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- Table of Contents
- Introduction to the *LitPlan Teacher Pack™*
- first page of the Study Questions
- first page of the Study Question Answer Key
- first page of the Multiple Choice Quiz Section
- first Vocabulary Worksheet
- first few pages of the Daily Lessons
- a Writing Assignment
- first page of the Extra Discussion Questions
- first page of the Unit Test Section

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TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

The Red Badge of Courage

based on the book by

Stephen Crane

Written by

Mary B. Collins

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A FEW NOTES ABOUT THE AUTHOR  
STEPHEN CRANE

CRANE, Stephen (1871-1900). A novelist, poet, and short-story writer, Stephen Crane is considered one of the six most outstanding American novelists and short-story writers of the 19th century. He is regarded as a pioneer of social and psychological realism in American literature.

Crane was born in Newark, N.J., on Nov. 1, 1871, into a family in which there were many Methodist ministers. He rebelled in many ways against the family's morality, but his writings were to reflect his religious background. His schooling was sporadic; nonetheless he read all of the 19th-century English writers and the Greek and Roman classics.

Crane worked as a free-lance writer in New York City in the early 1890s, and there he wrote 'Maggie: a Girl of the Streets', first published in 1893. The novel displayed a realism that set the literary trend of the following generation. He then wrote 'Red Badge of Courage' (1895), which he intended to be "a psychological portrayal of fear." Crane also achieved mastery of the short story. His volumes of them include 'The Little Regiment, and Other Episodes of the American Civil War' (1896) and 'The Open Boat, and Other Tales of Adventure' (1898).

Crane's poetry was of a rhymeless, rhythmic, free-form style. He also did journalistic reporting in Greece and Cuba. Crane died on June 5, 1900, in Badenweiler, Germany, of tuberculosis, compounded by a recurring malaria fever he had contracted in Cuba while reporting on the Spanish-American War.

-- Courtesy of Compton's Learning Company

## INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *The Red Badge of Courage* by Stephen Crane. It includes twenty lessons, supported by extra resource materials.

The **introductory lesson** introduces students to one main idea of the novel through a visual activity and discussion of students' relevant personal experiences. Following the introductory activity, students are given a transition to explain how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

The **reading assignments** are approximately fifteen pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer required or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes. It might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete reading the work, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

Following the vocabulary review, a lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

The **group activity** which follows the discussion questions has students working in small and large groups to prepare a case either defending or prosecuting Henry for desertion. Students first get together in small groups to review the facts of the case (the text) and prepare their arguments. Then they get together in larger groups (one defense and one prosecution) to actually prepare the case and prepare their witnesses. When the students have completed preparing their cases, an actual mini-trial is held to determine Henry's guilt or innocence.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to express personal opinions: students take a realistic look at how they think they would perform in combat. The second assignment is to persuade: following the mini-trial, students create a written composition in which they argue for or against Henry's conviction. The third assignment is to inform: students research and report about conflicts/wars which are happening in the present day.

Writing Assignment #3 is done in conjunction with a **nonfiction reading assignment**. Students are required to read articles about conflicts/wars which are going on in our world today. After reading their nonfiction pieces, students give **oral presentations** followed by Writing Assignment #3. This not only exposes all students to a wealth of information, it also gives students the opportunity to practice **public speaking**.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: short answer or multiple choice. As a convenience, two different tests for each format have been included. Also there is an advanced unit test which is mostly composition.

There are additional **support materials** included with this unit. The **extra activities section** includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. Student materials may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portions of this publication may be reproduced without the written consent of Teacher's Pet Publications, Inc.

## UNIT OBJECTIVES - *The Red Badge of Courage*

1. Through reading Crane's *The Red Badge of Courage*, students will gain a better understanding of the "coming of age" theme as they are exposed to the path of the main character's personal growth to manhood.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.
3. Students will recognize that conflicts within ourselves are a natural part of personal growth at any age in any historical era.
4. Students will study Crane's impressionistic style of writing.
5. Students will be exposed to the experiences of other war veterans who have been in combat.
6. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
7. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *The Red Badge of Courage* as they relate to the author's theme development.
8. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
9. The writing assignments in this unit are geared to several purposes:
  - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas  
Note: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
  - b. To check the students' reading comprehension
  - c. To make students think about the ideas presented by the novel
  - d. To encourage logical thinking
  - e. To provide an opportunity to practice good grammar and improve students' use of the English language.

READING ASSIGNMENT SHEET - *The Red Badge of Courage*

Date Assigned	Assignment (Chapters)	Completion Date
	1-2	
	3-5	
	6-9	
	10-13	
	14-17	
	18-21	
	22-24	



UNIT OUTLINE - *The Red Badge of Courage*

<b>1</b> Introduction P&V 1-2	<b>2</b> Read 1-2 P&V 3-5	<b>3</b> Study ?s 1-2 Read 3-5	<b>4</b> Words! Worksheet	<b>5</b> Study?s 3-5 PV&R 6-9 Assign PVR 10-17
<b>6</b> Study ?s 6-9 Guest Speaker	<b>7</b> Writing Assignment #1	<b>8</b> Study ?s 10-17 PVR 18-24	<b>9</b> Study ?s 18-24 Vocabulary	<b>10</b> Extra Discussion Questions
<b>11</b> Writing Conference Group Activity	<b>12</b> Group Activity	<b>13</b> Writing Assignment #2	<b>14</b> Nonfiction Reading	<b>15</b> Nonfiction Reports
<b>16</b> Writing Assignment #3	<b>17</b> Film	<b>18</b> Film	<b>19</b> Review	<b>20</b> Test

Key: P = Preview Study Questions V = Prereading Vocabulary Work R = Read

## LESSON ONE

### Objectives

1. To introduce *The Red Badge of Courage* unit.
2. To distribute books and other related materials
3. To preview the study questions for chapters 1-2
4. To familiarize students with the vocabulary for chapters 1-2

### Activity #1

If you are able to find one, show a few minutes of a "bloopers" tape, a tape of out-takes or mistakes--even some kind of a sports bloopers tape will do to illustrate the point. After showing the tape (a few minutes--not the whole class period), ask students to share some of their favorite bloopers that they have seen or have done themselves.

TRANSITION: Bloopers are often funny to see. Sometimes they are funny to both the person doing the blooper as well as the audience. Sometimes bloopers aren't very funny at all; they're embarrassing. And sometimes we do things that are more serious than bloopers--things we worry about and wish we could take back. Have you ever said something or done something to someone and wished you hadn't? (Leave time for student discussion.)

Sometimes people make huge mistakes which ruin their careers or even alter the course of their whole lives. Can you think of some examples of these kinds of things? (Leave time for student discussion.)

Sometimes we even get a little paranoid and start worrying about things we might do wrong and be embarrassed about--things we haven't even done yet. For example, if you play on a sports team, you might worry about dropping the ball or tripping on the field. Then you get so nervous thinking about the possibility of making an embarrassing mistake that you actually do it. Has that kind of thing ever happened to you? (Leave time for class discussion.)

These are some of the kinds of things that happen to Henry when he goes off to war in the book we are going to read, *The Red Badge of Courage*. Henry goes off to war, the American Civil War, and worries about how he will perform in a battlefield situation, actually under fire. It is the story of his self-doubt, his thoughts, and actions in his first few battles.

### Activity #2

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

## WRITING ASSIGNMENT #1 - *The Red Badge of Courage*

### PROMPT

This writing assignment is to give you practice writing your own opinions and ideas. In *The Red Badge of Courage* and from other first-hand accounts, you have read and heard some people's opinions about what it is like to be in combat.

Considering all you have heard and your knowledge of yourself, write a composition in which you explain how you think you would react in a combat situation.

### PREWRITING

One way to start is to think about the accounts you have heard. Jot down the main points that impressed you about being in combat. Now stop and think about yourself for a minute. Next to each of the points you wrote on the paper, jot down a few notes about how you think you would react to each of those aspects of combat.

### DRAFTING

Look at what you have written down. Based on these notes, do you think you would be able to handle a combat situation well, just okay, or not at all? This statement then becomes your main idea. Write an introductory paragraph in which you include this main idea.

Each of the paragraphs in the body of your paper could deal with the main points you jotted down when prewriting. You could make one paragraph for your first point, in which you describe that aspect of war, what you believe your reaction to it would be, and reasons why you believe you would react that way. Do the same for each of the other points.

Then write a concluding paragraph in which you summarize your ideas and give your final thoughts on what you think your reaction in combat would be.

### PROMPT

When you finish the rough draft of your paper, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments and make the corrections you think are necessary.

### PROOFREADING

Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.