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About The EMC Masterpiece Series Access Editions

The EMC Masterpiece Series Access Editions have been designed to make great works of literature accessible to all levels of students. Each Access Edition contains a complete literary masterpiece as well as a unique integrated study apparatus crafted to guide the student page by page through the entire work. This feature does away with the inconvenience of switching between a literary work and a study guide, since both are included in each Access Edition.

Each EMC Masterpiece Series Access Edition contains the following materials:

- The complete literary work
- A historical introduction including an explanation of literary or philosophical trends relevant to the work
- A biographical introduction with a time line of the author's life
- Art, including explanatory illustrations, maps, genealogies, and plot diagrams, as appropriate to the text
- Study apparatus for each chapter or section, including Guided Reading Questions; Words for Everyday Use entries for point-of-use vocabulary development; footnotes; Responding to the Selection questions; Investigate, Inquire, and Imagine questions (including Recall, Interpret, and higher level thinking questions to ensure that your students conduct a close and accessible reading of the text); and Understanding Literature questions
- Source materials used by the author of the work (where appropriate)
- A list of topics for creative writing, critical writing, and research projects
- A glossary of Words for Everyday Use
- A handbook of literary terms

Guided Reading Questions guide students through the work by raising important issues in key passages

Footnotes explain obscure references, unusual usages, and terms meant to enter students’ passive vocabularies

Words for Everyday Use entries define and give pronunciations for difficult terms meant to enter students’ active vocabularies

mournfully down. Smoke drifted lazily from a multitude of quaint chimneys. "It's a lie! that's all it is—a thunderin' lie!" said another private loudly. His smooth face was flushed, and his hands were thrust sulkily into his trousers' pockets. He took the matter as an affront to him. "I don't believe the damned old army's ever going to move. We're set. I've got ready to move eight times in the last two weeks, and we ain't moved yet."

The tall soldier felt called upon to defend the truth of a rumor he himself had introduced. He and the loud one came near to fighting over it.

A corporal began to swear before the assemblage. He had just put a costly board floor in his house, he said. During the early spring he had refrained from adding extensively to the comfort of his environment because he had felt that the army might start on the march at any moment. Of late, however, he had been impressed9 that they were in a sort of eternal camp.

Many of the men engaged in a spirited debate. One outlined in a peculiarly lucid manner all the plans of the commanding general. He was opposed by men who advocated that there were other plans of campaign. They clamored at each other, numbers making futile bids for the popular attention. Meanwhile, the soldier who had fetched the rumor babbled about with much importance. He was continually assailed by questions.

"What's up, Jim?"

"Th' army's goin' to move."

"Ah, what yeh talkin' about? How yeh know it is?"

"Well, yeh kin b'lieve me or not, jest as yeh like. I don't care a hang."10 There was much food for thought in the manner in which he replied. He came near to convincing them by disdaining to produce proofs. They grew much excited over it.

There was a youthful private who listened with eager ears to the words of the tall soldier and to the varied comments of his comrades. After receiving a fill of discussions concerning marches and attacks, he went to his hut and

9. had been impressed. Had been of the impression
10. care a hang. Care a bit
Respond to the Selection

What do you imagine war is like? If you were in Henry Fleming’s (the youth’s) position, how would you feel about the battle about to take place?

Investigate, Inquire, and Imagine

Recall: Gathering Facts

1a. In Chapter 1, what dreams did Henry Fleming (the youth) once have about war?

2a. In Chapter 1, what rumor does Jim Conklin (the tall soldier) spread? What worries does Henry have about battle?

3a. In Chapter 3, when the regiment finally marches toward a battle, what does Henry and the other soldiers encounter for the first time?

Interpret: Finding Meaning

1b. Why does Henry view war differently depending on if he is dreaming or awake?

2b. Why does Henry ask these two soldiers these questions? What similarities and differences between Jim and Wilson do their answers reveal?

3b. What do Henry’s thoughts about the commanders reveal about his feelings toward the battle?

Analyze: Taking Things Apart

4a. Identify Henry’s feelings about war, death, and his own potential in the upcoming battle.

Synthesize: Bringing Things Together

4b. Based on what you have learned about Henry so far, predict how Henry will react in the upcoming battle.

Evaluate: Making Judgments

5a. The saying, “Hindsight is always 20/20,” means that if people were given the opportunity to change past actions, knowing what they know now, they would often make different, better choices.

Extend: Connecting Ideas

5b. If you were Henry, what would you say to Wilson before he turns away at the end of Chapter 3?

Understanding Literature

Conflict and Protagonist. A conflict is a struggle between two people or things in a literary work. A conflict can be internal, meaning that it takes place within a person. A protagonist is the main character in a story. The protagonist faces a struggle or conflict. Who appears to be the protagonist in this story? What external conflict does the protagonist experience? What internal conflict does the protagonist experience?

How the Assessment Manual Is Organized

This Assessment Manual is divided into five parts: the Access Edition answer key, which provides answers to the Investigate, Inquire, and Imagine and Understanding Literature questions in the text; a selection of activities that allow students to use graphic organizers to further their comprehension of the work; a vocabulary and literary terms review, which tests students’ knowledge of the Words for Everyday Use and literary terms defined in the work; the exam master, which contains a full exam that tests students’ overall comprehension of the work through both objective and essay questions; and evaluation forms for self-, peer, and teacher assessment of creative writing, critical writing, and research projects.

How to Use the Access Edition Answer Key

The Access Edition answer key contains answers to the Investigate, Inquire, and Imagine and Understanding Literature questions included in the Access Edition. In some cases, where no specific answer is required, possible responses are given. You will notice that no answers are provided for the Guided Reading Questions found throughout the Access Edition. This is because the answers to the Guided Reading Questions can be easily found in the text in the passages marked by gray bars.
How to Use the Graphic Organizer Activities

Graphic organizers enable students to represent in a visual way information about the plot or characters in a book. The activities in the second section of this manual ask students to use graphic organizers, such as gradient scales, cluster charts, Venn diagrams, sequence charts, story maps, and Freytag’s Pyramid, to examine certain aspects of the literary work.

You can use the graphic organizers in this book in a variety of ways to supplement your lesson plan. For your convenience, they are designed as blackline masters. They can be assigned for students to complete as they read the work as a way to promote active reading, after students have read the book as a way to explore the book in more depth, or as a study aid before the test as a way to review ideas presented in the book. These activities can also be incorporated into a midterm or final exam.

Vocabulary and Literary Terms Review

The vocabulary review tests students’ comprehension of the Words for Everyday Use defined in the Access Edition. Because active vocabulary is learned most effectively in context, the vocabulary review is conducted contextually; the review exercises involve sentence completion that draws from the Words for Everyday Use. The literary terms review tests students’ comprehension of the literary terms defined in the Understanding Literature section of the Access Edition. Students’ understanding of vocabulary and literary terms is also included in the exam in the exam master section.

How to Use the Exam Master

The exam master section contains an exam that tests students’ recall and interpretation of The Red Badge of Courage. The test can be used alone or with other sections of the Assessment Manual. You may decide to use multiple choice and/or matching as check tests in conjunction with discussion, for example. Or you may decide to incorporate graphic organizer activities into the exams.

The test is worth 100 points and consists of objective questions in the form of multiple choice and matching, as well as a vocabulary check test, short essay, and long essay questions. Answers, or possible responses, are given for all exam questions. Note: You can use ScanTron answer sheets to correct the objective part of the test.

How to Use the Evaluation Forms

The Assessment Manual contains evaluation forms to help you assess student performance across the entire range of language arts skills. The forms include writing evaluation forms, a project evaluation form, and a revising and proofreading checklist that can be used for writing instruction.
Answer Key

Chapters 1–3

Answers for Investigate, Inquire, and Imagine, page 29

Recall
1a. Henry dreams of war only as a vague and bloody but thrilling conflict in which he imagines himself doing great deeds. He thinks of war as belonging to the distant past, to a bygone heroic day. Henry’s mother discouraged him, saying he is more needed on the farm than in battle. Henry’s mother tells him not to think he can fight the whole rebel army, to obey orders, to send her his socks that need mending, to avoid men who drink and swear, and to do what is right.

2a. Jim Conklin says that tomorrow the troops will be moving and will confront the enemy in battle. Henry begins to fear that he will run from battle. Jim says that although the men are new they will fight “better than some, if worse than others.” Jim says that while he would run if most of the men did, if most of them fought, he would “stand and fight.” Wilson is more enthusiastic, saying that the regiment will win a decisive battle tomorrow. Wilson also expresses confidence that he won’t run and will try to fight “like thunder.”

3a. The regiment sees a dead soldier for the first time. They notice a tear in one of his well-worn shoes. The regiment sees men digging to protect themselves from bullets, men shooting, and the flashes and smoke of the guns and explosions; they hear the roar of both muskets and artillery. Henry begins to think that the commanders of the army are stupid and are sending the men to certain death. Wilson says that he is certain that he will die in this battle and asks Henry to give a packet to his parents.

Interpret
1b. Students may say that when Henry dreams about war, he is thinking more imaginatively and fantasizes about himself as if he were a hero from a myth or legend. When he is awake and thinking rationally and analytically, he thinks of war as something his society has outgrown or become too modern and civilized for—war belongs to the time that inspired tales of castles, crowns, and brave knights. Henry finds his mother’s reaction and advice disappointing because he wants his mother to act like the mother of an old-fashioned hero and tell him to “return with his shield or on it,” rather than tell him not to overrate his fighting abilities, to wear warm shirts and send his socks to be darned, and to steer away from the “wrong” crowd. Students may say that Henry is judging war prematurely based on very little actual experience; without having seen or taken part in battles, Henry falsely assumes that battles are few and mild.

2b. Students may say that Henry is hoping that he will find someone who will admit that he shares the same fears and uncertainties that he feels; he is also trying to determine if he is the only one who is worried that he will run or whether others secretly feel the same way. Jim seems to view both the regiment and his own character more realistically than Wilson, who seems to be given to boasting. Students should note that Henry is trying to find someone who shares his fear that he will run from battle so he won’t feel so alone. Students may say that the author means that Henry is untested and untried; he is innocent and lacks experience in battle.
3b. Students may say that what Henry sees of war makes him frightened and nervous that he too will die; these anxieties make him certain that the commanders are stupidly and heedlessly leading the men to their deaths. Henry’s criticisms of the commanders reveal that he is panicking and is terrified of taking part in the battle. Wilson’s words at the end of chapter 3 reveal that his earlier words were naive boasting; he too is scared of battle, not eager for it. Students may say that Henry probably feels somewhat gratified to know that he is not alone in his fears.

Analyze

4a. Students may say that Henry initially thought of war in two ways: imaginatively, as a vague and action-packed adventure in which he pictured himself performing great deeds, and analytically, as something that civilization has outgrown, a remnant of bygone days filled with castles and knights. Once Henry sees battle, he thinks of war as something terrifying, dangerous, and deadly. Students may say that Henry has mixed feelings about death. He longs for it as a quick solution to his mental anguish, but when he actually sees the danger of battle and death becomes a reality, he forgets his previous desire to die promptly. Students may say that while Henry initially dreamed of doing great things in battle, as soon as he hears a rumor about an upcoming battle he begins to fear that he will run from war, a deserter and a coward. These fears grow stronger as Henry comes closer to having to participate in the battle.

Synthesize

4b. Responses will vary. Some students may say that Henry will overcome his fears and stand and fight, trying to live up to his earlier dreams about battle. Other students may suggest that Henry will run or be too scared to fight, citing as evidence his preoccupation with running from battle and his growing panic.

Evaluate

5a. Responses will vary. Students may say that Henry’s mother has a realistic, practical attitude toward war; she is not filled with romantic illusions about war as Henry is. Students may say that her advice is more practical, if your goal is to live through a war rather than achieve praise after you are dead. Students may say that Henry might have listened to his mother and reconsidered his decision to enlist in the army.

Extend

5b. Responses will vary. Students should be sure to come up with a preparation strategy for their plan of action.
**Answer Key**

**Chapters 1–3**

**Answers for Understanding Literature, page 30**

**Narrator and Point of View.** The narrator is an observer who has insight into Henry Fleming’s (the youth’s) thoughts and feelings. No other information is directly imparted about the narrator. The story is told from the third-person, limited point of view; the narrator is not omniscient and can only tell the reader directly about Henry Fleming’s thoughts and feelings.

**Characterization.** Students should recognize that all these characters are created through direct description and portrayal of behavior. In addition, the author also uses presenting the thoughts and emotions of a character to create Henry. Students’ one-sentence descriptions of each character may be similar to the following:

- Henry Fleming is a young man, given to thought and self-analysis, who fears that he will run from battle and feels growing panic as he is drawn closer to fighting.
- Jim Conklin is the modest (in comparison with Wilson) soldier who spreads news that the regiment will soon take part in battle.
- Wilson is appropriately called the loud soldier because he is given to boasting, but in reality he hides a fear of battle.
- Mrs. Fleming is a practical woman who values hard work on the farm more than honor in war, and despite her matter-of-fact manner, she is truly saddened when her son goes off to war.

**Conflict and Protagonist.** Students should recognize that the protagonist is the youth, Henry Fleming. He faces an external conflict, the Civil War, in which men of opposing sides engage in one of the most open forms of conflict, war. Henry also faces in chapters 1–3 an internal conflict between his own desire to perform heroic deeds in war and his panic and fear that he will run from battle.
Chapters 4–7

Answers for Investigate, Inquire, and Imagine, page 53

Recall

1a. The 304th regiment witnesses a frantic battle in the distance. Then a shell explodes near them and bullets begin to fly near them. One of the bullets strikes the lieutenant in the hand. They see another regiment retreat, running in terror from the field of battle. This makes Henry think that it is likely that he will run from battle, too. The 304th rallies and fires against the enemy, successfully driving back their charge. Henry loses concern for himself and his possible death and becomes part of a larger cause. Henry wishes that he could destroy all the enemy, even wishing he could rush forward and strangle them with his fingers.

2a. Henry feels that he has passed the worst trial that war has to offer and feels very satisfied with himself; he thinks he is “magnificent.” The enemy charges again, and the men realize that the battle isn’t over—they just faced a small part of it. Henry begins to think that the enemy must have far more endurance, skill, and valor than his side; he thinks of the enemy as “machines of steel” that cannot be stopped. Henry runs as fast as he can from the scene of battle. Other men from his regiment also run. He learns that his side has successfully held back the enemy.

3a. Henry tells himself he fled because he is wiser than the other men and he knows that in war every man should save himself however he can, otherwise the army would be annihilated. He thinks the other men who stayed have no sense. Henry goes into the woods to escape from the sounds of war. Henry throws a pine cone at a squirrel, and when the squirrel runs he believes this proves that running from danger is a natural law. The clearing is compared to a chapel, or a place of worship. The youth finds a dead and rotting soldier. Henry shrieks, stares at the corpse in horrified fascination, and then turns and runs.

Interpret

1b. Students may say that Henry performs surprisingly well in battle in chapter 5; he loses his self-concern and becomes focused on supporting his army’s cause. He also begins to feel rage against the enemy and wishes he had more power to destroy them. He exceeds his own expectations in that he does not turn and run in chapter 5. Students may say that Henry is motivated by the desire to turn back the enemy so they will stop harassing his regiment; to a certain extent Henry’s actions, even his rage against the enemy, are motivated by fear of being destroyed. Most students will say that they believe Henry conquered his fear of running from battle because he successfully withstood his first battle without running.

2b. Most students will say that Henry is too quick to assume that he has seen the worst war has to offer and too quick to congratulate himself as a war hero. He has seen only a small sample of war, so his ideas are not justified. Students may say that Henry runs partly because he has been disappointed in the belief that he has triumphed in battle when he learns that the battle has only just begun. Because he is so daunted, tired, and frightened, he greatly exaggerates the abilities of the enemy. The news that his side was not beaten reveals that Henry’s fears and beliefs about
the enemy’s invulnerability were based more on panic and fear than fact. The news reveals that his decision to run was not as wise as he thought because destruction was not a certainty for his side. Students may suggest that Henry feels surprised that his side hasn’t been defeated; he also is probably beginning to feel shame that he ran from battle.

3b. Most students will say that Henry is seeking to justify his actions and think positively of himself any way he can, even if he must use faulty logic. Henry is hoping to find proof that he is not a coward and a deserter. Students may say that the beautiful natural setting, which is described as a place of worship, is made polluted, unclean, or unholy with the presence of a horrible corpse. The author is emphasizing that in death the physical body becomes a dehumanized thing; the soldier is no longer a person but a heap of rotting flesh. Students may say that the author is denying the youth a refuge from the horrors of war in nature; even nature is contaminated by war.

**Analyze**

4a. Students may say that battle is depicted as exhausting, repetitive, dirty, and uncomfortable work. It is also dangerous and terrifying, filled with horrifying sights and sounds. Death is depicted as claiming men indiscriminately. Students may cite the description of the fleeing soldiers in chapter 4; the descriptions of the burning roar, smoke, and physical discomfort of war in chapter 5; the description of war as unheroic and relentlessly busy in chapter 5; the descriptions of the “ghastly” and twisted forms of corpses in chapter 5; the description of the enemy as if it were a monster in chapter 6; and the description of the rotting soldier in the woods in chapter 7.

**Synthesize**

4b. Most students will say that Crane is depicting war in all its horror very realistically. Students may say that Crane is revealing a negative attitude toward war, especially toward the death and injury it causes.

**Evaluate**

5a. *Responses will vary.* Some students will label Henry a coward for abandoning his regiment to save his own life. Others may view Henry’s decision to run more leniently, as a result of extreme terror in a difficult situation that might terrify any person. Students may say that Henry’s decision was smart in the sense that he did preserve himself, but that it wasn’t so smart in that his regiment triumphed after all. Most students will say it isn’t ethical or moral to leave one’s comrades in such a situation. *Responses will vary.* Encourage students to see that it is easier for them to say they will act bravely in a difficult situation than it might be for them to act bravely when actually faced with a difficult situation.
Chapters 4–7 (cont.)

Extend

5b. Students should recognize that the people described in A and B would most likely condemn Henry’s actions. While the person described in D might also condemn Henry, his or her response might depend on personal circumstances. For example, a child of a military parent does not necessarily accept his or her parent’s values. Students will most likely say that the people described in C and E would view Henry’s actions with more sympathy. Again, attitudes could vary with personal experience; a modern person who holds human life sacred or a conscientious objector to the Vietnam War might find one of the causes of the Civil War—freeing the slaves—important enough that they would view Henry’s actions in deserting this cause as reprehensible. Encourage students to discuss different situations and possible points of view.

Answers for Understanding Literature, page 54

Foreshadowing. Students might point to the following examples of foreshadowing: the unruly regiment that flees from battle in panic in chapter 4, followed by Henry’s realization that “he thought he might very likely run better than the best of them”; the man who runs screaming when the battle begins in chapter 5 and who is beaten by the lieutenant; the youth’s quivering and strange feeling in his knees when the battle begins again in chapter 6; and the description of the soldier who runs as a rabbit with no shame immediately before Henry does.

Metaphor. Students should note that in the first example the regiment is compared to slaves, war to a god, and the battlefield to the war god’s temple. The situation is similar in that the men, like slaves, have little control over their own destinies, and that war is as difficult to comprehend and understand as a god’s will. Also, like a pagan god, war demands many difficult things of the men. The two are different in that the men do not worship war as a god is worshipped, and war is something that is created by men’s differences rather than by a god. In the second example, the enemy troops are compared to a hungry dragon. Like a dragon, the enemy troops seem unstoppable to the youth, as if they will kill him, or swallow him whole. The two are different in that the enemy troops actually possess the same strengths and weaknesses as the youth’s own regiment.
Recall

1a. Henry encounters a group of soldiers who have been wounded terribly in battle. One soldier hops because one of his shoes is filled with blood; he laughs hysterically. One man blames the general for his injuries, and another sings a children’s rhyme, changing the lyrics to be about death. Another soldier who appears to be about to die walks like a specter awaiting his end. The tattered man wants to talk to Henry about how well the men fought, and how they didn’t run in fear from battle. The tattered man asks Henry where he has been “hit” or injured. Henry stammers and then slips off through the crowd.

2a. Henry realizes that the “spectral soldier” is his friend Jim Conklin, the tall soldier in his regiment. Jim asks Henry to make sure that he isn’t run over by the artillery wagons. The tattered man rejoins Henry and suggests that they move Jim out of the road for safety; Jim starts running through the fields, refusing to let Henry or the tattered man stop him. When Jim finds the right spot, he convulses and dies; when his hand falls away from his side, Henry and the tattered man see that it looks as if his side has been chewed by wolves.

3a. The tattered man says that as Jim is dead they must start looking out for themselves, rather than stay to mourn him, especially as the tattered man admits that he is beginning to feel quite bad. Henry notices that the tattered man is looking wobbly on his legs and blue in the face. Henry learns that the tattered man has a family he is responsible for. The tattered man again asks Henry about Henry’s supposed injury, telling him it may be more serious than he thinks. Henry tells the tattered man, “Oh, don’t bother me.” He then tells him “good-by,” in a “hard” voice, and leaves him. The tattered man’s injury is beginning to grow more serious, threatening his life—he acts similarly to Jim before he died and his mind is beginning to wander.

Interpret

1b. Students may say that Henry’s concerns about whether his actions have proved him a coward seem insignificant in comparison with the injured men, some of whom are horribly maimed and others who are waiting to die. Students should note that the tattered man seems to be a very good person; he is humble, friendly, and kind; more brave in war than Henry; generous in his praise of the troops; and genuinely concerned about the condition of others. The tattered man brings up precisely the subjects that fill Henry with the most guilt and shame—he talks to Henry about how the men fought well and how he and his fellow soldiers didn’t run. He also assumes that Henry is wounded as well since he is not still fighting, making Henry feel even more guilty about posing as a man who was wounded in battle.

2b. Henry is overcome by loyalty, anguish, fear, horror, and grief. Jim’s strength, given his grievous injury, is surprising, as is his sense that he must find a particular spot in which to die, as if death were a rendezvous. Henry is filled with great anger at the unjustness of his friend’s death. Students may say that Henry is more moved by this death because it affects him personally since someone he considered a friend has been killed. This makes the horror of death and war seem more real and immediate to Henry.
3b. Most students will say that Henry did have a moral obligation to help the tattered man because he was injured. Henry also has a personal obligation to help him, as the tattered man proved himself to be a good person, a friend, and a father of two children. Students may say that Henry probably felt helpless to aid the tattered man and feared he would witness another death; some students may point out that Henry certainly could have done more to help him by binding his wounds, searching for a medic, or just staying with the man so he wouldn’t have to die alone. Students may say that watching a friend die has made Henry fearful and horrified by death, so he fears and abandons the dying tattered man. In addition, the tattered man’s innocent questions, which expose Henry’s guilt and his acts of cowardice, feel like “knife thrusts” to Henry. Most students will say that the chapter proves that Henry is not always likable or sympathetic; he is flawed, like all people.

**Analyze**

4a. Henry grows more horrified with death and corpses because of the death of his friend, Jim. Henry’s experiences in these chapters have made him fear death, but also to long for it because he is so overcome with guilt for his cruel rejection of the dying tattered man.

**Synthesize**

4b. In the short-term, Henry’s experiences have made him cruel and callous toward the dying tattered man; Henry’s new fear of death has made him selfishly consider his own fears before his obligations to a friend. Responses will vary. Some students may say that Henry’s experiences with death and dying may scar him emotionally for life. Others may correctly predict that in the end, this knowledge of death and his experiences may make him stronger, even as he will continue to regret his cruel and cowardly actions toward the tattered man.

**Evaluate**

5a. Students should cite the following lines: “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.” Students should recognize that a red badge is a wound received in battle. To Henry it is a symbol of the bravery he has yet to exhibit. He longs for a red badge as a proof of bravery to soothe his guilt and shame over his cowardly actions.

**Extend**

5b. Responses will vary, but might include hanging out with a rough crowd or performing dangerous and foolhardy actions to win peer approval. Encourage students to see self-destructive actions negatively and to look for alternate ways of gaining courage, approval, and so on. Also encourage them to see the difference between trying to prove things to themselves, and trying to please others. In Henry’s case, students might suggest he return to battle to triumph over his own fears and prove his own courage to himself, rather than hoping to be injured.
Realism and Description. Students should recognize that all three scenes are good examples of realism: the wounded soldiers description because it includes all the gore, blood, and physical horror of war injuries; the description of Jim’s death because it describes in great detail the convulsions his body goes through and all his actions and words before dying, and even his raw wound in death; and Henry’s interactions with the tattered man in that they show Henry as a real and flawed person rather than an ideal character. Responses will vary. Possible examples students may cite include, from chapter 8, the wounded soldier hopping with a shoeful of blood or the injured soldier who sings a gruesome song; from chapter 9, Jim’s chest heaving as if there were “an animal . . . within . . . kicking . . . to be free,” Jim’s repeating “Leave me be—don’t tech me,” the rending sound within Jim, Jim’s falling like a tree, Jim’s side that looks like it has been chewed by wolves, and the red sun “pasted in the sky like a wafer” when Henry is filled with the desire to give an angry speech protesting the death of his friend; and, in chapter 10, the tattered man wobbling and calling Henry by the wrong name, the hard note in Henry’s voice when he says good-bye, and the tattered man wandering about helplessly after Henry has abandoned him.

Symbol. Students may say that the tattered man is a symbol of both Henry’s cowardice and his nagging conscience.

Antihero. Responses will vary. Most students, at this point in the story, will feel that Henry is an antihero, as he seems to lack courage, compassion, and generosity toward others.
Chapters 11–15

Answers for Investigate, Inquire, and Imagine, page 97

Recall

1a. Henry sees one regiment marching off proudly and confidently to confront the enemy in the heart of the battle. Henry wishes that the Union forces will lose. The calm and proud regiment has lost and retreats in terror from the enemy. Henry tries to stop one of the fleeing soldiers to ask him what happened; when Henry won’t let go of him, the man bashes Henry over the head with his rifle.

2a. Henry’s blow to the head makes him dizzy and disoriented, and he has difficulty walking. He becomes even more concerned when he can no longer feel his wound because he fears that his brain may have been injured. A soldier with a cheery voice helps Henry to walk and volunteers to lead him back to his own regiment for help. The soldier with the cheery voice seems to possess a magical ability to find his way and avoid difficulty. The soldier leads Henry back to his own regiment.

3a. Wilson stops Henry from having to explain what happened to him, pointing out that he has been shot in the head and needs help; he also tends to Henry’s needs, getting him food and coffee and even his own blankets to sleep in. He also tries to tend to Henry’s bandage. Henry notices that Wilson has changed; he has gained wisdom and self-knowledge and is no longer a bragging, loud, arrogant child. Wilson says that he used to be a fool in “those days,” meaning this morning. The author now calls Wilson “the youth’s friend,” “his friend,” or “the friend,” instead of “the loud soldier.”

Interpret

1b. Henry realizes that in wishing for a defeat he is being selfish, as many Union soldiers would die; he is jealous of the dead because they are praised for giving their lives honorably to their army’s cause. Henry thinks it is impossible for the Union forces to lose because he has been told repeatedly by people supporting the Union cause that victory is certain. Point out to students that in wartime propaganda is often used to magnify a given side’s wins and to draw attention away from losses to boost morale and support of the war effort. Henry is filled with horror and astonishment to see something he considered to be impossible happening. The regiment, once proud and well-disciplined, flees in terror in a disorganized, haphazard manner, revealing extreme fear and panic. Responses will vary. Students may say that people often behave both irrationally and selfishly in moments of panic in war; the soldier who struck Henry was so filled with fear that he turned upon anyone who stopped him from fleeing as fast as he could.

2b. Students should note that Henry now is injured and needs help, similar to the tattered man who was injured and needed Henry’s help. Unlike the tattered man, however, whom Henry abandoned, Henry has found someone who is kind enough to help him. The cheery soldier behaves selflessly and compassionately, while Henry’s actions toward the tattered man were the exact opposite—selfish, cruel, and pitiless. Students may say that the author is further emphasizing the cruelty and selfishness of Henry’s actions by contrasting them with the actions of a person who compassionately cares for others in need.
3b. Wilson has grown up; he has gained self-knowledge, wisdom, and humility through a single day’s experience, and he is no longer a boastful child. Students may suggest that this day has been filled with more dramatic experiences and tests of bravery and strength of character than an average day. War has tested Wilson more in a single day than life at home in safety could in years. Wilson’s new name, “the friend,” rather than “the loud soldier,” reveals that Wilson has now developed the qualities desirable in a friend.

Analyze

4a. Henry is unsure about how he can rejoin his regiment without leaving himself open to their criticism for running from battle. Henry’s injury is a stroke of luck in that it makes him look like what he is not—a soldier who fought hard and was injured in battle. He doesn’t have to make excuses about his whereabouts in the battle because he has “proof” that he fought. Henry’s head injury, which he claims is the result of an enemy gun shot, makes him appear to be a hero, although inwardly he is still plagued by guilt and shame.

Synthesize

4b. Responses will vary. Students might say that Henry’s red badge of courage is only an outward, physical sign of his injury because he did not earn the wound courageously in battle. Rather, the wound was inflicted by another soldier who fled in as much terror as Henry did from battle; inwardly, it may be a reminder of his own cowardice. The wound serves as a red badge of courage in the way that his fellow soldiers view Henry with sympathy and admiration. The fact that Henry’s wound falsely wins him sympathy and admiration leads to his notions about how easy it is to escape life’s obligations. Most students will say that Henry should have seen his experience as a lesson in the need to live up to obligations for personal growth.

Evaluate

5a. As evidence, students should point to Wilson interrupting Henry as he tries to explain where he was to his commanding officer to point out that Henry has a wound that needs caring for, drawing attention away from the fact that Henry’s story about what he has been doing may not be true. Also, at the end of chapter 14, Wilson points out that Henry is not alone in his story; he says many men they thought were dead have returned with stories about being separated and fighting with other regiments, thereby implying that the story is false and that many men fled from the battle. Students may say that Henry and Wilson don’t poke fun at each other because each is ashamed about something that he wouldn’t want the other to taunt him about. Responses will vary.
Extend

5b. *Responses will vary.* Students may say that Henry was a new recruit and was only one of many men who fled; thus, he shouldn’t be singled out for blame. Students may say that battle was a new and terrifying experience for Henry, so his fear and panic were justified.

Answers for Understanding Literature, page 98

Crisis. Students may say that the crisis occurs when Henry receives the injury he longed for, and, even though he did not receive the wound while fighting bravely in battle, he pretends he did and garners the admiration that such a red badge of courage earns.

Irony. Students may say the following examples are ironic because:

- Henry wishes for the Union forces to be defeated; thus, it is ironic when he is filled with horror when his wish comes true and he sees the regiment fleeing in panic.

- It is ironic that in war, when most are injured in the heat of battle, Henry is injured by one of his frightened fellow soldiers. The difference between Henry’s perceptions of war wounds as badges of courage and honor, and the lack of courage and bravery involved in the way Henry was actually wounded is also ironic.

- It is ironic that the corporal says that it looks like Henry has been hit by a club (which is how Henry really was injured), while mistakenly attributing the wound to Henry’s story (that he has been shot).

- It is ironic that the youth begins to view his actions of yesterday as heroic and praiseworthy, when in reality they were cowardly and blameworthy.

- It is ironic that Henry despises these men for being weak and afraid when the same fear and weakness led Henry to flee in terror. The notion that Henry fled in “discretion and dignity” is ironic because by its very nature fleeing in terror lacks these qualities.
**Answer Key**

**Chapters 16–20**

**Answers for Investigate, Inquire, and Imagine, page 127**

1a. Henry blames the general for his side’s losses, saying that it must be his fault because all of them fight so hard that they can’t be expected to do more to defeat the enemy. Wilson is less willing to blame the general, ascribing the loss to luck and saying that everything will turn out all right in the end. When the enemy retreats, Henry keeps on shooting into the smoke even after the other men have stopped firing. The lieutenant says that if he had “ten thousand wild cats” like Henry he could win the war in less than a week. The youth realizes that he has behaved like a wild war hero without even realizing that he was doing so.

2a. They leave their regiment to get water for the men’s canteens. They overhear the officer describe the 304th as a “lot’a mule drivers,” meaning that they aren’t the best soldiers. They plan to use the 304th in a difficult attempt to stop the enemy from charging through their lines. The general knows this mission will cost the lives of many men in the regiment.

3a. Henry and the lieutenant run in front of the regiment and shout to urge them on. Henry and Wilson struggle for possession of the regiment’s flag after their color bearer has been shot. Students may say that it appears that the regiment will be defeated because the men are worn out and surrounded by the enemy. The men suddenly see a regiment of enemy soldiers nearby who are surprised by their proximity. The 304th fires upon this regiment until no enemy soldier is left standing and the field is littered with the bodies of enemy soldiers.

**Interpret**

1b. Responses will vary. Students may say that Henry’s response reveals that he is very emotional and impetuous; he has a hard time reigning in his feelings, and is quick to ascribe blame even when it is not justified. Wilson has developed a more steady, even temperament. He makes a conscious effort to be fair and not to come to hasty conclusions. Some students may point out that Henry is behaving more like Wilson did at the beginning of the story, by boasting publicly, and Wilson is behaving more like Henry at the beginning of the story by being more introspective. Responses will vary. Students may say that Henry feels himself to be a hero because he has conquered his overwhelming fear of running from battle in terror.

2b. Students may say that Henry and Wilson are surprised to learn how insignificant their regiment is and that they are looked upon as an inferior bunch of soldiers whose lives can be spared in battle. They had been feeling that they were an important regiment who fought especially well. Henry and Wilson keep secret the fact that the officer described their regiment as a bunch of mule drivers and that the general thought the majority of the men in their regiment would die during the charge. Henry and Wilson may keep this information secret so as not to dishearten the other men.

3b. Students may say that Henry behaves bravely or even heroically. Henry and Wilson are both eager to accept the dangerous task of carrying the regiment’s flag (dangerous because the color bearer is an easy mark for the enemy, who often sought to capture the flag) to prove their courage and to earn themselves more glory and
prestige in battle. For Henry and Wilson, the flag represents or symbolizes the honor of their regiment, their army, and their cause. Henry is especially upset because he had hoped his regiment would be victorious, thus disproving the officer’s mean assessment of them. Most students will say the regiment’s feeling of pride is justified because they overcame odds even the general thought might destroy them.

Analyze

4a. Responses will vary. Students should recognize that Henry now acts much more courageously in battle, leading and urging on the regiment alongside the lieutenant, fighting his best, and carrying his regiment’s colors when the color bearer is killed. He no longer fears as much for his own safety but is concerned with the honor and the victory of the regiment as a whole. Henry has overcome some of his selfishness and fear.

Synthesize

4b. Responses will vary. Some students may say that it becomes even more important to Henry to prove his bravery because he has acted with cowardice, and so his earlier experience of running in terror from battle contributed to his heroism in this battle. Students may also say that Henry does in part act bravely to live up to the false reputation he has created for himself as someone who was injured while fighting bravely in battle. He is trying to prove that he is worthy of wearing a red badge of courage.

Evaluate

5a. Responses will vary. Students may say that the regiment has finally grown up; they have lost their naivete, proved their worth in battle, and triumphed over extreme adversity. Crane may say this of the men now because they have overcome adversity in battle for the first time.

Extend

5b. Responses will vary. Encourage students to discuss coming of age milestones that involve increased responsibility, such as getting a first job or planning for a college education, and not only the increased freedom and choices that come with growing older.

Answers for Understanding Literature, page 128

Description. Students may say that it is clear that Henry is both angry and anxious about the battle about to take place. His state of mind is made clear by physical details such as his burning eyes, his snarl, and his pulsing throat.

Suspense. Students should point to the ominous words of the general indicating that many of the 304th might not return as one way the author builds suspense. The author also builds suspense when the regiment seems to falter and run out of energy in their charge as well as when they are surrounded by enemy soldiers and it appears that they will all die.
Answers for Investigate, Inquire, and Imagine, page 150

1a. The veteran soldiers mock Henry’s regiment and jeer at them, belittling their actions on the battlefield and making fun of them for thinking of themselves as heroes. Henry realizes that while he thought that they had charged great distances and fought for hours, in actuality both the distance charged and the time spent fighting were brief. The officer says that Henry’s regiment has made a “mess” of things by stopping short of victory and so endangering another regiment. He refers to Henry’s regiment contemptuously as “mud diggers.” Wilson overhears men praising Henry and him as the best fighting soldiers in the regiment; then a soldier brings the news that the colonel noticed Henry and Wilson’s actions in battle and praised them for their bravery, saying they deserved to be made into generals.

2a. Henry believes that the sight of his own torn and dead body would be a “great and salt” reproach upon the officer who insulted his regiment. Henry is pleased to find that he is willing to die for his cause and that he thinks of the bullets “only as things that could prevent him from reaching the place of his endeavor.” Wilson captures the enemy’s flag. Henry’s regiment captures four enemy soldiers.

3a. Henry feels proud of his brave and public deeds in battle; he feels ashamed of his private acts of cowardice and selfishness—when he ran from battle and when he abandoned the tattered man. He is haunted by the thought of the tattered soldier whom he abandoned. Henry musters force to “put the sin at a distance.” He now recognizes that he used to be full of “brass and bombast,” or false pride and boastfulness. The narrator says that Henry’s soul has changed.

Interpret

1b. Most students will say that at the end of chapter 20, they thought Henry’s regiment would be greeted with more praise; some may say they even expected that each man would be given a hero’s welcome. Students may say that the author is indicating that heroism is elusive and hard to attain. Actions an individual considers heroic may not impress others. Public recognition seems to be essential in making someone feel heroic because Henry doesn’t view his own actions with great pride until his fellow soldiers and officers, whose opinions he values, call them heroic. Responses will vary. Some students may say that an individual can be heroic without public recognition, and they may point to individuals who, although they perform great deeds in the service of others, remain unknown, such as volunteers, teachers, doctors, friends, and family members; others may say that the only heroes who are widely known and remembered are those that gained public recognition in either their own lifetimes or thereafter.

2b. Henry is beginning to feel that he is very important; some students will note that he is feeling more important than he is, because the officer might not even notice Henry’s body among the others, much less consider it a personal reproach for calling the 304th regiment mule drivers and mud diggers. In any case, Henry is gaining the self-confidence and fearlessness that makes people capable of acts of heroism. Students may say that Henry has some right to be proud and to think of himself as an important and courageous soldier; he has overcome his great fear and horror of
Chapters 21–24 (cont.)

war and now faces it with bravery. Students may say that this charge is a decisive victory because they rout and kill the enemy regiment, capturing both the enemy’s flag and some of their soldiers.

3b. Henry recognizes how truly good the tattered man was. Although he was dying, the tattered man fretted over imagined wounds in Henry and used the last of his strength to help Henry’s friend, Jim Conklin, only to be abandoned by Henry in the end. Students should recognize that Henry is more of an adult now because he has remembered, recognized, and tried to come to terms with some of the cowardly and heartless acts he has performed. Henry has also matured by acknowledging his mistakes and accepting himself, flaws and all.

Analyze

4a. Responses will vary. Students should recognize that the novel at first portrays heroism simply as glory in battle that impresses one’s comrades. In the end of the novel, heroism becomes more complex and more private. Henry displays a different type of heroism not when dwelling upon his bold actions in battle but when privately trying to come to terms with his shameful actions. Students may say that they learned that while being a hero involves public tests of courage, it also requires private tests, such as facing flaws and accepting one’s self.

Synthesize

4b. Responses will vary. Students may say that both growing up and heroism involve struggle, overcoming adversity, and developing strength of character. Students may see facing some of the challenges of growing up as heroic, and say that the process of becoming a hero forces one to grow up.

Evaluate

5a. Responses will vary, but many students may cite Henry’s experience of deserting the tattered man as he was dying, pointing to the event’s reemergence at the end of the story and its role in helping Henry to grow up.

Extend

5b. Responses will vary. Most students’ feelings about Henry will have changed over the course of the novel. Some will have liked him at first, disliked him when he ran from battle and abandoned the tattered man, and found renewed respect for him at the end of the novel. Responses will vary.
Character. Students should recognize that Henry Fleming is a three-dimensional character; he is a complex human being with both admirable and dislikable traits and a wide range of emotions. The tattered man is one-dimensional because the author only allows us to see one side of him—a compassionate, good (almost saintly), and wronged man. The reader is never allowed to see a moment of moral weakness or cruelty in the tattered man. Thus, he remains more of a symbol of a flaw in Henry than an actual character.

Symbol and Cliché. Students should point to the line, “a golden ray of sun came through the hosts of leaden rain clouds.” The sunshine symbolizes the positive, such as light, hope, goodness, and faith in humanity, emerging from the negative, such as darkness, despair, evil, or doubt. Students may say that Crane’s original audience probably found the line more effective because it hadn’t yet been overused in their day.

Metaphor. Students should recognize that desire is described as if it were something fragile and winged, while impossibility is described as if it were something as firm as iron and as if it were something that denies entrance, like a gate. Students may say that desires are fragile and easily damaged and fleeting, like winged creatures, while impossibility is as firm and as hard to overcome as an iron gate.
Graphic Organizers
Graphic Organizer

Venn Diagram

Use the Venn diagrams below to compare and contrast Henry Fleming to both Wilson and the tattered soldier. List each character’s different qualities in the separate circles and their similar qualities in the interlocking space.
Cluster Chart

At the beginning of the novel, Henry Fleming is young and inexperienced. By the end, he has gained much knowledge and experience of the world. What are some of the topics Henry gains knowledge about? What specific lessons does he learn? Think of as many topics that Henry gains knowledge about as you can and draw a circle and a line connecting each example to the center circle labeled “Henry’s Lessons.” Then draw lines from the topics to other circles explaining the specific lessons Henry learns. There may be more than one lesson for each topic. An example is provided to get you started.
Sensory Detail Chart

One element of *The Red Badge of Courage* that makes it realistic is the descriptive language. Crane’s descriptions are full of sensory details—words or phrases that name things you can see, hear, smell, touch, or taste. Read the description below and then fill out the sensory detail chart, placing words and phrases from the passage in the appropriate category. Some words or phrases may apply to more than one sense.

At last an exultant yell went along the quivering line. The firing dwindled from an uproar to a last vindictive popping. As the smoke slowly eddied away, the youth saw that the charge had been repulsed. The enemy were scattered into reluctant groups. He saw a man climb to the top of a fence, straddle the rail, and fire a parting shot. The waves had receded, leaving bits of dark debris upon the ground. . . . After the fever left his veins, the youth thought at last he was going to suffocate. He became aware of the foul atmosphere in which he had been struggling. He was grimy and dripping like a laborer in a foundry. He grasped his canteen and took a long swallow of the warmed water.

<table>
<thead>
<tr>
<th>SEE</th>
<th>HEAR</th>
<th>SMELL</th>
<th>TOUCH</th>
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</table>

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Plot Diagram

Using the Freytag’s pyramid plot diagram below, chart the plot of *The Red Badge of Courage*. Briefly describe on the spaces provided elements such as the exposition, inciting incident, rising and falling action, climax, resolution, and dénouement.
Venn Diagram

**Responses will vary. Possible responses are given.** Completed Venn diagrams may include the following:

<table>
<thead>
<tr>
<th><strong>Henry Fleming</strong></th>
<th><strong>Wilson</strong></th>
<th><strong>Henry Fleming</strong></th>
<th><strong>tattered soldier</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Henry is introspective and quiet at the beginning of the novel because of his fear that he will run from battle. Henry blames the loss of the battle on the general’s poor management of the army. Henry becomes more outspoken.</td>
<td>Wilson brags that he will do well in battle at the beginning of the novel. Both characters change and grow up during the novel. Both characters are ashamed of their past actions (Henry’s desertion and Wilson’s giving Henry letters to give to his family after his death).</td>
<td>Henry is injured by a frightened fellow soldier. Wilson encourages Henry to view the general less harshly and blames the loss on bad luck. Wilson becomes more quiet and reflective.</td>
<td>The tattered soldier is injured by the enemy in battle. The tattered soldier is not helped when he is injured—Henry abandons him. The tattered soldier is a one-dimensional character portrayed only as a good person and a victim of war.</td>
</tr>
</tbody>
</table>

Cluster Chart

**Responses will vary. Possible responses are given.** Completed cluster charts may include the following:

- Death strips a person of his or her human qualities.
- Death can overtake you at any time.
- Everyone must face death eventually.
- Superior officers aren’t always concerned with individual soldiers.
- Soldiers must obey orders even if they are dangerous or poorly planned.
- The chain of command.
- Friendship.
- Strangers can be capable of great acts of friendship.
- Braggarts don’t make good friends but caring people do.
- War is not romantic or heroic as he dreamed it would be.
- War can be terrifying.
- It is possible to perform selfless acts of heroism in war.

Henry’s lessons

Death reveals things about the dead they may have tried to hide in life.

Death can overtake you at any time.

Everyone must face death eventually.

Superior officers aren’t always concerned with individual soldiers.

Soldiers must obey orders even if they are dangerous or poorly planned.

The chain of command.

Friendship.

Strangers can be capable of great acts of friendship.

Braggarts don’t make good friends but caring people do.

War is not romantic or heroic as he dreamed it would be.

War can be terrifying.

It is possible to perform selfless acts of heroism in war.
Sensory Detail Chart

Responses will vary. Possible responses are given. Completed sensory detail charts may look like the following:

<table>
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<tr>
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<th>SMELL</th>
<th>TOUCH</th>
<th>TASTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>quivering line</td>
<td>an exultant yell</td>
<td>the smoke</td>
<td>quivering line</td>
<td>foul atmosphere</td>
</tr>
<tr>
<td>As the smoke slowly eddied away, the youth saw that the charge had been repulsed.</td>
<td>The firing dwindled from an uproar to a last vindictive popping.</td>
<td>foul atmosphere</td>
<td>straddling the rail</td>
<td>took a long swallow of the warmed water</td>
</tr>
<tr>
<td>The enemy were scattered into reluctant groups.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>He saw a man climb to the top of a fence, straddle the rail, and fire a parting shot.</td>
<td></td>
<td>a wave receding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The waves had receded, leaving bits of dark debris upon the ground.</td>
<td></td>
<td></td>
<td>he was going to suffocate</td>
<td></td>
</tr>
<tr>
<td>He was grimy and dripping like a laborer in a foundry.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Plot Diagram

Responses will vary. Possible responses are given. Please refer to pages 152–155 of the Access Edition for information about the plot analysis of *The Red Badge of Courage*. 
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Vocabulary Review

Chapters 1–10

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Chapters 1–10

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Exercise: Sentence Completion

Complete the sentences by filling in each blank with a word from the list below. Do not use any word more than once.

altercation  doggedly  harangue (verb)  pilfer
clamor  doggerel  intricate  rally
conciliate  feign  livid  respite
derision  flout  paean  trepidation

EX. The United Nations tried to use diplomatic means to __conciliate__ the two groups of people who had long been enemies.

1. After the minister spoke, the church choir let out a joyful _________________.

2. After playing a tough two quarters of football, the team enjoyed a few relaxing moments of ________________ at halftime.

3. When Ian had to spend several dull days in the hospital to have his tonsils removed, his friends visited to ________________ his spirits.

4. Even though the swimmer had been injured in an accident, she ________________ worked through her rehabilitation, determined to compete again.

5. The thought of going down the dark steps into the musty and shadow-filled basement filled Roland with ________________ when he was a child.

6. The prosecutor tried to prove that the accused was an accomplished thief, but the defense attorney said her client was an upstanding citizen who would never ________________ other people’s things.

7. The coach threw the players who had started a heated ________________ on the field out of the game.

8. The principal warned that students who decided to ________________ the school rules would be held after school for detention or suspended.

9. Ariana was worried that students would respond to her role in the school musical with ________________, but was thrilled and surprised when her classmates said that she was talented enough to make it on Broadway.

10. Luisa admired the ________________ details on the pillowcase her grandmother was embroidering.
Exercise: Sentence Completion

Complete the sentences by filling in each blank with a word from the list below. Do not use any word more than once. If you need to add an s to a word to make it match the sentence in number you may do so.

anecdote  denote  languid  prostrate (verb)
bland  edifice  liable  tantalize
consign  fracas  ominously  wrath
consternation  imperious  pacific

EX. When the residents in nearby apartments heard the ___ fracas ___ in the street, they immediately called the police to break up the fight.

1. Just when we sat down by the lake to have our picnic, storm clouds gathered ______________ in the sky, threatening rain.

2. The haughty queen demanded that all who came into her court ______________ themselves before her as a sign of their inferiority and submission.

3. When Rosario’s grandfather was ready to retire he decided to ______________ the family business to Rosario’s father.

4. Different cultures perceive nonverbal forms of communication in different ways—what may be a harmless and mild gesture in the United States might be a ______________ insult in Thailand.

5. After spending a hot August day outdoors performing chores, Miguel and I spent a ______________ hour on the porch, overcome by the exhausting heat.

6. Soon after President John F. Kennedy was assassinated, a number of ______________, including schools and libraries, were named in his honor.

7. The general’s ______________ manner made his inferior officers obey him without question.

8. When Mikayla heard that her archenemy was given the part she had tried out for in the town play, her ______________ was revealed in her outraged expression.

9. One character in Greek mythology was punished in the afterlife by being surrounded by unreachable food and water that would ______________ his hunger and thirst.

10. Rulah enjoyed daydreaming, but when she realized she had been talking to herself and sharing her private thoughts aloud, she was filled with ______________.
Exercise: Sentence Completion

Complete the sentences by filling in each blank with a word from the list below. Do not use any word more than once.

adroitly
doggedly
haven
ominously
annihilate
edifice
impregnable
rally
bated
expenditure
liable
respite
derision
galling
livid
trepidation

EX. The children who played hide-and-go-seek hid with ____ bated ___ breath under beds, in closets, and behind curtains, trying not to make any noise so they would not be caught by the person who was “it.”

1. Joleen displayed her quick learning and nimble fingers when she ________________ showed us how to tie all the knots she learned during her sailing class at camp.

2. The defenders of the fort believed it to be ________________ until they saw the enemy streaming through the smashed front gate and climbing over its walls.

3. The officer let out a bugle cry to ________________ the troops into formation to face the enemy.

4. With no neighboring farms nearby, the farmhouse sat alone, a solitary ________________ in the countryside.

5. The team was upset enough about losing to their rival, but when they read the article criticizing them in the school paper it was especially ________________.

6. Paul studied the history of Native Americans in the United States and was outraged to learn that European settlers would ________________ the native population through war to claim their land.

7. While some students enjoyed a(n) ________________ from schoolwork during the summer, Imir signed up for a summer course in advanced algebra so he could take pre-calculus in the fall.

8. Even though Louis whined about his sister tagging along, his sister was ________________ determined to follow him so she would not miss out on any of the fun.

9. After sailing through storm-tossed seas, the sailors were happy to reach a safe ________________ in the tranquil harbor.

10. Her face ________________ with rage, Wanda demanded to know who had lost the folder containing her history project.
Literary Terms Review

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Exercise: Sentence Completion

Complete the sentences by filling in each blank with a literary term from the list below. Do not use any term more than once.

antihero  conflict  irony  protagonist
character  crisis  metaphor  Realism
characterization  description  narrator  suspense
cliché  foreshadowing  point of view  symbol

EX. *The Red Badge of Courage* is told from the third-person ___ point of view ___.

1. When Henry describes war as if it were a blood-thirsty god, this is an example of a figure of speech called a(n) _______________________.

2. When Henry runs from battle and abandons the tattered man to die alone, he shows the qualities of a(n) _______________________.

3. Henry's inner struggle between his fear of battle and his desire to become a hero in war is an example of a(n) _______________________.

4. The image of the sun pushing through the dark clouds at the end of the novel is an example of a(n) _______________________.

5. Henry Fleming is the ________________________ of *The Red Badge of Courage*, and the action of the novel is centered on his experiences.

6. Both the regiment and the individual soldiers fleeing from battle are examples of ______________________ because soon after Henry does the same thing.

7. When Crane describes the sights and sounds of battle, including all the gruesome and terrifying details, his writing can be considered an example of ______________________ because it seems true to life.

8. When the officer says that many of the soldiers from the 304th regiment will not survive the dangerous mission they are about to undertake, this creates ______________________ for the reader.

9. The tattered soldier can be seen as a(n) ______________________ of Henry’s guilty conscience.

10. When Henry wishes that the Union army will lose the battle so his desertion won’t be questioned and then he is filled with horror when his wish comes true and Union regiments flee in panic, this can be considered an example of _______________________.

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Vocabulary and Literary Terms

**Vocabulary Worksheet, Chapters 1–10**

1. paean  
2. respite  
3. rally  
4. doggedly  
5. trepidation  
6. pilfer  
7. altercation  
8. flout  
9. derision  
10. intricate

**Vocabulary Worksheet, Chapters 12–20**

1. ominously  
2. prostrate  
3. consign  
4. blatant  
5. languid  
6. edifice(s)  
7. imperious  
8. wrath  
9. tantalize  
10. consternation

**Cumulative Vocabulary Exam**

1. adroitly  
2. impregnable  
3. rally  
4. edifice  
5. galling  
6. annihilate  
7. respite  
8. doggedly  
9. haven  
10. livid

**Literary Terms Worksheet**

1. metaphor  
2. antihero  
3. conflict  
4. cliché  
5. protagonist  
6. foreshadowing  
7. Realism  
8. suspense  
9. symbol  
10. irony
Multiple Choice (25 points total)
On the line provided, write the letter of the best answer.

_____ 1. When Henry Fleming (the youth) announces he has enlisted in the army, his mother gives him all the following pieces of advice except _____.
   a. “Don’t go a-thinkin’ you can lick the hull rebel army at the start, because yeh can’t.”
   b. “Allus remember if yeh don’t fight wi’ the best of ‘em, you’ll be a shame upon us. Better yeh never return, Henry.”
   c. “An’ allus be careful an’ choose yer comp’ny. There’s lots of bad men in the army, Henry. The army makes ‘em wild, and they like nothing better than the job of leading off a young feller like you.”
   d. “Yeh must never do no shirking, child, on my account. If so be a time comes when yeh have to be kilt or do a mean thing, why Henry, don’t think of anything ‘cept what’s right.”

_____ 2. The reason that Henry spends time alone in the first few chapters of the novel is _____.
   a. he has few friends among the other soldiers and feels left out from their comradeship
   b. he is resting to heal an injury received in battle
   c. he is busy writing about his experiences about the army in letters to home
   d. he is trying to determine whether he will run from battle

_____ 3. When Wilson (the loud soldier) tells Henry that he is a “gone coon” and that he wants Henry to “take these here things—to—my—folks,” Wilson reveals _____.
   a. that he shares Henry’s fears
   b. that his own death has been foreshadowed
   c. that he is not as brave as he pretended to be
   d. both a and c

_____ 4. In this novel, Crane makes use of a technique called foreshadowing. Of the following passages, the one that most clearly foreshadows an event that takes place in the novel is _____.
   a. “The composite monster which had caused the other troops to flee had not then appeared. . . . he [Henry] thought he might very likely run better than the best of them.”
   b. “But awake he had regarded battles as the crimson blotches on the pages of the past.”
   c. “The swift thought came to him that the generals did not know what they were about. It was all a trap.”
   d. “A shell screaming like a storm banshee went over the huddled heads of the reserves. It landed in the grove, and exploding redly flung the brown earth. There was a little shower of pine needles.”
Exam

The Red Badge of Courage

5. The following description of Henry's mother is an example of_____. "She had certain ways of expression that told him that her statements on the subject came from a deep conviction."
   a. Realism
   b. suspense
   c. characterization
   d. irony

6. After his first battle, Henry thinks the fighting is over. When he sees the enemy charging again, he_____.
   a. is filled with discouragement and physical exhaustion
   b. exaggerates the endurance, skill, and valor of the enemy
   c. drops his gun and runs
   d. all of the above

7. The following lines best sum up Henry's feelings soon after he has run from battle and learns that his regiment was not destroyed:_____.
   a. "The youth cringed as if discovered in a crime. By heavens, they had won after all! The imbecile lines had remained and become victors."
   b. "It seemed that nature could not be quite ready to kill him."
   c. "Swift pictures of himself, apart, yet in himself, came to him—a blue desperate figure leading lurid charges with one knee forward and a broken blade high—a blue determined figure standing before a crimson and steel assault, getting calmly killed on a high place before the eyes of all."
   d. "By this struggle he had overcome obstacles he had admitted to be mountains. They had fallen like paper peaks, and he was now what he called a hero."

8. Henry finds a corpse in a setting in the woods that is described metaphorically as if it were a_____.
   a. sarcophagus, or vault, where bodies are laid to rest
   b. chapel
   c. bloody battlefield
   d. spring meadow

9. Henry sees all the following wounded men except_____.
   a. a tattered soldier who has been wounded in the head and arm and who tries to befriend Henry
   b. a man who hops with a shoeful of blood, laughing hysterically
   c. his friend Wilson (the loud soldier)
   d. a man who sings the nursery rhyme "A Pocket Full Of Sixpence," but who replaces the words to describe dead men and bullets
10. The fact that Henry longs for a red badge of courage to prove his bravery in battle and overcome his shame about running and that soon thereafter he is injured by a fellow soldier running in panic from battle is an example of_____.
   a. conflict
   b. irony
   c. Realism
   d. suspense

11. The reason Henry abandons the tattered man to die is_____.
   a. the tattered man’s questions about Henry’s supposed wound make Henry feel even more ashamed of himself
   b. Henry has just seen a friend die and does not want to witness anyone else he knows dying
   c. The tattered man’s whining manner and his clinging behavior annoy Henry
   d. both a and b

12. Henry’s decision to leave the tattered man makes it possible to describe him as_____.
   a. a protagonist
   b. a symbol
   c. an antihero
   d. both a and c

13. After Henry is injured he is helped by a soldier with a cheery voice who seems magical to Henry because_____.
   a. he is able to make his way through the tangled forest and past guards and other obstacles with ease
   b. Henry never discovers his name
   c. he is much kinder to wounded soldiers than Henry himself was
   d. Henry never sees his face

14. Of the following actions, the one that best reveals that Wilson’s character has changed is_____.
   a. he gets Henry food, coffee, and a place to sleep when he is injured
   b. he attempts to break up a fight between men in the regiment
   c. he admits that he acted foolishly earlier that day
   d. all of the above
Exam  

The Red Badge of Courage

______ 15. Of the following lines, the best example of irony is_____.  
a. “He remembered how some of the men had run from the battle. As he  
recalled their terror-struck faces he felt a scorn for them. They had  
surely been more fleet and more wild than was absolutely necessary.  
They were weak mortals. As for himself, he had fled with discretion and  
dignity.”
b. “He felt that he was regarding a procession of chosen beings. The separa-  
tion was as great to him as if they had marched with weapons of  
flame and banners of sunlight. He could never be like them. He could  
have wept in his longings.”
c. “A moral vindication was regarded by the youth as a very important  
thing. Without salve, he could not, he thought, wear the sore badge of  
his dishonor through life.”
d. both a and c

______ 16. Before facing battle on the second day, Wilson says that the loss of the previous day was due to luck. Henry blames it on_____.  
a. the cowardice of the soldiers  
b. the inexperience of the soldiers  
c. the fact that the enemy is unstoppable  
d. the general’s poor management of his army

______ 17. The other soldiers first start thinking of Henry as a “wild cat” and a bold war hero when_____.  
a. he keeps firing at the enemy long after the battlefield is empty  
b. he carries the flag for his regiment  
c. he captures the flag of an enemy regiment  
d. both b and c

______ 18. When trying to find water for the men’s canteens, Henry and Wilson overhear the general and an officer discussing_____.  
a. how the soldiers of the 304th regiment fight like mule drivers  
b. a dangerous mission that the 304th regiment will be asked to undertake  
c. How Henry and Wilson are the bravest soldiers in the 304th regiment  
d. both a and b

______ 19. When in the charge against the enemy Henry rushes to take the regimental flag from the dead color-bearer, he thinks of the flag as if it were_____.  
a. a bloody and terrible symbol of all the men who have died  
b. a gleaming medal for brave conduct he must attain  
c. a woman, who hates and loves and whose voice is his own hopes  
d. a red badge of courage
20. When Henry believes that his regiment will not survive the charge against the enemy, what most upsets him is that_____.
a. he will never see the girl who seemed sorry to see him leave from back home again
b. he will never be able to impress people in his town with his stories of war
c. the officer who called them mule drivers will never feel sorry for insulting the regiment’s skill in battle
d. he never got to experience the glorious sensation of victory in battle

21. After Henry and the rest of the regiment survive the dangerous charge against the enemy, Henry is surprised when_____.
a. a regiment full of veterans makes fun of them
b. an officer gets angry with the colonel of their regiment and calls the regiment a bunch of mud diggers
c. he realizes that they didn’t actually cover that much distance and that the fight didn’t last as long as he thought it had
d. all of the above

22. According to one of the soldiers, the colonel says that Henry and Wilson_____.
a. are “a lot of mud diggers”
b. should have charged farther to support Whiterside’s regiment
c. deserve to be made major-generals
d. seem too young to fight in war

23. The last fight the 304th regiment takes part in is a victory because_____.
a. they drive back the enemy
b. Wilson captures the enemy’s flag
c. the regiment captures four enemy soldiers
d. all of the above

24. The thought that “haunts” Henry andfills him with the most shame after the last battle is that_____.
a. he abandoned the tattered soldier
b. he ran from battle
c. he lied and said he was wounded in battle
d. he saw his friend, the tall soldier, die

25. At the end of the novel, Henry looks forward to_____.
a. impressing people with his stories of being a war hero
b. experiencing peace
c. being forgiven by the tattered man one day
d. the Union forces triumphing over the Confederacy
Exam

**The Red Badge of Courage**

Matching (10 points total)

On the line provided, write the letter of the best answer.

_____ 1. Henry Fleming  
_____ 2. “The shells . . . looked to be strange war flowers bursting into fierce blooms.”  
_____ 3. The struggle between the two opposing armies can be described as an external _____.  
_____ 4. A central character who lacks many of the qualities associated with heroes  
_____ 5. When Crane describes the officers discussing how many soldiers of the 304th will likely die in carrying out orders, this builds _____.  
_____ 6. This soldier’s death has a strong emotional effect on Henry.  
_____ 7. This character is always eager for battle even though he is shot in the hand when the regiment sees their first fighting.  
_____ 8. “That girl is stubborn as a mule.”  
_____ 9. This character can be seen as a symbol of Henry’s guilty conscience.  
_____ 10. “A dead soldier was stretched with his face hidden in his arm. Farther off there was a group of four or five corpses keeping mournful company.”

Vocabulary (5 points total)

Complete the sentences by filling in each blank with a word from the list below. Do not use any word more than once.

altercation  doggedly  livid  tantalize  derision  edifice  pilfer  trepidation

EX. The flames of the burning building lit up the evening sky with _livid_ colors.

1. The library is such a solid, well-built ____________ that it has survived two tornadoes and a flash flood with only minimal damage.
2. Before beginning to play the piano in the recital, Juan felt ________________, but his fingers knew all the notes of the Chopin piece and soon his fear melted away.
3. For a time we were afraid that the verbal disagreement between the two students would erupt in a physical ________________.
The Red Badge of Courage

4. The detective knew an unwatched store counter would be too much temptation for the crook, who fell into the detective’s trap when he began to __________________________ items.

5. When you learn about the different cultures of other peoples do you react with an open mind and acceptance or with a closed mind and _______________________?

Short Answer (2 points each)
Answer the following questions on your own paper.

1. What question does the tattered soldier ask Henry, and why does this question upset him?
2. What disappoints Henry about his mother’s reaction when he announces that he has enlisted in the army?
3. What is unusual about the manner in which Henry’s friend the tall soldier dies and what emotions does his death produce in Henry?
4. In what way is Henry injured? How does Henry later say he got the wound? How do his fellow soldiers treat him after he is injured?
5. What does Wilson (the loud soldier) reveal to Henry just before they are about to take part in their first battle? How do you think Henry feels about this revelation?

Short Essay (10 points each)
On a separate sheet of paper, write brief essays answering two of the following questions.

1. In what way do Henry’s thoughts about war at the end of the novel compare and contrast with his thoughts about war at the beginning of the novel? What do you see as some of the key events that helped to change his thoughts about war?
2. Toward the end of the novel, Crane writes of Henry Fleming, “He was a man.” In what ways is this a story about growing up? What evidence of Henry growing up do you see in the novel?
3. Is The Red Badge of Courage an antiwar book? Can you read anything of Crane’s own thoughts or attitudes about war in his realistic descriptions of it? Explain why you feel the way you do, and be sure to cite evidence from the novel to support your opinion.

Long Essay (30 points each)
On a separate sheet of paper, write an essay answering one of the following questions.

1. Based on what you have learned about Henry Fleming in this novel, explain whether you would consider him to be a hero. Be sure to cite examples from the novel as evidence to support your position.
2. Explain the significance of the novel’s title, The Red Badge of Courage. What is a red badge of courage and what role does this idea play in the novel and in the development of the character of Henry Fleming?
Exam Answer Key

The Red Badge of Courage

Multiple Choice (25 points total)

2. d  7. a  12. c  17. a  22. c
3. d  8. b  13. a  18. c  23. d
4. a  9. c  14. d  19. c  24. a
5. c  10. b  15. a  20. c  25. b

Matching (10 points total)

1. f  3. e  5. g  7. h  9. i
2. a  4. j  6. b  8. d  10. c

Vocabulary (5 points total)

1. edifice  3. altercation  5. derision
2. trepidation  4. pilfer

Short Answer (2 points each)

1. The tattered soldier asks Henry more than once about his supposed injuries. This question upsets Henry because it forces him to think about his own cowardly act in running from battle and pretending to be one of the injured soldiers.

2. Henry is disappointed because his mother continues to peel potatoes and doesn’t give him the heroic advice to return “with his shield or on it.” Instead, she gives him sensible advice about not being overconfident in battle, about his socks and shirts, and about steering clear of bad company.

3. Students should note that Jim Conklin’s great strength, which allows him to run so quickly even though he is near death, is unusual. Also unusual are the way he becomes strange and animal-like in his understanding and the way he tries to meet his death at a particular rendezvous point. Jim’s death fills Henry with extreme grief and rage, as evidenced by his desire to give an angry speech and his shaking his fist at a red sun.

4. Henry is injured when he tries to stop a Union soldier fleeing in panic from battle to ask the soldier what has happened. Henry grabs hold of the soldier’s gun to stop him from running, and the soldier bashes Henry over the head with it. Henry says he was shot in the head while fighting alongside another regiment. Henry’s fellow soldiers treat him kindly and compassionately after he returns injured to his regimental camp. They tend to his needs kindly and even seem to admire him for supposedly getting a wound in battle.

5. Wilson reveals that he is not as confident as he seems—he says that he feels he will die in the battle about to take place and gives Henry a packet of letters to be delivered to his family upon his death. Students may say that Henry probably feels somewhat relieved to learn that he is not alone in his fears.
The Red Badge of Courage

Short Essay (10 points each)

Responses will vary. Possible responses are given. Students should answer two of the short essay prompts.

1. Students may say that Henry Fleming gains a more mature understanding of the horrors and difficulties of war throughout the course of the novel. At the beginning of the novel, Henry’s thoughts about war are naive and inexperienced—they are based only on romantic tales about war and army propaganda. He thinks of war in two ways—as a romantic and heroic struggle and as a remnant of a bygone era, something that his society has outgrown. Throughout the novel, Henry gains first-hand experience with war. He not only sees strangers killed and maimed in horrible ways, but he sees a friend die. He experiences the fear and panic that lead to cowardly acts and desertion as well as the selflessness and recklessness that help to make people view a soldier as a hero. By the end of the novel, he feels that he is a survivor of an experience that has forever altered him and looks forward to peace. He looks back on his former ideas about war with scorn.

2. Students may say that even though the action of the story takes only two days, Henry’s experiences in this time are vivid and dramatic enough to make him grow up emotionally. At the beginning of the novel he is naive and inexperienced about war and death, but by the end of the novel he has a deeper and more mature understanding of both. Students may also say that Henry grows up because he is forced to overcome his own fears and selfishness to become what other people call a hero. Meanwhile, he also has to reconcile himself to his own character flaws—his cowardice in running from battle and his selfish cruelty toward the tattered soldier—in order to put his experiences into perspective. The ability to see himself as a whole and imperfect individual, rather than a one-dimensional hero is probably the experience that most signifies that he has become an adult.

3. Some students will state as their thesis that Crane’s realistic and brutal descriptions reveal an antiwar focus; other will say that Crane is merely acting as a reporter in describing war realistically rather than revealing his personal views. Students who say that the book has an antiwar focus may cite as evidence the gruesome depiction of the dead and dying (the soldier in the woods and Jim Conklin) as well as the strong emotional reactions these scenes produce in Henry. Students who say that Crane is merely acting as a reporter may note that the narrator of the story never states an opinion on the actions he sees; students who state that this is an antiwar book may say that Crane’s sentiments are implicit in Henry’s reactions to the experiences of war.
Long Essay (30 points each)

Responses will vary. Possible responses are given. Students should answer one of the long essay prompts.

1. Some students will say that Henry is indeed a hero. These students should point to Henry overcoming his fears of battle to be able to fight selflessly for the regiment’s honor. These students should point to evidence of Henry’s heroic behavior in battle, including urging on the other man and carrying the regimental flag. Students should also note that Henry’s growing up itself can be considered heroic. Other students may say that Henry is no hero, even though his fellow soldiers may consider him to be one. These students should point out that others only began to consider Henry a hero after he received a wound that he claims was a mark of his courage in battle, even though in actuality it was given by a fellow Union soldier who was fleeing in panic. These students may point to Henry’s fleeing from battle, his selfish attempts to justify his decision to run, and his cruelty toward the tattered soldier as evidence that he is not heroic. The students should also draw a distinction between Henry’s outward actions and his more selfish and cowardly private thoughts.

2. Students should recognize that a red badge is a wound received in battle. Early in the novel, Henry longs for one as a proof of bravery to soothe his guilt and shame over his own cowardly actions. Henry’s wish is then fulfilled in a sense because he is wounded, but he only has a red badge of courage outwardly, in the physical sign of his injury. He has not earned this wound in battle, as a merit of his courage, because the wound was inflicted by another soldier who fled in as much terror as Henry did from battle. Inwardly, Henry’s “red badge of courage” may be an ironic reminder of his own cowardice. It serves as a red badge of courage in the way that his fellow soldiers now view him with more sympathy and admiration. Henry then is forced to act bravely to live up to the false reputation he has created for himself. Throughout the novel, Henry strives to prove that he is a courageous person, worthy of wearing a red badge of courage.
Evaluation Forms
## Writing Process

### Prewriting

In prewriting I used
- [ ] freewriting
- [ ] imagining or role playing
- [ ] interviewing
- [ ] research
- [ ] graphic devices
- [ ] discussion
- [ ] asking questions
- [ ] observing and recalling
- [ ] other (explain)

The prewriting technique that was most successful for me was __________________________

Other prewriting techniques that I would like to try are __________________________

The prewriting technique that I would like to improve is __________________________

### Planning

In planning I
- [ ] made an outline
- [ ] decided on a specific audience
- [ ] decided on a specific purpose
- [ ] decided on a specific topic
- [ ] revised my initial writing plan
- [ ] decided on a mode of writing

The planning technique that was most successful for me was __________________________

Other planning techniques that I would like to try are __________________________

### Drafting

In drafting I worked on
- [ ] writing topic sentences
- [ ] writing a conclusion
- [ ] achieving unity
- [ ] writing a thesis statement
- [ ] writing transitions
- [ ] other (explain)
- [ ] writing an introduction
- [ ] using supporting details

The drafting skill that was most successful for me was __________________________

Other drafting skills that I would like to try are __________________________

The drafting skill that I would like to improve is __________________________

### Editing

In editing my draft I worked on
- [ ] writing or revising an introduction
- [ ] proofreading
- [ ] using vivid words and details
- [ ] writing or revising a conclusion
- [ ] revising for clarity
- [ ] other (explain)
- [ ] revising for coherence
- [ ] revising for unity

The editing skill that was most successful for me was __________________________

Other editing skills that I would like to try are __________________________

The editing skill that I would like to improve is __________________________
# Writing Plan

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<thead>
<tr>
<th>TOPIC</th>
<th>CIRCLE ONE</th>
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<tr>
<td>The topic is clear and can be treated well in the available space.</td>
<td>1</td>
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<tr>
<td>COMMENTS:</td>
<td>2</td>
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<tr>
<td></td>
<td>3</td>
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<td></td>
<td>4</td>
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**COMMENTS:**

<table>
<thead>
<tr>
<th>PURPOSE</th>
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<tbody>
<tr>
<td>The writer’s purpose is clear, and the writer achieves his or her purpose.</td>
</tr>
<tr>
<td>COMMENTS:</td>
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<tr>
<td></td>
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<td></td>
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**COMMENTS:**

<table>
<thead>
<tr>
<th>AUDIENCE</th>
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<tbody>
<tr>
<td>The language used and the complexity of the treatment of the subject are appropriate to the audience and occasion for which the writing was done.</td>
</tr>
<tr>
<td>COMMENTS:</td>
</tr>
<tr>
<td></td>
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**COMMENTS:**

<table>
<thead>
<tr>
<th>FORM</th>
</tr>
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<tbody>
<tr>
<td>The form chosen is appropriate, and the writer has observed the conventions of the form chosen.</td>
</tr>
<tr>
<td>COMMENTS:</td>
</tr>
<tr>
<td></td>
</tr>
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**COMMENTS:**

<table>
<thead>
<tr>
<th>MODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The writing makes use of appropriate modes (narration, dialogue, description, and various kinds of exposition such as analysis or comparison and contrast), and the writer has handled these modes well.</td>
</tr>
<tr>
<td>COMMENTS:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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**COMMENTS:**

<table>
<thead>
<tr>
<th>TOTAL</th>
</tr>
</thead>
</table>

**Key:** 1 = needs substantial improvement  2 = needs improvement  3 = good  4 = outstanding

**STUDENT’S SIGNATURE**

**PEER EVALUATOR’S SIGNATURE**

**TEACHER’S SIGNATURE**
Title ___________________________________________________________

Purpose or aim of writing ____________________________________________

I chose this topic because __________________________________________

The form of the writing is __________________________________________

I chose this form because __________________________________________

My thesis or theme is ______________________________________________

My intended audience is ____________________________________________

The principle of organization that I used is ______________________________

The type of support or evidence that I used is ____________________________

The type of introduction that I used is _________________________________

The type of conclusion that I used is _________________________________
**Compositions/Reports**

Assign a score from 1 to 10, 1 being the worst and 10 being the best.

<table>
<thead>
<tr>
<th><strong>EVALUATION CRITERIA</strong></th>
<th><strong>SCORE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The paper contains an introduction that grabs the attention of the reader.</td>
<td></td>
</tr>
<tr>
<td>B. The paper contains an introduction that presents the main idea or thesis of the paper.</td>
<td></td>
</tr>
<tr>
<td>C. The body of the paper contains paragraphs that support and develop the main idea.</td>
<td></td>
</tr>
<tr>
<td>D. Each paragraph develops a single main idea or serves a single main function.</td>
<td></td>
</tr>
<tr>
<td>E. The writer has used transitions effectively to connect the paragraphs of the paper.</td>
<td></td>
</tr>
<tr>
<td>F. The writer has used transitions effectively to connect ideas within paragraphs.</td>
<td></td>
</tr>
<tr>
<td>G. The paragraphs in the body of the paper are organized in a logical manner.</td>
<td></td>
</tr>
<tr>
<td>H. The paper contains a conclusion that gives the reader a satisfactory sense of an ending by summarizing the main points of the paper or by some other means.</td>
<td></td>
</tr>
<tr>
<td>I. Source materials used in the paper have been clearly documented to avoid plagiarism.</td>
<td></td>
</tr>
<tr>
<td>J. The writer has prepared the paper using proper manuscript form.</td>
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**TOTAL**
# Evaluation Form

## Analytic Scale

### CONTENT / UNITY

<table>
<thead>
<tr>
<th>Item</th>
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<th>Comments</th>
<th>Scores</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>A.</td>
<td>Develops a single main idea or creates a single dominant effect</td>
<td></td>
<td>1 2 3 4</td>
<td>$\times 4 = $</td>
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<tr>
<td>B.</td>
<td>Contains only necessary or relevant ideas or information</td>
<td></td>
<td>1 2 3 4</td>
<td>$\times 4 = $</td>
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</table>

### ORGANIZATION / COHERENCE

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<tr>
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<th>Scores</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>C.</td>
<td>Is organized in a logical or sensible manner</td>
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<td>1 2 3 4</td>
<td>$\times 4 = $</td>
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<tr>
<td>D.</td>
<td>Uses transitions effectively to connect ideas</td>
<td></td>
<td>1 2 3 4</td>
<td>$\times 4 = $</td>
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### LANGUAGE / STYLE

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<tr>
<th>Item</th>
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<th>Comments</th>
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<tbody>
<tr>
<td>E.</td>
<td>Uses language appropriate to the audience and occasion</td>
<td></td>
<td>1 2 3 4</td>
<td>$\times 2 = $</td>
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<tr>
<td>F.</td>
<td>Uses vivid, precise nouns, verbs, and modifiers</td>
<td></td>
<td>1 2 3 4</td>
<td>$\times 2 = $</td>
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</table>

### CONVENTIONS

<table>
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<tr>
<th>Item</th>
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<th>Scores</th>
<th>Total</th>
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<tbody>
<tr>
<td>G.</td>
<td>Avoids spelling errors</td>
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<td>1 2 3 4</td>
<td>$\times 1 = $</td>
</tr>
<tr>
<td>H.</td>
<td>Avoids grammar errors</td>
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<td>1 2 3 4</td>
<td>$\times 1 = $</td>
</tr>
<tr>
<td>I.</td>
<td>Avoids usage errors</td>
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<td>1 2 3 4</td>
<td>$\times 1 = $</td>
</tr>
<tr>
<td>J.</td>
<td>Avoids punctuation and capitalization errors</td>
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<td>1 2 3 4</td>
<td>$\times 1 = $</td>
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<tr>
<td>K.</td>
<td>Avoids errors in manuscript form</td>
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<td>1 2 3 4</td>
<td>$\times 1 = $</td>
</tr>
</tbody>
</table>

### TOTAL

Key: 1 = needs substantial improvement  2 = needs improvement  3 = good  4 = outstanding

---

STUDENT’S SIGNATURE ________________________________________________

PEER EVALUATOR’S SIGNATURE _________________________________________

TEACHER’S SIGNATURE _______________________________________________
# Holistic Response

## Content and Coherence

The writing
- does not develop a single main idea or create a single dominant effect
- contains irrelevant ideas
- is not organized logically
- does not use transitions effectively
- uses language inappropriate for the audience and occasion
- does not use vivid, precise nouns, verbs, and modifiers

(Circle one.)

1 2 3 4 5 6 7 8 9 10

×7 = ______

The writing
- develops a single main idea or creates a single dominant effect
- contains only relevant ideas
- is organized logically
- uses transitions effectively
- uses language appropriate to the audience and occasion
- uses vivid, precise nouns, verbs, and modifiers

(Circle one.)

1 2 3 4 5 6 7 8 9 10

×3 = ______

## Conventions

The writer
- makes errors in spelling
- makes errors in grammar
- makes errors in usage
- makes errors in punctuation
- does not follow proper manuscript form

(Circle one.)

1 2 3 4 5 6 7 8 9 10

×3 = ______

The writer
- uses proper spelling
- uses good grammar
- avoids errors in usage
- uses proper punctuation and capitalization
- follows proper manuscript form

## Content and Coherence + Conventions = Total

- [ ]
- [ ]

What I like most about this work is

________________________________________________________________________

What I like least about this work is

________________________________________________________________________

What I would do to improve this work is

________________________________________________________________________

________________________________________________________________________

STUDENT’S SIGNATURE

________________________________________________________________________

PEER EVALUATOR’S SIGNATURE

________________________________________________________________________

TEACHER’S SIGNATURE
Evaluation Form

Writing: Revising and Proofreading Checklists

Revision Checklist: Content and Unity

1. Does the writing achieve its purpose?
2. Are the main ideas related to the thesis statement?
3. Are the main ideas clearly stated and supported by details?

Revision Checklist: Organization and Coherence

1. Are the ideas arranged in a logical order?
2. Do transitions connect ideas to one another both within and between paragraphs?

Revision Checklist: Voice and Style

1. Is the voice—the tone, word choice, and perspective of the writing—authentic? Is it consistent?
2. Is the level of language appropriate to the audience and purpose?
3. Is the mood appropriate to the purpose and form of the writing?

Proofreading Checklist

| Spelling | • Are all words, including names, spelled correctly? |
| Grammar  | • Does each verb agree in number with its subject? |
|          | • Are verb tenses consistent and correct? |
|          | • Are irregular verbs formed correctly? |
|          | • Is the referent of each pronoun clear? |
|          | • Does every pronoun agree with its antecedent? |
|          | • Are subject and object forms of pronouns used correctly? |
|          | • Are there any sentence fragments or run-ons? |
|          | • Have double negatives been avoided? |
| Usage    | • Have frequently confused words, such as affect and effect, been used correctly? |
| Mechanics| • Does every sentence end with an end mark? |
|          | • Are commas, semicolons, hyphens, and dashes used correctly? |
|          | • Do all proper nouns and proper adjectives begin with capital letters? |
|          | • Has proper manuscript form been used? |
## Discussion

<table>
<thead>
<tr>
<th>PARTICIPATION</th>
<th>nearly always</th>
<th>often</th>
<th>sometimes</th>
<th>rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>shares personal experience</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>contributes relevant ideas</td>
<td>☒</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>supports statements with evidence</td>
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<td>☐</td>
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<tr>
<td>responds to others respectfully</td>
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<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>tries to understand others’ views</td>
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<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>shows willingness to change views when appropriate</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>shows willingness to clarify and defend views</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>allows others to speak</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>maintains focus on discussion</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
</tr>
</tbody>
</table>

The student’s participation has been valuable to the group in the following ways:

________________________________________________________________________

The student’s participation could be more valuable if she or he would

________________________________________________________________________

<table>
<thead>
<tr>
<th>LEADERSHIP</th>
<th>nearly always</th>
<th>often</th>
<th>sometimes</th>
<th>rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>helps the group keep on track</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>helps ensure that everyone gets a chance to speak</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>helps the group reach closure</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
</tr>
</tbody>
</table>

The student’s leadership has been valuable to the group in the following ways:

________________________________________________________________________

The student’s leadership could be more valuable if she or he would

________________________________________________________________________

<table>
<thead>
<tr>
<th>RECORD KEEPING</th>
<th>nearly always</th>
<th>often</th>
<th>sometimes</th>
<th>rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>keeps accurate records of the discussion</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

(comments) ____________________________________________

________________________________________________________________________
Evaluation Form

Project

1. Describe the goal of the project. ____________________________

Was the goal met satisfactorily? (Rate the overall success of the project on a scale from 1 to 5.)

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>not met satisfactorily</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Was the project an individual or a group effort? ______ individual     ______ group

(If the project was a group effort, rate the effectiveness of the group in each of the following areas on a scale from 1 to 5.)

a. Cooperation among group members

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>not at all cooperative</td>
<td></td>
<td></td>
<td></td>
<td>very cooperative</td>
</tr>
</tbody>
</table>

b. Leadership

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>not effective</td>
<td></td>
<td></td>
<td></td>
<td>very effective</td>
</tr>
</tbody>
</table>

c. Division of tasks

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>unfair</td>
<td></td>
<td></td>
<td></td>
<td>fair</td>
</tr>
</tbody>
</table>

d. Project organization

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>unorganized</td>
<td></td>
<td></td>
<td></td>
<td>organized</td>
</tr>
</tbody>
</table>

(If the project was an individual effort, rate the effectiveness of the effort in each of the following areas on a scale from 1 to 5.)

a. Effort

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>very little effort shown</td>
<td></td>
<td></td>
<td></td>
<td>much effort shown</td>
</tr>
</tbody>
</table>

b. Creativity

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>very little creativity shown</td>
<td></td>
<td></td>
<td></td>
<td>much creativity shown</td>
</tr>
</tbody>
</table>

c. Attention to goals

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>little attention to goals</td>
<td></td>
<td></td>
<td></td>
<td>much attention to goals</td>
</tr>
</tbody>
</table>

3. Rate the overall group or individual performance on a scale of 1 to 5 with regard to the criteria given above.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>very poor performance</td>
<td></td>
<td></td>
<td></td>
<td>outstanding performance</td>
</tr>
</tbody>
</table>

(comments) ____________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________

_____________________________________________________