 94), hollow (p. 93), staccato (p. 93), hastened* (p. 93), conceal (p. 94), paralyzed (p. 95), mishaps (p. 95), neglect (p. 99).

DISCUSSION QUESTIONS:

1. Why was it important to find the stallion before the morning golfers came out?
(He might attack the golfers or get hit with a wild ball. He might get frightened by the balls zinging and perhaps would become aggressive if someone tried to capture him.)
2. How did Alec know where to look at the golf course?
(He is reminded of the place where the boys swam and thinks perhaps the stallion's instincts will lead him toward the water.)
3. What do you think would have happened if Henry had found the Black instead of Alec?
(The stallion may have run from Henry.)

4. Do you think Alec should tell his mother about the Black running away? Why or why not?
(Answers will vary.)

CHAPTER 11

SYNOPSIS: Henry locates his old racing saddle and bridle while cleaning out the garage. He relives his last race with Alec. The only obstacle that seems to be in the way of the Black winning on the racetrack is a lack of registration records. An effort is made by Henry to trace the Black's ancestry from the Middle East.

Alec's friends are awed by the size and spirit of the stallion, fearing for Alec's safety. The boy and the Black entertain themselves to everyone's astonishment with a rough game of chase, demonstrating the strange understanding between the two. The winter passes with a stiff routine for Alec, feeding, grooming, riding, working, and studying for school. The Black has his first experience with snow and after some uncertainty seems to love it. Realizing how controlled and gentlemanly the stallion is becoming causes Henry and Alec to dream of spring training at the racetrack.

VOCABULARY: incidents (p. 100), caressingly (p. 101), vainly (p. 101), clot (p. 101), sire (p. 102), dam (p. 102), registered (p. 102), skimp (p. 103), gait (p. 104), swerving (p. 105), pedigree (p. 106), sheepishly (p. 106), fance (p. 106), jockey (p. 106), tutelage (p. 106), withers (p. 108), overcast (p. 108), shied (p. 110), gingerly (p. 110), vapor (p. 111), dismounted (p. 112).

DISCUSSION QUESTIONS:

1. Why does Alec feel sick when he hears that the Black has to be registered to run in a race?
(He knows there is not a strong possibility of finding a way to register the Black. If it is a prerequisite to racing, the Black will be denied the opportunity of proving his ability on the track.)
2. Why is Henry concerned for Alec when he watches the stallion "play" with him?
(Henry is concerned that the stallion might hurt Alec accidentally, stepping on him or running into him.)
3. Do you think Henry should continue to encourage Alec about racing the Black since it's unlikely that they'll have the necessary registration papers? What do you think will happen if no papers come?
(Alec could be very disappointed if they aren't able to race. Maybe Henry should be more realistic about their dreams. If no papers come, they could use the Black as a stud or give exhibition races against the clock to let the world know about this magnificent wild creature.)

ACTIVITY:

Research horse and dog pedigrees to see how they compare with a human "family tree." If anyone has either a pedigree or a family tree, let them share it with the class. Design individual family trees based on information gathered from family members.

CHAPTER 12

SYNOPSIS: April first finally arrives and Alec excitedly runs out of school knowing that the Black's training will now begin. In his hurry to get to the barn he doesn't even take time to eat the lunch his

mother prepared. Henry is waiting and they try to saddle the Black for the first time. The Black resists all attempts to fasten the cinch around him, repeatedly pitching the saddle in the air. After some planning, Henry and Alec find a way and the stallion runs wildly plunging and rearing. Finally he falls back and breaks the saddle, but cannot free himself from the weight of it. After some calming down and walking with Alec, the Black gets introduced to the next big step in the training, having Alec sit in the saddle on his back. Because the Black is surprised by the extra weight, not even being quite certain it's Alec on his back, he immediately tosses him off. Alec soothes the horse and then more gradually climbs upon his back, managing the rearing stallion. Finally a light racing bit is used so Alec can guide and control his powerful horse. After working until sundown, the tired trio return to the barn.

VOCABULARY: bridle (p. 113), sprinter (p. 114), authoritative (p. 114), cinch (p. 115), girth (p. 116), sleek (p. 118), slacken (p. 119), bit (p. 120).

DISCUSSION QUESTIONS:

1. If you were Alec, do you think your mother or father would approve of what you were trying to do? Why or why not? Why doesn't Alec tell his mom why he's so excited that he can't eat lunch? Do you think his parents should know about the horse training?
(Possible answer -- no. They would be too worried about him getting hurt. Alec doesn't tell his mom because she doesn't know what Henry and Alec have planned. The parents should probably know about the plans so they are not deceived as to what Alec is doing with all his time and energy. If something happens to Alec they will be very upset to find out Henry and Alec have kept everything a secret from them.)
2. Why does the Black throw Alec off when he climbs on the saddle? Hasn't Alec ridden many times before without such a problem?
(Horses react differently to the weight of a saddle on their backs. Even though Alec has ridden him many times there has never been a cinch strap around the Black's stomach. He wants to remove it and probably isn't even aware that his friend Alec is on top of the saddle.)
3. What do you think will happen when they take the stallion to a racetrack to time him?
(Answers will vary.)
4. Have you ever been so excited about something that you didn't care at that moment about food? Describe your feelings to the class.
(Answers will vary.)

ACTIVITIES:

1. Brainstorm and list some of Alec's character traits. What events in the book help you to know these characteristics about Alec?
2. Use a community resource to speak to the group about methods of training or breaking a horse.
3. Find out about the different kinds of track, including the various saddles, used in horseback riding. How does a racing saddle differ from the others?

4. Plan a race against the clock as the Black is running compared to a race against other individuals. Set your course or distance and let individuals run, recording their times. Several times could be gathered so the runners have an opportunity to improve their own time.

CHAPTER 13

SYNOPSIS: Two weeks after breaking the Black to bridle and saddle, Henry arranges for him to run at the Belmont track in the middle of the night. Jake, a retired trainer who is the night watchman, risks his job by letting them in to try the track out. Henry instructs Alec to try and keep the Black under control until he comes down the homestretch. Even while Alec is holding the Black's speed back, he has never gone so fast except for the spirited rides on the island. The Black rips the reins out of Alec's control by getting the bit in his teeth, and becomes wild and free once again. Alec hangs on desperately clinging to the horse's mane, weak from exhaustion. When the stallion finally slows a little, Alec is able to speak in his ear, eventually managing to bring him to a stop. Jake and Henry agree that the stallion could break the track records. If only he could be given the chance, he could probably outrun the two leading contenders, Sun Raider and Cyclone. Realizing that the Black may well have been born wild, the only solution may be to let him race against time to break some records. Since he may never get a chance to run in a race meeting of registered horses, a new approach may be needed to get him recognized for the superior animal he is. Alec awakens the next morning, unsure whether it was all a dream or reality until he looks at his bloody hand and wind-ripped shirt.

VOCABULARY: tack (p. 122), skittishly (p. 122), thoroughbred (p. 124), idolized (p. 124), homestretch (p. 127), veteran (p. 127), vividly (p. 127), instinctively (p. 128), backstretch (p. 128), muzzle (p. 129), obligingly* (p. 129), acquired (p. 130), advantage (p. 132).

DISCUSSION QUESTIONS:

1. There are three people taking risks in this chapter. Jake is risking his job, and Alec and Henry are risking getting in trouble with family members. What are the possible consequences if they get caught in their night training? Why are they taking such chances?
(Jake could be fired from his job at the track and Alec could lose the privilege of keeping the stallion. Mrs. Dailey would no doubt be very angry that Mr. Dailey was back at horse racing and that he had not been honest with her. They took such chances because they wanted to have a chance to prove the Black was an extraordinary animal, better than all the rest.)
2. Why should they go to such extremes training the Black when no one thinks he'll be allowed to run in a race?
(The stallion was such a tremendous horse that they all wanted to try and give him a chance to prove himself at all costs.)

CHAPTER 14

SYNOPSIS: Alec continues to work the Black at Belmont and it is obvious that the stallion loves to run. The dilemma grows when the letter arrives stating the certainty of no registration for Alec's stallion. The public challenge between the two best-known race horses continues as sports writers speculate what would happen if they were to run a match. A famous reporter's column churns up enough controversy that the two horse owners consent to a special match

race to settle the matter. In the meantime reporter Joe Russo stops by to check on Alec and the stallion after having written the original news story. Hearing of the Black's racing talent, Joe decides to invite the sports writer, Jim Neville, to a night exhibition at Belmont so they can see for themselves if what Henry and Alec say is true.

VOCABULARY: momentum (p. 134), endurance (p. 135), slackened (p. 135), ponderously (p. 136), wistfully (p. 137), conscientiously (p. 137), extensive (p. 138), astound (p. 138), prophesying (p. 138), clamoring (p. 139), advantage (p. 140), proposal (p. 140), charity (p. 140), skeptical* (p. 143).

DISCUSSION QUESTIONS:

1. Why do you think Napoleon breaks free and joins the Black on the track?
(Napoleon has become very close friends with the stallion. He must have gotten excited watching the Black run and felt he could run like he used to when he was younger.)
2. Do you think Alec will be able to keep the Black from fighting the other horses if he gets to race? Why do you think so?
(The Black's love for Alec might keep him on the track and away from fights with the other horses. Also, once he starts running, it seems that the Black only concentrates on the track.)

ACTIVITIES:

1. Plan a match between the two fastest runners in the class. Divide the group up to write news stories proclaiming each racer the best pick for the winner. Display stories in the room with appropriate headlines. (If this would cause too much negative competition for your group - use crickets, frogs, toads, pets, etc.)
2. For broader involvements, write articles for the school newspaper. If there is no school paper, develop a class newspaper, creating a forum for the event (the race) and its succeeding coverage.

CHAPTER 15

SYNOPSIS: The sports writer, Jim Neville, and reporter Joe Russo, meet Alec, Henry and Jake at Belmont to see the Black in action. The stallion isn't used to having strangers around and he excitedly rears up out of Henry's control. Accidentally the Black's legs strike out, injuring Henry's arm. When Alec finally turns the Black loose on the track, he has a ride like no other. The terrible speed attained by a horse who will never be completely controlled, causes Alec to lose consciousness before the Black stops. Alec's last thought is to stay on, no matter what. In that determination, Alec actually has to be pried off the stallion with strands of black mane still clenched in his fists. The reporters are undeniably impressed with the results. Neville decides to create a news story which may let the Black run against Cyclone and Sun Raider. A series of articles about a mystery horse raise public interest to a peak while forcing the owners of the two contenders to allow a match. The famous mystery horse, the Black, is jokingly referred to as "Neville's Folly," but Henry and Alec are excitedly confident.

VOCABULARY: quizzically (p. 146), shindig (p. 147), fleet (p. 149), brusquely* (p. 150), supremacy (p. 151), acclaiming (p. 152), foremost (p. 153), astride (p. 155), delirious (p. 156).

DISCUSSION QUESTIONS:

1. Describe how Alec feels when he rides the Black. Share experiences you've had that are similar.
(When riding the Black, Alec feels set free from his problems, almost as though he is flying in a world all his own. Similar experiences - walking along the beach, riding a bike alone, jogging, playing an instrument, etc.)
2. How do you think Alec is able to stay on the Black even after he can't breathe well and things seem to turn upside down? Have you ever tried telling yourself you need to wake up at a certain time and then actually wake up then? Compare that to Alec's control on the horse.
(His mind is set to hang tight to the Black's mane no matter what. Alec's subconscious keeps him hanging on even though he is semi-conscious.)
3. Why do you think Cyclone's owner agrees to let the "mystery horse" race, sight unseen?
(Cyclone's owner feels his horse has never been pushed as fast as he can go, but he is confident that Cyclone will win. Since all the proceeds will go to charity and the publicity will be good for him, it will be a good thing.)

ACTIVITY:

If you have planned a race between two students in your class for the championship, (or between two pets), continue by letting another teacher or class select the fastest student (or pet) to represent the mystery horse. Have students write news stories about the mystery runner entering the race.

CHAPTER 16

SYNOPSIS: Alec's dad is shocked by the news that this mystery horse he's been reading about is the Black. He has sensed that Alec and Henry were up to something, but nothing this dangerous. Henry convinces Alec's father that Alec is not the same boy that he was when he left for India the summer before. Because of all the dangers he has survived, Alec is different than all of them now, and his heart is definitely wrapped up in riding the stallion. His father decides to let him ride under one condition -- that he finishes his final exams at school with the other students. A special train car is arranged for the Black, Henry, Alec, and Jim, the sports writer. Neville worries about his reputation, only reassuring himself with the evidence of the stopwatch from the Belmont exhibition. When they try to load the Black into the van, he refuses to enter because he's used to having Napoleon along. In the nick of time, Tony drives up and gives them permission to take Napoleon to Chicago to help calm the stallion.

VOCABULARY: pulses (p. 158), faltering (p. 158), stupendous (p. 159), intently (p. 159), proceeds (p. 160), identity (p. 160), gingerly (p. 164), caressing (p. 166), docile (p. 166).

DISCUSSION QUESTIONS:

1. Imagine yourself explaining to your father or mother that your horse is the mystery horse everyone has been reading about. What kind of reaction do you think you would get? Compare and contrast how you think your parents would respond with how Alec's dad acts.
(Alec's dad quietly accepts the plan after Henry explains how Alec has changed since experiencing all the dangers on the island and the shipwreck.)

2. Why do you think Jim Neville seems worried about the Black?
(Jim has gone way out on a limb to promote the Black as the mystery horse in the news. He doesn't want everything to fall through at the last minute making it all look like a hoax.)
3. What kind of exam grades do you think Alec will receive? Do you think it is fair of his father to insist he stay and finish the exams with the others? What other ways could Alec's exams be worked out? How do you think you would have done if you were Alec?
(Under the circumstances there is a good chance that Alec's grades will not be the best. Perhaps it could have been arranged for Alec to take the exams at another time which would have eased the tension.)

ACTIVITIES:

1. Plan arguments you would use to convince your parents you should be able to race your wild stallion in this race. Role-play your discussion with a parent, having her/him react the way you think it would happen, not necessarily the way Alec's did.
2. Write headlines for the big race, either the actual story race, or the match your class will hold. Use markers to create the bold print, and display in the classroom.

CHAPTER 17

SYNOPSIS: The special train car that is to carry them to Chicago has a stall at one end and three cots for Alec, Henry, and Jim. Everything goes smoothly on the trip, allowing them to arrive early enough to avoid much city commotion. At the track the Black is placed in his new quarters with Napoleon beside him. A crowd of reporters and stable hands come to see the mystery horse but become sarcastic when told not to come close. Alec and Henry are impressed with the size and powerful looks of the Black's competitors, realizing the challenge that is before them.

VOCABULARY: laden (p. 167), humorous (p. 171), composed (p. 172), temperamental* (p. 172), tense (p. 173), streamlined (p. 173), crest (p. 173), sneered (p. 172).

DISCUSSION QUESTIONS:

1. Alec has trouble sleeping on the train because he keeps thinking about everything. What finally helps him doze off? Have you had any similar experiences when you had a lot on your mind?
(Alec makes himself stop thinking about everything and concentrates on the rhythmic beat of the train wheels. They seem to repeat, "Chicago -- Chicago -- Chicago.")
2. Why are the reporters and stable hands rude when Henry explains that they need to stay back from the Black's stall?
(The reporters don't really believe the Black is as good as they say he is.)

ACTIVITY:

Role-play the scene between the reporters and Henry at the track.

CHAPTER 18

SYNOPSIS: Crowds pack the track arena with people coming from all over the country to see the big match. The mystery horse seems to be considered merely a publicity stunt. Alec's mom, completely unaware of Alec's participation, is offered a ticket to

attend the race with her sister because it is such a big event. When it's time for the race to begin, all goes well until Sun Raider and the Black both get to the starting post. The wild instincts in each of them result in a fight and the Black gets his leg injured. Alec manages to get the Black back under control but just as he climbs down to inspect the cut, the starter begins the race. Cyclone and Sun Raider take off leaving the Black behind as Alec tries to keep him from running. However, the Black cannot be restrained and he takes off at a fast pace with Alec determined to get back on. The power of the wild, black stallion is beautiful and the crowds go wild with anticipation. He swiftly lessens the lead Cyclone and Sun Raider have on him. In the last hundred yards the Black is head-to-head with Sun Raider. The Black is distracted for a moment, baring his teeth and looking as though he is still ready to prove himself victorious in battle. Alec, for the first time, uses his hand on the stallion's side to encourage him to keep on running. As the Black turns himself back to the task at hand, he sweeps two lengths ahead to victory. When the stallion is finally brought to a stop, the vet examines the badly bleeding leg. To everyone's relief the wound is superficial and they are loudly cheered into the winner's circle. Alec's mother, relieved the race is over, shocks both Alec and his dad by appearing from the crowd as honors are given. A new world record is established by the Black, amazing everyone but Alec and Henry.

VOCABULARY: temperamental (p. 176), publicity (p. 177), lusty (p. 179), paddock (p. 179), concealed (p. 179), plaintively (p. 180), vantage (p. 180), commentator (p. 180), contradiction (p. 181), deliberately (p. 182), shrewd (p. 182), surging (p. 183), burr (p. 183), hysteria (p. 183), clamoring (p. 184), avalanche (p. 185).

DISCUSSION QUESTIONS:

1. How does Alec's mother feel about attending the race? How do you think she would have felt if she'd known Alec was in the race?
(*She isn't interested in seeing the race because she really knows nothing about it and has never attended one in her life. If she knew Alec was in the race, she would no doubt have been worried about him and eager to attend the event.*)
2. Why does Alec get angry at the other two jockeys when they meet?
(*Alec is insulted because the jockeys think they know it all and don't consider him a viable contestant.*)
3. What keeps the Black from fighting Sun Raider again after they are running on the track?
(*The Black is headed away from Sun Raider by Alec and in the one instant the horses were all quiet at the gate, the starter begins the race. Alec is examining the Black's injury and is partially dismounted, but the stallion's determination to prove himself the leader makes him run to catch up. No one could have stopped him from running.*)
4. Why do you think the Black stands still in the winner's circle with all the people around?
(*Maybe he is getting used to the crowd and also he is no doubt very tired.*)
5. Alec's mother says, "I've never had such an afternoon in my life." How do you think she felt as she watched the race?
(*Frightened, worried, upset, excited.*)

6. When Alec says he won't sell the Black but they would hear a lot more about him, what do you think he means? Does he mean he plans to race some more without the registration? (*Maybe Alec is hoping for more races without registration. Also, the Black is now proven stock for good breeding.*)

ACTIVITIES:

1. Stage your match race for the two fastest contenders in your class and the mystery racer from outside. If the mystery runner wins, write the news story the way it would have been written for the Black. If not, write new stories proclaiming that the mystery racer was only a publicity stunt.
2. Stage a TV broadcast of the event, using a school videotaping team if possible. If equipment is available, show the coverage over an intra-school channel.

Culminating Activities

1. Watch the movie version of *The Black Stallion*. Compare and contrast the movie with Walter Farley's book. Which is preferred? Why?
2. If you were to continue the series, what would you have happen next in the lives of Alec and the Black?
3. Would the book have been better in your opinion if there had been illustrations? Illustrate your favorite scene from the book and write a descriptive paragraph about it.
4. Read about Walter Farley and find out how old he was when he wrote *The Black Stallion*. Write a story about yourself, shipwrecked on an island with a wild animal. What would you do to survive and how would you feel as you waited for rescue? Describe the details of your rescue making them different than what happened to Alec and the Black.
5. Using the character qualities the class generated in chapter 12, and adding any others found in the last part of the book, write a character description of Alec.

Bibliography

Here are some other books in the Black Stallion series:

The Black Stallion Returns
Son of the Black Stallion
The Island Stallion
The Black Stallion and Satan
The Black Stallion's Blood Bay Colt
The Island Stallion's Fury
The Black Stallion's Filly
The Black Stallion Revolts
The Black Stallion's Sulky Colt
The Island Stallion Races
The Black Stallion's Courage
The Black Stallion Mystery
The Horse Tamer
The Black Stallion and Flame
Man o'War
The Black Stallion Challenged
The Black Stallion's Ghost
The Black Stallion and the Girl
The Black Stallion Legend

TEST

I. Multiple Choice (30 points)

Choose the best ending for each sentence. Write the letter of the correct answer in the blank.

- _____ 1. Alec often dreamed about A. becoming a missionary B. India C. horses D. going home.
- _____ 2. The people on the *Drake*, when it began to sink, were A. calm B. hysterical C. rescued D. good to Alec.
- _____ 3. During the swim to the island the black stallion was A. able to see where he needed to go B. lost C. wildly angry that Alec was attached to him D. struggling for survival by instinct.
- _____ 4. Alec was able to save the Black and himself through A. his knowledge of carragheen B. his ability to spearfish C. his fire-making D. berry-picking.
- _____ 5. When Alec and the Black arrive in New York, the stallion was upset by A. other horses B. night lights and city noises C. Alec's father D. the sweater over his eyes.
- _____ 6. After arriving back home, the Black was left alone in the Daileys' barn because A. the old gray horse calmed him down B. Alec was too tired to stay with him C. his father said it was necessary D. the stall was strong enough to hold him.
- _____ 7. Mr. Dailey encouraged Alec to train the Black for racing because A. he was bored B. he liked to gamble on the races C. he liked Alec D. he recognized the Black's talent.
- _____ 8. The problem with racing the Black was A. he couldn't be controlled B. they didn't have enough money for entry fees C. he didn't have registration papers D. Alec's parents would never let him ride in a race.
- _____ 9. Alec's friendships and involvement at school A. continue as always B. aren't as important to him now he has the Black C. interfere with his riding D. make him feel important.
- _____ 10. Alec wants to race the Black at the match so he can A. use the Black as a stud B. show off C. make a lot of money D. prove the Black's ability.

II. Vocabulary (28 points)

Match each underlined word with its meaning listed below. Write the letter of your answer in the blank provided at the left.

- _____ 1. These qualities were marks of speed and endurance.
- _____ 2. He watched the Black cantering along the beach, graceful in his stride.
- _____ 3. There in front of him was the venomous head of a snake.
- _____ 4. He was strange-looking with long, disheveled hair, and native brown skin.
- _____ 5. At last the strap buckles were fastened and it was time to start the motor and hoist the angry stallion.
- _____ 6. The two fought desperately for supremacy as they would have done in the wild.
- _____ 7. The old estate was not used to accommodate tourists, but there was an old barn in the rear.
- _____ 8. Knowing there was another fairway on the other side of the wood, he hastened toward it in search of the Black.
- _____ 9. It was difficult to get the saddle on long enough to buckle the girth straps.
- _____ 10. The stallion obligingly lowered his head next to Napoleon's.
- _____ 11. Come and watch the Black run for yourself since you're feeling skeptical.
- _____ 12. Knowing there was a deadline to meet, the sports writer turned brusquely to Joe Russo and suggested they get going.
- _____ 13. Now that Napoleon was in the van, the Black became very docile.
- _____ 14. The reporter made a smart remark about the Black being temperamental.

- A. easily managed or taught
- B. to provide for; supply with
- C. extremely irritable or moody
- D. doubtful
- E. straps encircling an animal's body to secure a load or saddle on its back; cinch
- F. running slower than a gallop but faster than a trot
- G. disordered or untidy

- H. to raise or lift
- I. ability to withstand hardship or stress
- J. hurried
- K. bluntly, abruptly
- L. ready to do favors for others, willingly
- M. full of venom or poison
- N. the power of being the greatest in authority or rank; dominant

III. Character Match (12 points)

Match each quotation with a character listed below. Write the name of the character in the space provided.

- _____ 1. "I don't want you to neglect your studies, Alec."
- _____ 2. "San-ta Lu-ci-a, Santa Lu-cia!"
- _____ 3. "We're leaving together, Black - together."
- _____ 4. "I was afraid of that."
- _____ 5. "I've always missed having a boy -- someone like you, son, who loved horses, and who would sort of follow in my footsteps . . ."
- _____ 6. "You're going to need a van to get him home, and I think I know where I can get one. Then later on you can give me the whole story!"

Tony

Henry

Alec

Alec's mother

Joe Russo

Alec's father

IV. Essay Questions (30 points)

1. Describe what Alec must have been feeling and thinking as he scrambled to get up on the Black after the starter began the race. His beloved horse's leg was bleeding, he had tried to stop him from running, and now they were taking off full speed but lengths behind the others.
2. Write a news story with appropriate headline that describes the match race with the Black, Cyclone, and Sun Raider.

ANSWER KEY

Multiple Choice (30 points)

1. C
2. B
3. D
4. A
5. B
6. A
7. D
8. C
9. B
10. D

Vocabulary Match (28 points)

1. I
2. F
3. M
4. G
5. H
6. N
7. B
8. J
9. E
10. L
11. D
12. K
13. A
14. C

Character Match (12 points)

1. Alec's mother
2. Tony
3. Alec
4. Alec's father
5. Henry
6. Joe Russo

Essay Questions (30 points)

Answers will vary.

TEACHER'S NOTES



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