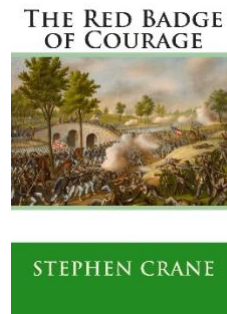


The Red Badge of Courage



ISBN-13	ISBN-1508482765
Author	Stephen Crane
Publisher	Millennium Publications
Copyright	2015
Lexile	900L
Genre	Historical fiction
Synopsis	Deserting his battalion, 18-year-old Henry Fleming escapes into the woods. He finds a group of injured soldiers and is embarrassed that he is healthy and whole. Find out how Henry proves his courage as a man on the battlefield.
Themes	American History; War and Conflict

Character-Based Literacy Program Independent Study, *The Red Badge of Courage*, Week 1



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

What Caused the Outbreak of the Civil War?

In 1860 and 1861, eleven southern states (sometimes referred to as “slaveholding states” in documents, such as the [Secession of South Carolina](#)) announced their intention to form an independent Confederacy, which will re-establish the southern states’ rights to determine freely slavery laws including importing slaves, treating slaves as property, and returning fugitive slaves to their owners. Slaves were essential to the cash crops in the south, including cotton and tobacco. Wealthy plantation owners would not be able to sustain their farms and business people in commercial centers like New Orleans (one of the richest cities in the United States in the 19th century) would suffer a tremendous amount of monetary loss as well as their elite societal status if slavery had been abolished. Consequently, a war broke between the Federal forces and the Confederacy’s rebellion army.

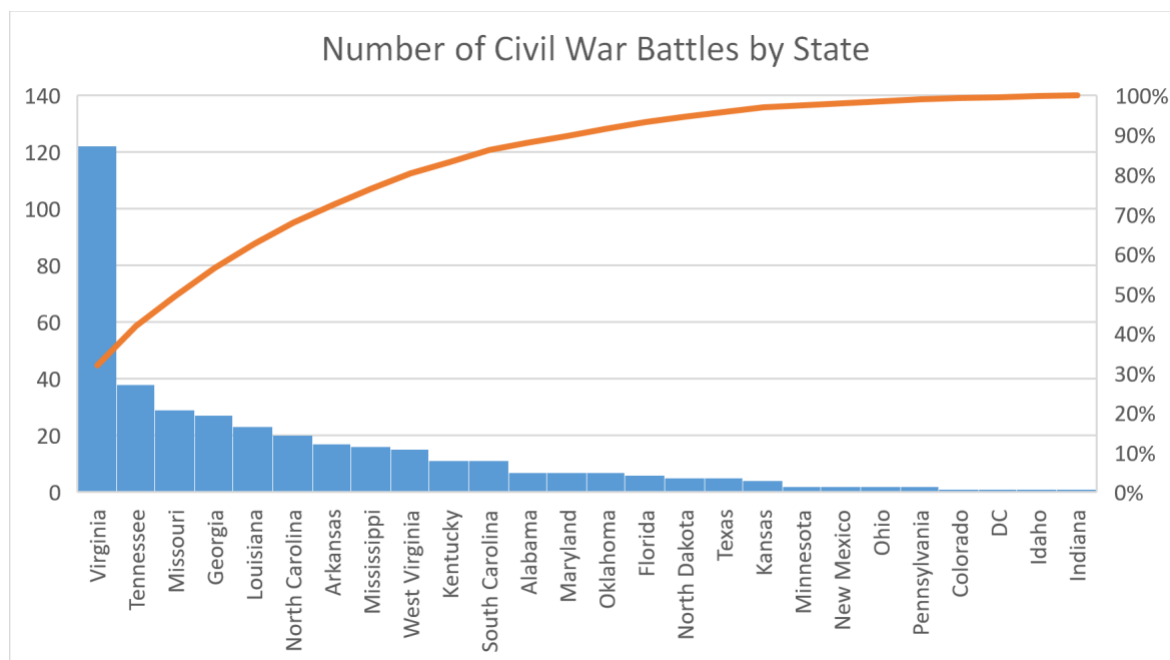
What Famous Battle Does the Book Describe?

The book, *The Red Badge of Courage*, focuses on the Battle of Chancellorsville (May 2–5, 1863). This battle takes place several months after President Lincoln’s [Emancipation Proclamation](#). The proclamation all slaves in territories held by Confederates. The Confederate army fight for autonomy became a struggle against abolition of slavery. About two months before the battle described in the book, the U.S. Congress enacted a draft of all male citizens, ages 20 to 45 years. Citizens could pay \$300 to be excuse from military service – a discriminatory rule that enraged many Americans. Eighteen-year-old Henry was not required to enlist. However, the stories from the battlefield inspired him to take part in these historic events.

What is the Significance of the Civil War Battles in Virginia?

Virginia is one of the eleven states that seceded from the Union. Tobacco farmers in Virginia used slaves since the 17th century primarily in plantations near the Potomac River. They were concerned about the recent presidential elections and Lincoln talks against slavery and in favor of human rights. In 1860, slaves were the majority of the population in several agricultural areas. The geographical location of Virginia, its proximity to Washington DC, and the implications of the civil war to its economy

triggered intense fighting. As the graph shows, there were more than 120 battles in Virginia, which constituted more than 40 percent of the total number of battles in the Civil War.



Source: Data were obtained from the National Park Service website at nps.gov.

How Has the Civil War Affected Modern Medical Treatments?¹

The need for urgent care for soldiers and officers demanded higher medical treatment standards. These standards addressed the health of wounded soldiers during evacuation, disposing of ineffective drugs, hygiene during surgery, and improved medical equipment. Medical officers kept extensive documentation of medical conditions and procedures to educate other doctors and improve medical practice. With these documentations, [the National Museum of Health and Medicine](#) was established during the Civil War as the Army Medical Museum.

Word Wall Here are 25 vocabulary words to define and add to the Word Wall.

cavalry (8)	regiment (15)	canteen (15)	brigade (16)	ranks (18)
turbulent (21)	exasperated (22)	scrutinizing (27)	gratification (27)	Valor (28)
annihilation (31)	deliberation (31)	trepidation (32)	aghast (39)	strangulation (39)
wearily (41)	plaintively (42)	exhortations (43)	Formidable (44)	conceded (45)

¹ This summary is based on Reznick, J. S. & Koyle, K. M. (2015). Combat and the medical mindset—the enduring effect of civil war medical innovation. *The New England Journal of Medicine*, 372(25), 2377–2380.

Conceits (55)	disconcerted (56)	deprecating (56)	scorn (59)	stout (59)
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Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main characters
- Point to each timeline item as you quickly review it

Who Is the Narrator?

Before your initial review of the characters and the settings, identify the narrator. This story is told by a third person with a limited point of view. The third person can describe the feelings and thoughts of Henry. However, the narrator does not have access to the inner mental states of other characters in the book.

Reflect: How does a third person with a limited point of view helps you empathize with Henry more than other characters in the book? Would you empathize with Henry more if the story had been told from a first-person point of view?

Can You Imagine the Characters?

Stephen Crane describe some physical attributes of the characters (e.g., youthful, tall, loud). He helps the reader “hear” the characters by writing the dialogues in authentic accents that reflect the pronunciation, word choice, idioms, and grammar used by the soldiers. You may find this technique distracting because it will be harder to read the text. Once you get used to it, you will be able to “see” and “hear” the characters.

How Strong Was the Union Army?

Henry and his fellow soldiers hoped for reinforcement. They were sure that they were outnumbered. In fact, the Union Army of the Potomac forces outnumbered the Confederate troops. About 70,000 Union Army of the Potomac troops fought against 43,000 Confederate troops. Also, the Union Army had 3-to-1 superiority in artillery. The defeat was attributed to the stronger leadership of the Confederate generals. What led to the defeat? General Lee received intelligence that right flank of the Union Army of the Potomac was exposed and could be surrounded.

Consequently, he quickly amassed his troops for a surprise attack. The shock of the attack coupled with the concentrated mass led to the victory of General Lee and the Confederate army.

What Did Henry Feel Shame and Fear of Public Criticism?

Henry deviated from the warrior ethos and soldier's creed. Warrior Ethos requires soldiers to always place the mission first and never quit. Modern times soldier's creed can be found on the US Army website at <https://www.army.mil/values/soldiers.html>.

Read Read the selection.

Read chapters 1–15 in the book, *The Red Badge of Courage*.

RESPOND

Timeline List the 15-20 most important events on the timeline.

Over the course of the next week, you will be required to read the first five chapters in the book, *The Red badge of Courage*. For each chapter, list three key events in the timeline template, below. Add pages as needed.

Creating a Timeline

- Get the facts: Who, what, when, where, why.
- Decide on the most important events.
- Write one sentence per event.

Timeline

[illegible]

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.

1. Go online to the [Map of the battlefield of Chancellorsville, Va., 1863](#) on the website of the Library of Congress. Create a copy of this map. Compare the details in the map to the text. What aspects of the map correspond to the details in the text?
2. Look at the painting, [Battle of Chancellorsville](#), on the website of the Library of Congress. Write one-paragraph commentary about this painting. What details confirm the description of the battle in the book, *The Red Badge of Courage*? What details supplement the text?
3. Look up a map of the Chancellorsville historic site in Spotsylvania County, Virginia. The Union Army of the Potomac fought in an area of thick woods and lots of underbrush. Make a list of the pros and cons of choosing this area for a battleground.
4. Examine a map showing Jackson's famous flank attack at <https://www.battlefields.org/learn/maps/jacksons-flank-attack-may-2-1863>. Follow the red line and note the advancement of the Confederate troops. Look at the blue lines and note the retreat of the Union Army troops. Analyze: How does the information in this map correspond to the details in the book, *The Red Badge of Courage*?
5. Draw a map of the campsite of the 304th New York regiment. Focus on the details: how far apart were the tents? Where did the medical officers care for the wounded? Where did soldiers obtain food? Annotate the map.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

1. Draw a Union soldier. Include details from the text, such as the blue uniform, canteen, and musket.
2. Create a presentation (e.g., slideshow, skit, or poster) that discusses the military strategy of the Confederate army. Integrate quotes from the book, *The Red Badge of Courage*, into your presentation. Refer to the following principles:
 - a. Stonewall Jackson used fast moves to compensate for inferior numbers of troops.
 - b. General Hooker focused on defensive positions while General Stonewall Jackson focused on offensive strategies that involved high risks.
 - c. The Confederate army's strategy was to break the spirit and morale of the Union Army soldiers by causing fear and confusion in relentless, consecutive attacks.
3. Create a list of moral questions about the civil war. Here are some examples:
 - What is the responsibility of every soldier to care for wounded fellow soldiers?
 - What is the difference between personal responsibility of soldiers and personal responsibility of civilians?
 - Does a war justify ending slavery, regardless of the death toll?
 - Does a war justify gaining state autonomy?

4. Review the following ethical dilemma. Analyze the case study and propose a solution. Students are encouraged to gather facts as a first step in the ethical analysis process.

Established in 1817, the purpose of the American Colonization Society was to send free African-Americans to Africa. In 1822, the society built a colony in West Africa – Liberia. The capital city of Liberia, Monrovia, was named after the US President James Monroe, who was a supporter of the American Colonization Society. Through fundraising in Virginia, New Jersey, Pennsylvania, Missouri, and Maryland, the society sent more than 13,000 freed slaves to Liberia. Proponents of the Society claimed that it demonstrated a moral action because it allowed free African-American people to have a fresh start in a country where they are treated as equals and can lead a life where they make their cultural, educational, and workforce choices. Also, they can bring the message of the Christian lifestyle to that part of Africa. Opponents of the Society saw the establishment of Liberia as a strategy to avoid ending slavery and assigning equal civil rights to free African-American in the United States.

Imagine that you are a wealthy person living in the US in 1850 and you are asked to donate to the American Colonization Society. Would you agree to donate and support their cause? Describe the ethical dilemma and analyze it before making your decision.

5. Review the following ethical dilemma. Analyze the dilemma and propose a solution. Students are encouraged to gather facts as a first step in the ethical analysis process.

Established in 1817, the purpose of the American Colonization Society was to send free African-Americans to Africa. In 1822, the society established a colony that became the country of Liberia in West Africa. The capital city of Liberia, Monrovia, was named after the US President James Monroe, who was a supporter of the American Colonization Society. Through fundraising in Virginia, New Jersey, Pennsylvania, Missouri, and Maryland, the society sent more than 13,000 freed slaves to Liberia. Proponents of the society claimed that it demonstrates a moral state action by allowing free African-American people to establish their own state. Opponents of the society saw it an attempt to abolish slavery and emancipate African-American people. Imagine that you are a wealthy person living in the US in 1850 and you are asked to donate to the American Colonization Society. You need to decide whether you will donate money and publicly support sending freed slaves to Liberia. Describe the ethical dilemma and analyze it before making your decision.

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

Chapters 1–3

- Why did Henry enlist in the army despite his mother's efforts to keep him at the farm?
- What was Henry afraid of?
- What attitude towards fighting did Henry express when he said to the loud soldier "You ain't the bravest man in the world, are you?" (p. 14)?

Chapters 4–6

- Describe the changes in Henry's emotions and thoughts over the days of the battle.
- Why did Henry run away from the battle?

Chapters 7–9

- Why did Henry feel triumphant when the squirrel ran and hid when he threw a pinecone at it?
- Why did Henry feel like an invader when he walked at the battleground and saw the dead soldiers?
- 3. What is a red badge of courage and why does Henry want it?

Chapters 10–12

- How did Henry feel about the soldiers advancing towards the front line?
- Why did Henry conclude that he will never be a hero?
- Why was a moral vindication important to Henry?

Analyze the key paragraph.

P. 4

"From his home his youthful eyes had looked upon the war in his own country with distrust. It must be some sort of a play affair. He had long despaired of witnessing a Greeklike struggle. Such would be no more, he had said. Men were better, ore more timid. Secular and religious education had effaced the throat-grappling instinct, or else firm finance held in check the passions."

P. 24

"He suddenly lost concern for himself, and forgot to look at the menacing fate. He became not a man but a member. He felt that something of which he was part—a regiment, an army, a cause, or a country—was in crisis. He was welded into common personality which was dominated by a single desire. For some moments he could not flee no more than a little finger can commit a revolution from a hand."

P. 37

"At times he regarded the wounded soldiers in an envious way. He conceived persons with torn bodies to be peculiarly happy. He wished that he, too, had a wound, a red badge of courage."

P. 46

“A defeat of the army had suggested itself to him as a means of escape from the consequences of his fall. He considered, now, however, that it was useless to think of such a possibility. His education had been that success for that might blue machine was certain; that it would make victories as a contrivance turns out buttons. He presently discarded all his speculations in the other direction. He returned to the creed of the soldiers.”

Instructions

In your analysis of the key paragraph, clarify on the meaning of the following phrases:

- “his fall”
- “blue machine”
- “the creed of the soldiers”

P. 58

“His self-pride was now entirely restored. In the shade of its flourishing growth he stood with braced and self-confident legs, and since nothing could now be discovered, he did not shrink from an encounter with the eyes of judges and allowed no thoughts of his own to keep him from an attitude of manfulness. He had performed his mistakes in the dark, so he was still a man.”

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

1. Henry's attitudes towards fighting changed over time. Write two paragraphs that describe Henry's thoughts, hopes, and fears. Support your arguments with quotes from the text.
2. Henry deserted his fellow soldiers, thinking that the Union Army cannot fight this battle. Did he do the right thing? Why or why not? Write two paragraphs that include a thesis statement and supporting arguments.
3. Review the US Army values at <https://www.army.mil/values/>
4. Write 2–3 paragraphs comparing Henry's behavior and his justification of his behavior to the army values.
5. Henry had a moral problem. On the one hand, he wanted to wish victory to the Union Army. On the other hand, he knew that a defeat would be better for him because many other soldiers will likely desert the regiment and flee from the battlefield. He will not be the only dishonorable soldier. Write one or two paragraphs about Henry's moral struggle. Use quotes from the text.

Character-Based Literacy Program Independent Study, The Red Badge of Courage, Week 2



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Resourcefulness Requires Initiative. Being resourceful means applying my knowledge and skills to solve problems creatively and independently. It requires that I keep trying even when solutions do not come easily.

How Did the Union Army Disburse Troops in Response to the Confederate Attacks?

In today's reading, you will learn about the conversation that Henry and Wilson overheard. In this conversation, the general asked his officer: "What troops can you spare?" (p. 68). This was a critical question, and the answer relied on the ability of the Union Army to recruit volunteer units, such as the New Hampshire 12th volunteer regiment that came to the aid of the 76th New York Volunteer Infantry Regiment after Stonewall Jackson's famous Flank Attack on May 2, 1863. On May 3, the 12th regiment fought in one of the bloodiest days of the Battle of Chancellorsville, in the woods surrounding Hazel Grove and Fairview. For additional information, see the Fall 2016 issue of the Army History Magazine at [https://history.army.mil/armyhstory/AH101\(W\).pdf](https://history.army.mil/armyhstory/AH101(W).pdf).

Did the Confederate General Thomas "Stonewall" Jackson Command the Entire Battle?

On May 2, 1863, after Stonewall Jackson's famous Flank Attack against the Union Eleventh Corps, the general was accidentally shot by his own troops while he was scouting the area in the dark to plan for the next day. His troops, who expected a Union Army counterattack, mistook him for a Union Army soldier. He was hit three times. He was evacuated on May 3 and died from pneumonia on May 10, 1863. To see the position of the two armies in the evening of May 2, 1863, see the original document, titled "Chancellorsville, Va. Position of the 11th Corps at 6 p.m. May 2nd 1863" on the Library of Congress website at <https://www.loc.gov/resource/gvhs01.vhs00134/>

How Did President Lincoln and General Hooker React to the Outcomes of the Battle of Chancellorsville?

Lincoln met with General Hooker immediately after the battle. He did not blame Hooker for the defeat, but he was concerned about the psychological impact on the Union Army. In a letter dated May 7, 1863, he wrote to General Hooker: *An early movement*

would also help to supersede the bad moral effect of there certain, which is said to be considerably injurious. Have you already in your mind a plan wholly or partially formed? If you have, prosecute it without interference from me. If you have not, please inform me, so that I, incompetent as I may be, can try and assist in the formation of some plan for the army.”

Major General Hooker testified before the Committee on the Conduct of War. General Hooker blamed the soldiers for part of the failure. In his testimony, he noted that when the attacks began, the rifles were stacked, and the soldiers were away from their weapons, as they were cooking suppers or doing other chores. He noted that his instructions to be ready for an attack were disregarded by the commander and the soldiers. General Hooker also blamed the conditions of the battle. In his opinion, his large army had no advantage in the narrow roads of the forest. A mile or two beyond the forests would have led to completely different results.

Word Wall Here are 15 vocabulary words to define and add to the Word Wall.

embankment (60)	doleful (60)	dumbfounded (61)	interminable (66)	altercation (69)
endeavor (69)	misgivings (76)	exertions (77)	vexation (77)	grievance (78)
prodigious (80)	clamor (81)	unscathed (82)	profound (83)	conviction (88)

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- Mention the setting and main characters
- Point to each timeline item as you quickly review it

Read Read the selection.

Read chapters 16–24 in the book, *The Red Badge of Courage*.

RESPOND

Timeline List the 15-20 most important events on the timeline.

For each chapter, list three key events in the timeline template, below. Add pages as needed.

Creating a Timeline

- Get the facts: Who, what, when, where, why.
- Decide on the most important events.
- Write one sentence per event.

Timeline

[illegible]

Map Add to ongoing class activities like a KWL chart or map: Mark key places in the barrio.

1. Virginia was the most contested battleground during the Civil War. Sketch a map of the state of Virginia and indicate on the map the location of three of the most famous battles: The Battle of, Chancellorsville (1863), the Battle of Gettysburg (1863), and the Battle of Cold Harbor (1864).
2. Conduct online searches to address the following questions: Where is Chancellorsville? How did this town look like at the days of the Civil War? Write one paragraph and include an illustration. As part of your research, you may examine the photo, ruins of Chancellorsville house in 1865 on the Library of Congress website at <https://www.loc.gov/item/2012646924/>, also visit the National Parks Service website and examine the America's battleground page at <https://www.nps.gov/frsp/index.htm>.
3. Using markers, colored pencils, or paints, create circles in different colors and write next to each color a quote in which it appears and its symbolic meaning in the story. Try to find as many colors as you can. For example, yellow (p. 5: "...yellow light thrown upon the color of his ambitions), red (p. 37: "...a wound, a red badge of courage), and black (p. 87: ...black of passion). The color chart, below, provides some of the most common symbolic meanings of different colors. Pick the symbolic meaning that fits the plot and the context of the quote you have identified. If you cannot find the color or the best meaning in the chart, add it to the chart.

Color	Symbolic Meaning
Red	Fire, blood, war, danger, strength, power, determination, passion, desire, and love.
Green	Materialism, generosity, growth, harmony, freshness, safety, balance, and calm.
Yellow	Anxiety, caution, deception, embarrassment, light, warmth, happiness, and energy
Blue	Snobbish, aloof, cold, serenity, clarity, idealism, and order.
Black	Sadness, death, grief, power, elegance, formality, and mystery.

EXPLORE

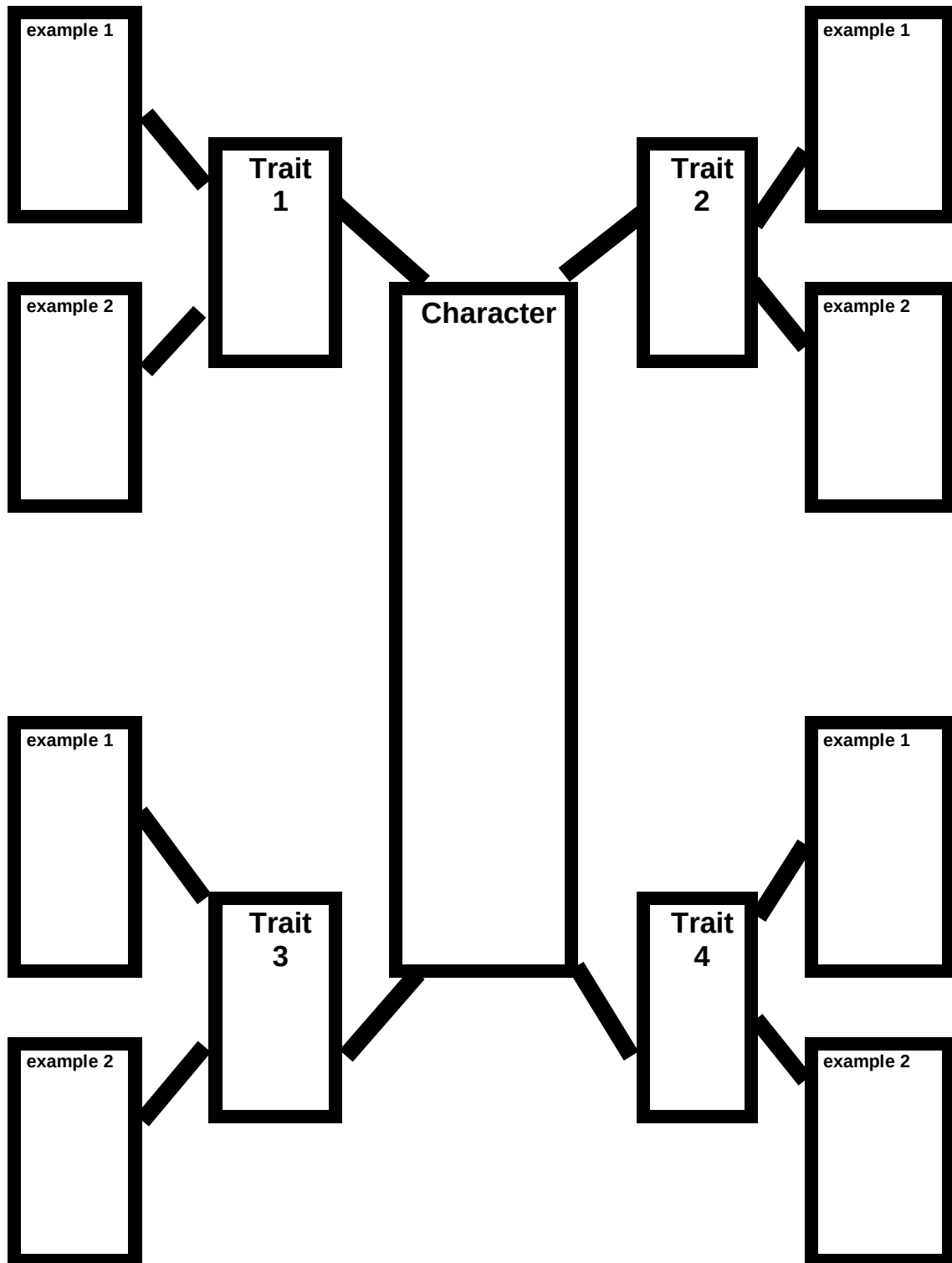
Activity 1

Explore the reading more deeply with a visual activity.

Complete the Character Profile Chart on Henry Fleming.

- Write the name of the character in the box in the middle of the chart.
- Think of two characteristics, or traits, that Henry had in the first days of the Battle of Chancellorsville. Describe each with a key word or phrase and write it down in two boxes on the left side of the name.
- Think of two characteristics, or traits, that Henry had in the last days of the Battle of Chancellorsville. Describe each with a key word or phrase and write it down in two boxes on the right side of the name.
- For each trait, find two concrete examples of it in the story. Write each in one of the two boxes attached to each trait box. Continue until you have two examples for each of the four traits.

Character Profile Chart



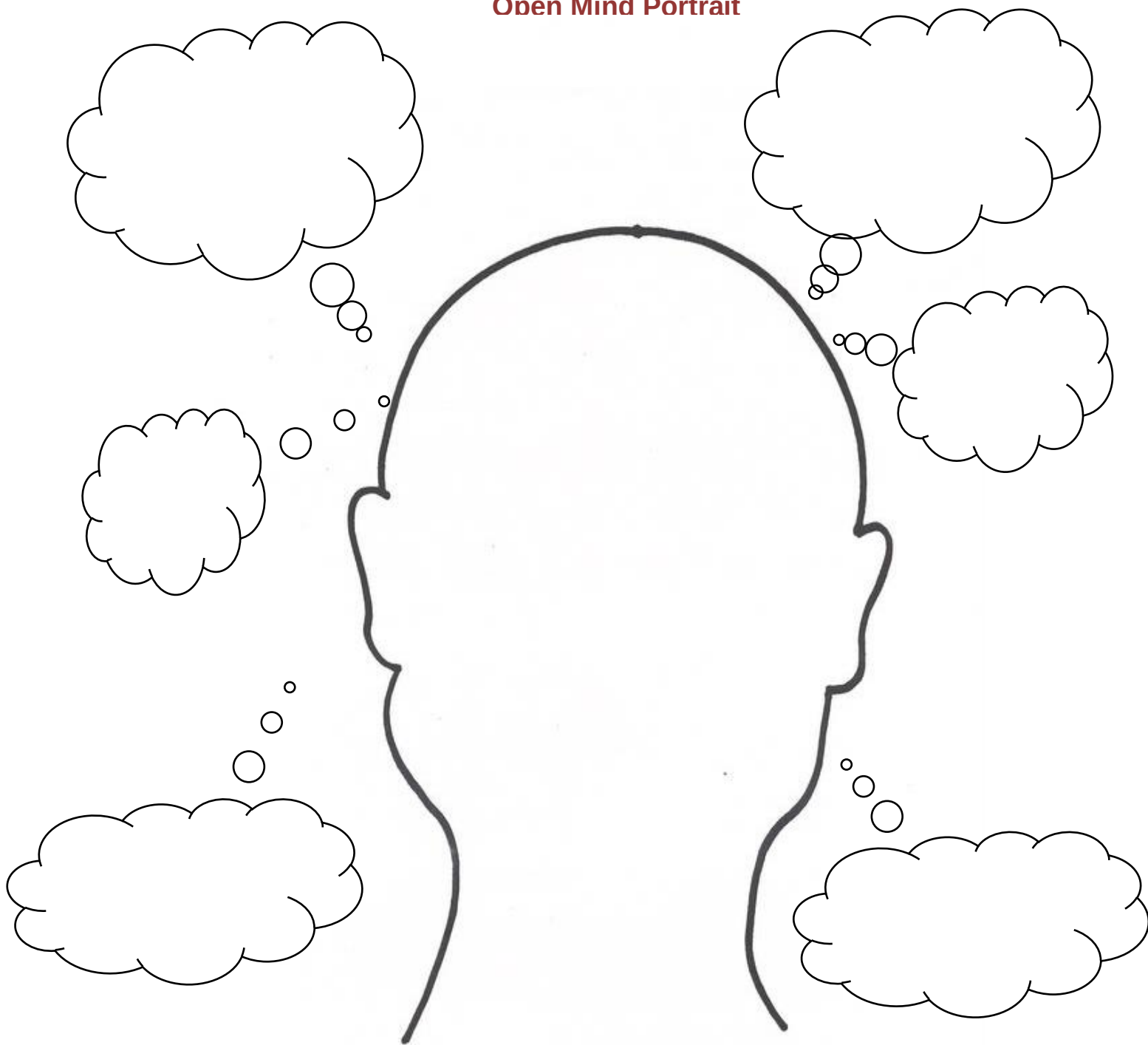
Activity 2

Explore the reading more deeply with a visual activity.

Create an Open Mind Portrait of Henry Fleming.

Add details to the template including a face, hair, and uniform to create a picture of Henry as *you imagine him*. In each of the six thought bubbles write 1-2 sentences conveying Henry's emotions, hopes, fears, and moral attitudes. Refer to Henry's state of mind in today's reading (chapters 19–21).

Open Mind Portrait



Activity 3

Explore the reading more deeply with a visual activity.

Create a Music Playlist About a Key Theme or Value.

The book, *The Red Badge of Courage*, deals with the values of honor, courage, loyalty, and integrity. There are many places where we may find the same values being expressed by artists (i.e. art, film, music, dance, etc.). For this activity, you will create a YouTube music playlist. You need to identify three songs that deal with the same virtues. Write down the names of the songs and artists. For each song, add quote that directly relates to the novel and an explanation on how the quotation relates to the issues in the novel.

Discussion

Ask discussion questions.

Answer the key questions. Use evidence from the text.

Chapters 16–18

1. Compare Henry's fighting spirit now to the first days of the battle. What has changed and what has stayed the same?
2. Why didn't Henry and Wilson tell their regiment about the comments of the general and his officer – that they fight like "mule drivers" and are likely to die in battle?

Chapters 19–21

1. How did Henry feel when he saw the flag?
2. What kind of welcome did the regiment receive from the other troops of the Union Army?
3. How did Henry and Wilson react to Thompson's story about the discussion between the colonel and the lieutenant?

Chapters 22–24

1. Compare the feelings and attitudes of Henry in this last battle to the first battles he has experienced. How has Henry changed?
2. As the troops were leaving towards the river back to safety, Henry felt the weight of the memory of his desertion. How did he overcome the feelings of shame and guilt?

Analyze

the key paragraph.

P. 64

"His fingers twined nervously about his rifle. He wished that it was an engine of annihilation power. He felt that he and his companions were being taunted and derided from sincere convictions that they were poor and puny. His knowledge of his inability to take vengeance for it made his rage into a dark and stormy specter, that possessed him and made him dream of abominable cruelties."

P. 77

“The youth in this contemplation was smitten with a large astonishment. He discovered that the distances, as compared with the brilliant measurings of his mind, were trivial and ridiculous. The solid trees, where much had taken place, seemed incredibly near. The time, too, now that he reflected, he saw to have been short. He wondered at the number of emotions and events that had been crowded into such little spaces.”

P. 87

“He saw that he was good. He recalled with a thrill of joy the respectful comments of his fellows upon his conduct.

Nevertheless, the ghost of his flight from the first engagement appeared to him and danced. There was a small shouting in his brain about these matters. For a moment he blushed, and the light of his soul flickered with shame.”

EXTEND

Write a short product based on today's prompt to connect to the unit theme.

1. Over the course of the battle, Henry experiences a range of intense emotions: fear, shame, pride, anger, and pity. His emotions drive his action. For example, his shame leads him to avoid the truth or to tell lies. His anger drives him to fight fiercely at the front line. Write a paragraph about the relationship between emotions and moral behavior. Use examples from the text.
2. Henry discovered that, in battle, time stretches and distances seem larger than they really are. Write two paragraphs about the illusions of time and space that Henry has experienced. Did these biased sensory and cognitive perceptions affect his judgement? Use evidence from the text.
3. Your final writing assignment is to write a letter from Henry to his mother. Use a first-person voice and try to share your experiences while providing reassurance that you are doing well. Your letter should be at least 250 words long and include some of your thoughts, emotions, and opinions, based on the story.

Extra Credit

Watch the 2012 Movie, *Lincoln*, directed by Steven Spielberg. This movie highlights the strong leadership of president Lincoln and his belief that slavery should be abolished and that “A house divided against itself cannot stand.”

In 300 words, describe how the combination of both sources – the book *The Red badge of Courage*, which focuses on the point of view of a young infantry soldier, and the movie *Lincoln*, which focuses on the perspective of the US president and Congress, can deepen one’s understanding of the dilemmas and the historical importance of the Civil War.

Note: *Lincoln* is rated PG-13 due to strong language and war violence. It is appropriate for students 13 years and older