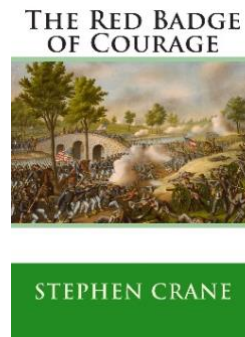


The Red Badge of Courage



ISBN-13	ISBN-1508482765
Author	Stephen Crane
Publisher	Millennium Publications
First Published	1895
Print Year	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 90-Minute Lesson Plan

The Red Badge of Courage, Day 1



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

cavalry (8)	regiment (15)	canteen (15)	brigade (16)	ranks (18)
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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Look at the front and back cover, then make predictions about what you will be reading over the course of this unit.

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?

Read Chapters 1–3

Setting	Characters	Pages
Union Army camp	Jim, Henry, Henry's mother (flashback), tall soldier	3–9
Union Army camp	Henry, Wilson, tall soldier	9–14
Front line	Henry, a tall soldier, a young lieutenant, loud soldier	15–20

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Henry enlisted against his mother's advice and was waiting impatiently to participate in a battle.
- Henry's regiment was ordered to march toward the front line.
- Henry was afraid that the generals did not have a solid plan and sacrificed the soldiers for no good reason.
- Upon entering a battle, the loud soldier asks Henry to deliver a packet to his family if he does not survive.

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

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?

EXPLORE

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

Draw a Union soldier. Include details from the text, such as the blue uniform, canteen, and musket.

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why did Henry enlist in the army despite his mother's efforts to keep him at the farm?
2. What was Henry afraid of?
3. 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)?

Analyze the key paragraph.

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."

EXTEND

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

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.

Close by extending today's lesson to life and the world.

Character-Based Literacy Program 90-Minute Lesson Plan

The Red Badge of Courage, Day 2



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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 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 the 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 excused 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.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

turbulent (21)	exasperated (22)	scrutinizing (27)	gratification (27)	Valor (28)
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READ

Review the timeline from the beginning every day.

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.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapters 4–6

Setting	Characters	Pages
Front line	Henry, captain, lieutenant	20–22
Front line	Henry, Joseph Hooker, colonel, officers, soldiers	22–26
Front line	Henry, a tall soldier, a young lieutenant, loud soldier	27–20

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Henry experiences the shock of falling shells and bullets during the first attack and seeing injuries and death around him.
- During the second attack, Henry fights with anger, despair and a sense of unity with the army.
- During the third attack, Henry loses his resolve. He watches the battle scene with disbelief. He starts to believe that the Confederate troops have greater skills, endurance, and skills than the Union Army troops.
- Henry ran to the rear of the regiment ranks and then away from the battlefield.

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

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?

EXPLORE

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

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:

- Stonewall Jackson used fast moves to compensate for inferior numbers of troops.
- General Hooker focused on defensive positions while General Stonewall Jackson focused on offensive strategies that involved high risks.
- The Confederate main strategy was to break the spirit and morale of the Union Army soldiers by causing fear and confusion in relentless, consecutive attacks.

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

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

Analyze the key paragraph.

Key Paragraph, 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.”

EXTEND

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

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.

Close by extending today’s lesson to life and the world.

Character-Based Literacy Program 90-Minute Lesson Plan

The Red Badge of Courage, Day 3



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

PREPARE

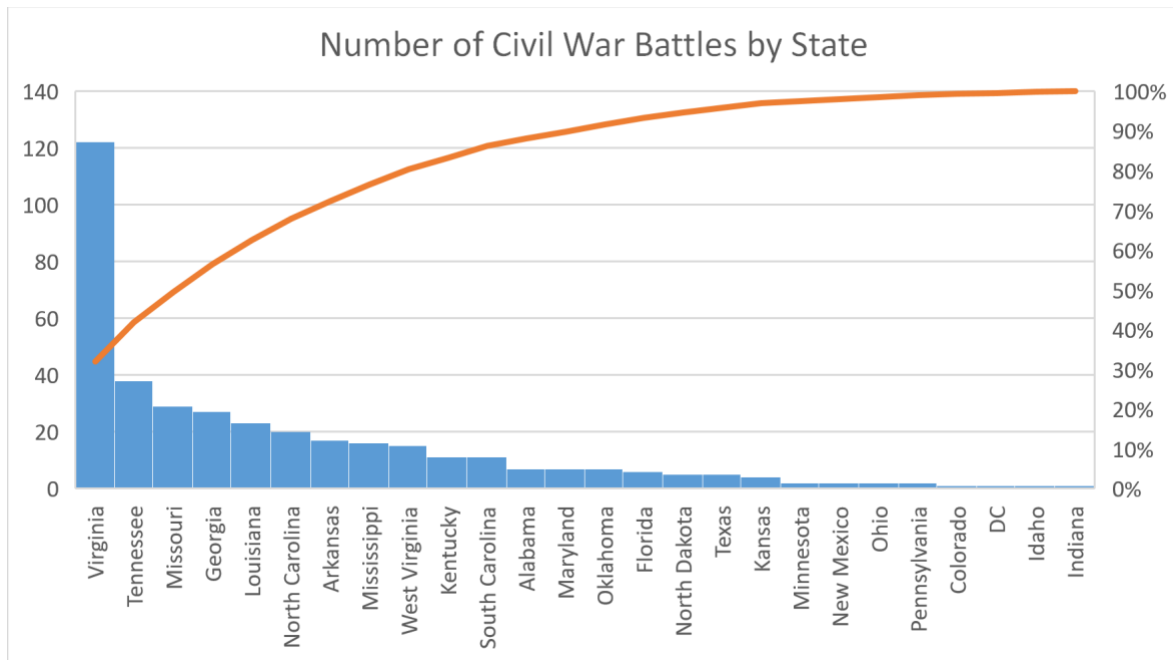
Background Gather background knowledge about a place, time, event, person, or thing.



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 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 on the next page 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.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

annihilation (31)	deliberation (31)	trepidation (32)	aghast (39)	strangulation (39)
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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapters 7–9

Setting	Characters	Pages
Forest near the front line	Henry	31–33
Near the front line	Henry, a tattered man	33–36
Front line	Henry, tall soldier (Jim Conklin)	37–40

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Henry is tormented by his decision to save himself. He justifies his action by stating it is the duty of every small piece of the army to rescue itself.
- Henry joins a group of soldiers retreating from the front line for medical treatment. When one of the soldiers asks Henry about his injury, Henry run away.

- Henry recognizes his friend, Jim Conklin, among the injured soldiers. Jim is badly wounded and dies shortly after.

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

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.

EXPLORE

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

Create a list of moral questions about the civil war. Here are some examples:

1. What is the responsibility of every soldier to care for wounded fellow soldiers?
2. What is the difference between personal responsibility of soldiers and personal responsibility of civilians?
3. Does a war justify ending slavery, regardless of the death toll?
4. Does a war justify gaining state autonomy?

Attach the posters to the classroom walls and randomly assign students to groups. Each group will debate the question presented in one poster.

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

1. Why did Henry feel triumphant when the squirrel ran and hid when he threw a pinecone at it?
2. 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?

Analyze the key paragraph.

Key Paragraph, 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.”

EXTEND

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

Review the US Army values at <https://www.army.mil/values/>

Write 2–3 paragraphs comparing Henry's behavior and his justification of his behavior to the army values.

Close by extending today's lesson to life and the world.

Character-Based Literacy Program 90-Minute Lesson Plan

The Red Badge of Courage, Day 4



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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 Happened Near Plank Road?

In Chapter 12, Henry sees and hears a soldier asking the sky “Where de plan road?” General Joseph Hooker attempted to stop the wave of retreating soldiers along the plank road. However, his efforts were unsuccessful and on May 5 and 6, 1864 the Union Army fought with the Confederate army Along the Orange Plank Road. The difficulty of maneuvering through the tangled forests, has led both armies to this road.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

wearily (41)	plaintively (42)	exhortations (43)	formidable (44)	conceded (45)
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READ

Review the timeline from the beginning every day.

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 the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapters 10–12

Setting	Characters	Pages
Forest near the front line	Henry	40–42
Near the front line	Henry, retreating troops, advancing troops	43–46
Front line	Henry, retreating troops	46–50

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Henry becomes increasingly agitated by the repeated questioning of the tattered man asking him about the location of his injury. Eventually, Henry walks away from the tattered man.
- Henry longs to be heroic like the brave soldiers advancing toward the front line. However, he tries to find excuses for not fighting in the front such as not having a rifle and not knowing the location of his regiment.
- Henry is concerned about his desertion becoming publicly known and damaging to his reputation.
- Henry sees retreating Union Army soldiers. He grabs a soldier by the arm to ask him why they are retreating. The soldier tries to free his arm and crushes his rifle on Henry's head.
- A man with a cheery voice shows Henry how to go back to his regiment.

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

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*?

EXPLORE

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

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 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.

Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

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

Analyze the key paragraph.

Key Paragraph, 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”

EXTEND

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

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.

Close by extending today’s lesson to life and the world.

Character-Based Literacy Program 90-Minute Lesson Plan

The Red Badge of Courage, Day 5



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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 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 evacuations, 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.

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.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

Conceits (55)	disconcerted (56)	deprecating (56)	scorn (59)	stout (59)
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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapters 13–15

Setting	Characters	Pages
Campsite of the 304th New York regiment	Henry, Wilson, Simpson	51–54
Campsite of the 304th New York regiment	Henry, Wilson	54–57
Campsite of the 304th New York regiment	Henry, Wilson	57–59

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- Henry makes up a story to explain his disappearance. Simpson and Wilson take care of Henry.
- Wilson asks Henry for an assessment of the military situation. Henry shares that he believes the Confederate has the upper hand.
- Henry regards Wilson's letters as a "small weapon" he could use in case of a cross-examination. When Wilson asks Henry to return his letters, Henry feels
- Henry's friend, Wilson, shows compassion, humility, and confidence. Wilson believes that the Union Army was accomplishing its goals whereas Henry knows that the Confederate has been successful in its attacks. Henry thinks that he shows generosity by giving Wilson's letters back to Wilson.

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

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.

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.

1. How did Henry explain his disappearance?
2. What changes did Henry observe in his friend, Wilson?
3. Why does Henry see himself as an “individual of extraordinary virtues?” (p.59). Do you agree with his self-assessment?

Analyze the key paragraph.

Key Paragraph, 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.

Given Henry's high sense of virtuous sense of self, the reader should ask the question – is Henry's self-perception accurate? Is he a highly moral person? To address this question, we will use Lawrence Kohlberg's theory of moral development. This theory postulates three main stages of development:

- Stage 1: People choose a moral action to avoid punishment and negative public opinion.
- Stage 2: people choose a moral action based on the good intentions of the doer and the amount of resulting damage.
- Stage 3: People choose a moral action because of genuine compassion and willingness to protect and promote the well-being of others. They recognize universal ethical principles for moral behavior.

Write 2–3 paragraphs expressing your opinion. Support your arguments with evidence from the text.

Close by extending today's lesson to life and the world.

Character-Based Literacy Program 90-Minute Lesson Plan

The Red Badge of Courage, Day 6



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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 Attacks of the Confederate Army?

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/armyhistry/AH101\(W\).pdf](https://history.army.mil/armyhistry/AH101(W).pdf).

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

embankment (60)	doleful (60)	dumbfounded (61)	interminable (66)	altercation (69)
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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapters 16–18

Setting	Characters	Pages
The front line	Henry, a sarcastic man, Wilson	60–63
The front line	Henry, Wilson	63–66
The front line	Henry, lieutenant, Wilson	66–69

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- The regiment moves towards the front line to relieve another regiment from duty. The soldiers are exhausted and not prepared to respond to the attack of the Confederate army.
- Henry fights with courage and determination. He is so absorbed in the fighting that he does not notice a lull. Other soldiers admire Henry's fierce fighting.
- The soldiers are thirsty, and their canteens are empty. Wilson and Henry look for water but cannot find a stream.
- Henry and Wilson overhear a conversation between their general and his officer. They hear the general and officer remark that their regiment fights like "mule

drivers” and that he is about to send them to a battle, from which many will not return.

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

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).

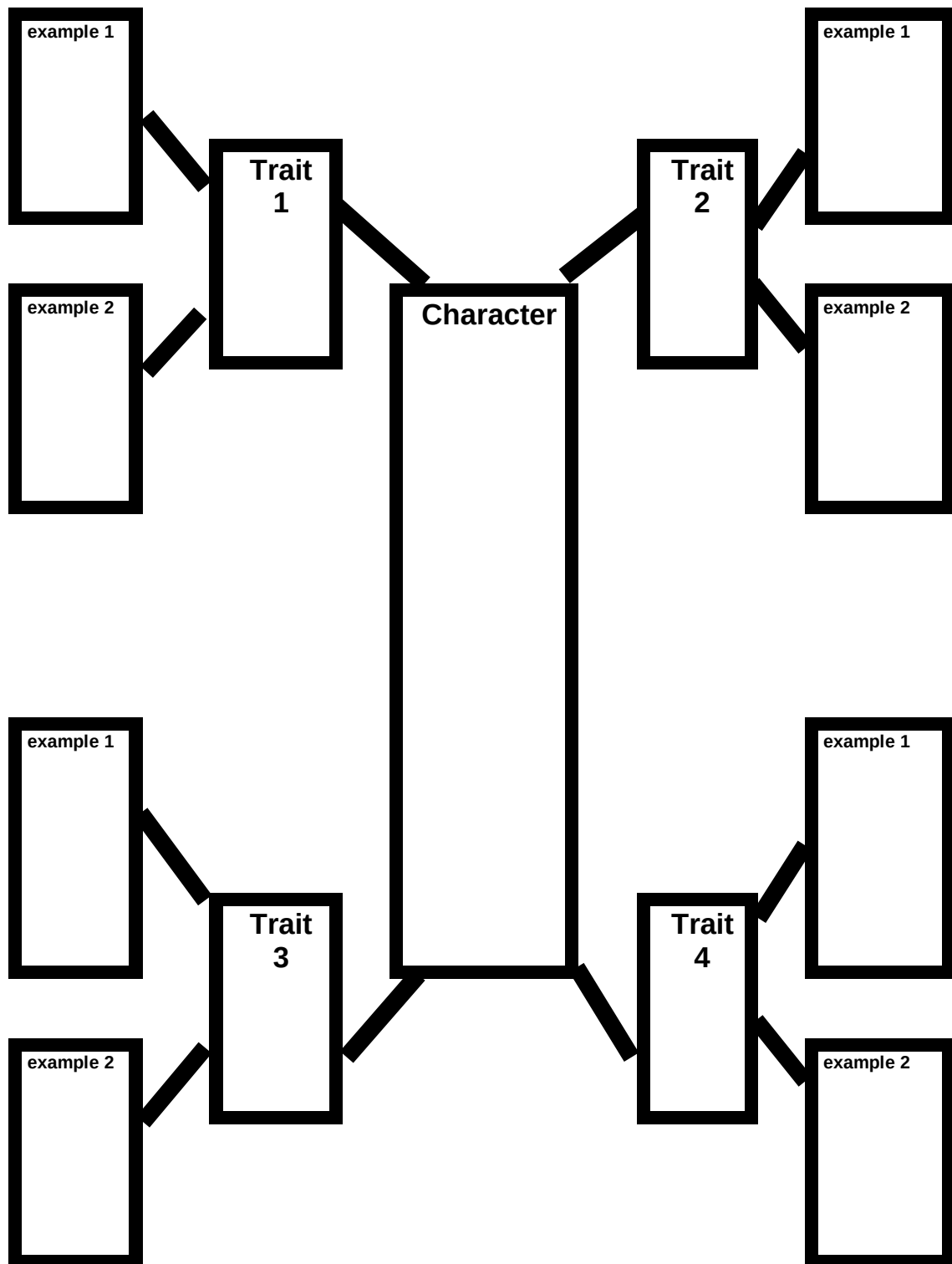
EXPLORE

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

Complete the Character Profile Chart on Henry Fleming.

1. Write the name of the character in the box in the middle of the chart.
2. Think of two characteristics, or traits, that Henry had in the first days of the Battle of Chancellorsville. Describe each with a keyword or phrase and write it down in two boxes on the left side of the name.
3. Think of two characteristics, or traits, that Henry had in the last days of the Battle of Chancellorsville. Describe each with a keyword or phrase and write it down in two boxes on the right side of the name.
4. 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



Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

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?

Analyze the key paragraph.

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."

EXTEND

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

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.

Close by extending today's lesson to life and the world.

Character-Based Literacy Program 90-Minute Lesson Plan

The Red Badge of Courage, Day 7



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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.

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/>.

Word Wall Here are five vocabulary words to teach and add to the Word Wall.

endeavor (69)	misgivings (76)	exertions (77)	vexation (77)	grievance (78)
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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapters 19–21

Setting	Characters	Pages
A clearing in the woods	Henry, Wilson, color sergeant	69–72
The woods	Henry, lieutenant, Wilson	73–76
Union Army lines	Henry, lieutenant, Wilson, tall captain, officer, colonel MacChesnay	76–80

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- After the sergeant who carried the flag was killed, Wilson and Henry take the flag.
- With broken spirit, the regiment retreats into the woods.
- The confused troops are not sure which direction they should go.
- The officer who called the regiment “mule drivers” accused the colonel for retreating too soon.
- The colonel praised Henry and Wilson for carrying the flag.

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

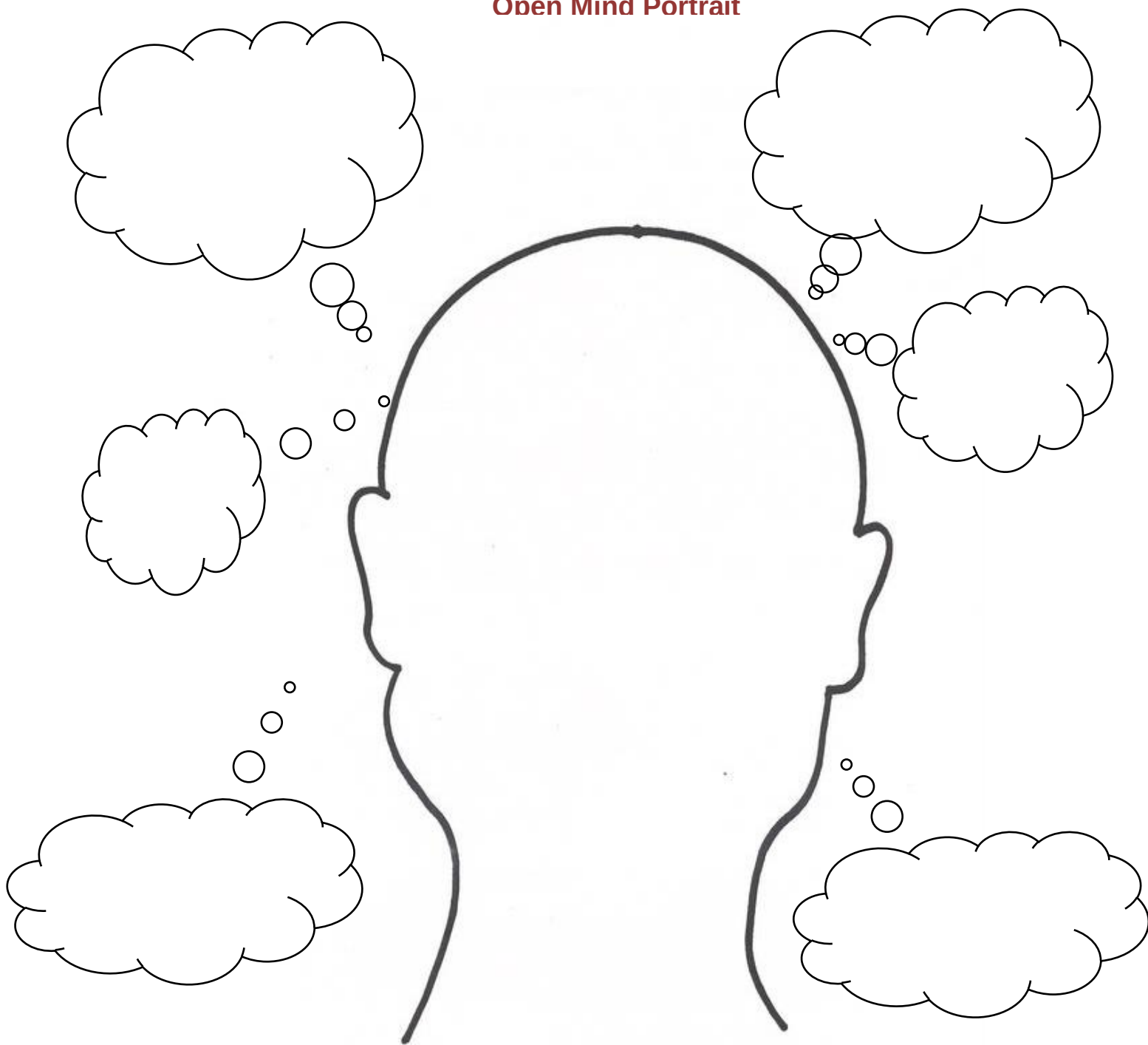
Conduct online searches to address the following questions: Where is Chancellorsville? How did this town look like at the days of the Civil War? Write one paragraph and include an illustration. As part of your research, you may examine the photo, ruins of Chancellorsville house in 1865 on the Library 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>.

EXPLORE

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



Discussion Ask discussion questions.

Answer the key questions. Use evidence from the text.

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?

Analyze the key paragraph.

Key Paragraph, p. 77

"The youth in this contemplation was smitten with a large astonishment. He discovered that the distances, as compared with the brilliant measurements 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."

EXTEND

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

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.

Close by extending today's lesson to life and the world.

Character-Based Literacy Program 90-Minute Lesson Plan

The Red Badge of Courage, Day 8



Outcomes for Today

Reading Outcomes

CCSS.ELA-LITERACY.RL.9-10.1; CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Writing Outcomes

CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Speaking and Listening Outcomes

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELA/History/Social Studies Outcomes

CCSS.ELA-LITERACY.RH.9-10.9; CCSS.ELA-LITERACY.RH.11-12.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

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 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 criminally disregarded. 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 five vocabulary words to teach and add to the Word Wall.

prodigious (80)	clamor (81)	unscathed (82)	profound (83)	conviction (88)
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READ

Review the timeline from the beginning every day.

Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read Chapters 22–24

Setting	Characters	Pages
Front line	Henry	80–83
Front line	Henry, Colonel, Wilson	83–86
Path towards the Rappahannock River	Henry, lieutenant, Wilson, tall captain, officer, colonel MacChesnay	86–80

RESPOND

Timeline Agree on the facts in today's reading and list the 3-5 most important events on the timeline.

Students might mention:

- The Confederate army attacks again and the regiment responds with bravery. Henry urges other soldiers to advance and fight with courage. However, the ranks are becoming rapidly weak.
- The colonel urged the troops to launch an attack on the Confederate army. At the end of the attack, Wilson has the Confederate flag and the regiment captures four prisoners.
- The regiment retreats and crosses the Rappahannock River.
- Henry experience an inner struggle as he is torn between the lasting shame of his desertion and his intention to forget his sin.

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

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

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.

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.

Key Paragraph, 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.

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.

Close by extending today’s lesson to life and the world.

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.