

Advanced - Red Badge of Courage

Content Area: **English Language Arts**
Course(s): **Generic Course**
Time Period: **4 weeks**
Length: **Weeks**
Status: **Published**

Unit Overview

Students will examine *The Red Badge of Courage* by Stephen Crane as a historical fiction piece of literature. Students will gain a better understanding of the "coming of age" theme as they are exposed to the path of the main character's personal growth to manhood. Students will read recognize that conflicts within ourselves are a natural part of personal growth at any age in any historical era. Students will evaluate Crane's style of writing, and examine his use of literary elements with a focus on character development, persona and personality.

Transfer

Students will be able to independently use their learning to...

- Evaluate the personal context of the novel and relate to other texts and current events
- Investigate the effects of war on individuals and society.
- Identify the elements of literature
- Understand how authors infuse their opinions and ideas into their writing.

Meaning

Understandings

Students will understand...

- Events in authors' lives influence literary works
- How themes in fiction relate to current events
- Events in history become the setting for various fictional works.
- The journey from adolescence to adulthood.

Essential Questions

Students will consider...

- 1) How can literature be used to express an opinion about societal norms such as war?
- 2) How can literature serve as a vehicle for understanding oneself?
- 3) Why is it important for people to construct narratives about experiences?
- 4) How is coming of age represented in literature?

Application of Knowledge and Skill

Students will know...

Students will know...

- Plot Development
- Character Development
- Coming of Age
- Historical context of the Civil War
- allusions
- literary devices

Students will be skilled at...

Students will be skilled at...

- Reading with fluency and comprehension to critique an author's style and voice.
- Identifying and examining literary elements
- Responding to reading
- Discussing social topics while remaining tolerant of others' opinions
- identifying elements that create an author's voice.

Academic Vocabulary

- allusion
- The Civil War
- Conflicts
 - man vs. self
 - man vs. nature
 - man vs. man
- point of view
- omniscient
- structure
- stereotype
- theme
- religious imagery
- symbolism
- courage
- hero

Learning Goals

Learning Goal 1: Students will be able to analyze the development of a theme or central idea over the course of *The Red Badge of Courage* including how it emerges and is shaped and refined by specific details.

Learning Goal 2: Students will be able to analyze an author's voice and style to understand the significance of characterization.

Objective 1: Historical Context

SWBAT:

- Identify elements of historical fiction (Level 1)
 - Understand how historical events influence writers. (Level 2)
 - Understand how writers use historical events to express their opinions. (Level 4)
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LA.RL.8.1

Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

LA.RL.8.2

Determine a theme or central idea of a text and analyze its development over the

course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

LA.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LA.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LA.RL.8.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
LA.RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Objective 2 - Characterization

SWBAT:

- Comprehend literature to analyze characters focusing on personalities, relationships, motivations, and their roles within a novel.
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LA.RL.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LA.RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Objective 3 - Theme

SWBAT:

- Determine theme of text and how it develops throughout the course of the text.
 - Compare and contrast themes from this novel to other works of literature
 - Understand how the use of literary devices can help develop a theme throughout a novel.
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	supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LA.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Objective 4 - Writing

SWBAT:

Write for a variety of tasks and purposes:

- to express an idea
 - to demonstrate comprehension and critical thinking skills
 - to expand thinking about ideas presented in the novel
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LA.W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LA.W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.8.9.A	Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

Summative Assessment

- character analysis
- Comprehension Quizzes
- Tests

21st Century Life and Careers

Formative Assessment and Performance Opportunities

- Class Discussion
- Comprehension Questions
- Exit Slips
- Journal Entries
- Peer and self assessments
- Presentations
- Reading Quizzes
- Small Group Discussion
- Teacher Observation
- Think-pair-share

Differentiation/Enrichment

- Graphic Organizers
- Guided notes
- Study Guides
- Supplemental Materials

Interdisciplinary Connections

Unit Resources

- Novel
- Study guides
- Articles
- Journal Entry Topics
- Quizzes
- Tests

