

Level: Grade 7 - 9

Class Size: 20 - 25 students

Unit: Civil War – “Red Badge of Courage” Play

Time Needed: Three 40 minute sessions

Classroom Composition: General mainstream classroom including special education students.

Stage 1: Identify Desired Results

a. Enduring Understandings

- **Goal:** The students will be able to understand the concepts from a dramatic piece in connection to a particular time period.
- **Objectives:**
 - The students will read the short play version of The Red Badge of Courage.
 - The students will discuss the connection between the play and courage.
 - The students will discuss the facts of this history of the United States presented in the play, specifically the life of a Civil War soldier.
- **Connections to the Maine Learning Results**
 - English Language Arts, Grade 8 A1 (Reading - Interconnected Elements: Comprehension, Vocabulary, Alphabetics, Fluency)
 - e. “Fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation and expression.”
 - English Language Arts, Grade 8 A2 (Reading - Literary Texts)
 - a. “Analyze the effect of the qualities of a *character* on the *plot* and on the resolution of conflict.”
 - Visual and Performing Arts, Grades 6-8 B3 (Creation, Performance, and Expression - Visual Arts)

c. “Communicate a variety of ideas, feelings, and meanings.”

b. Essential Questions

- Do you think Henry joined the army for any particular reason?
- Do you think it was courageous for Henry’s mother to let him go?
- Why do you think Henry was asking Jim if he would run? Does Henry feel like *he* would run?
- Were you surprised when Henry ran? Do you think this was a courageous move? Why or why not?
- Is courage ever about being selfish?
- What about the soldiers that kept firing and holding their positions as Henry ran?
- What is a “red badge of courage?” how did Henry get this?
- Is it courageous to lie?
- On page 13, what does the Colonel mean that he can use that regiment?
- If your acts, or lack of acts, of courage mean nothing to those around you, is that important?

c. Knowledge and Skills

- Most likely the students have looked at courage in other forms.
- Students have read plays previously.

Stage 2: Determine Acceptable Evidence

d. Performance Tasks

Students will be asked to take part in both reading and discussion.

e. Quizzes, Tests, Prompts

- N/A -

f. Unprompted Evidence

The teacher will be keeping observation on those that are being sidetracked.

g. Self Assessment

Students will have a chance to ask questions to check clarification.

Stage 3: Plan Learning Experiences and Instruction

h. Sequence of Learning Experience/Instruction

1. For each day, have a thought provoking quote on the board from the play.

DAY ONE

“What if we do fight tomorrow? And what if I run...?”

DAY TWO

“I thought maybe you got yourself killed.”

DAY THREE

“I can spare them more than any other regiment.”

2. Hand out a copy of the play to each student. Quickly, and randomly, assign reading parts. If students are adamant about not reading, let them know they may pass this time, but must read next class. Preferably, have the teacher take a narrator part so that they can example the infliction of voice while reading.
3. Have fun with this! Allow students that want to get a little into character to do so.
4. After reading the specific sections, follow up with the suggestion questions.

SCENES 1 - 3

- 1• Do you think Henry joined the army for any particular reason?
- 1• Do you think it was courageous for Henry’s mother to let him go?
- 1• Why do you think Henry was asking Jim if he would run? Does Henry feel like *he* would run?
- 3• Were you surprised when Henry ran? Do you think this was a courageous move? Why or why not?

- Is courage ever about being selfish?

SCENES 4 - 7

- 4• What about the soldiers that kept firing and holding their positions as Henry ran?
- 5• What is a “red badge of courage?” how did Henry get this?
- 7• Is it courageous to lie?

SCENES 8 - 11

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- 9• On page 13, what does the Colonel mean that he can use that regiment?
 - 11• If your acts, or lack of acts, of courage mean nothing to those around you, is that important?

I. Materials and Resource

- Copies of the play “Red Badge of Courage”
- Attendance list so to know as to who has read and who will need to read during the next class.