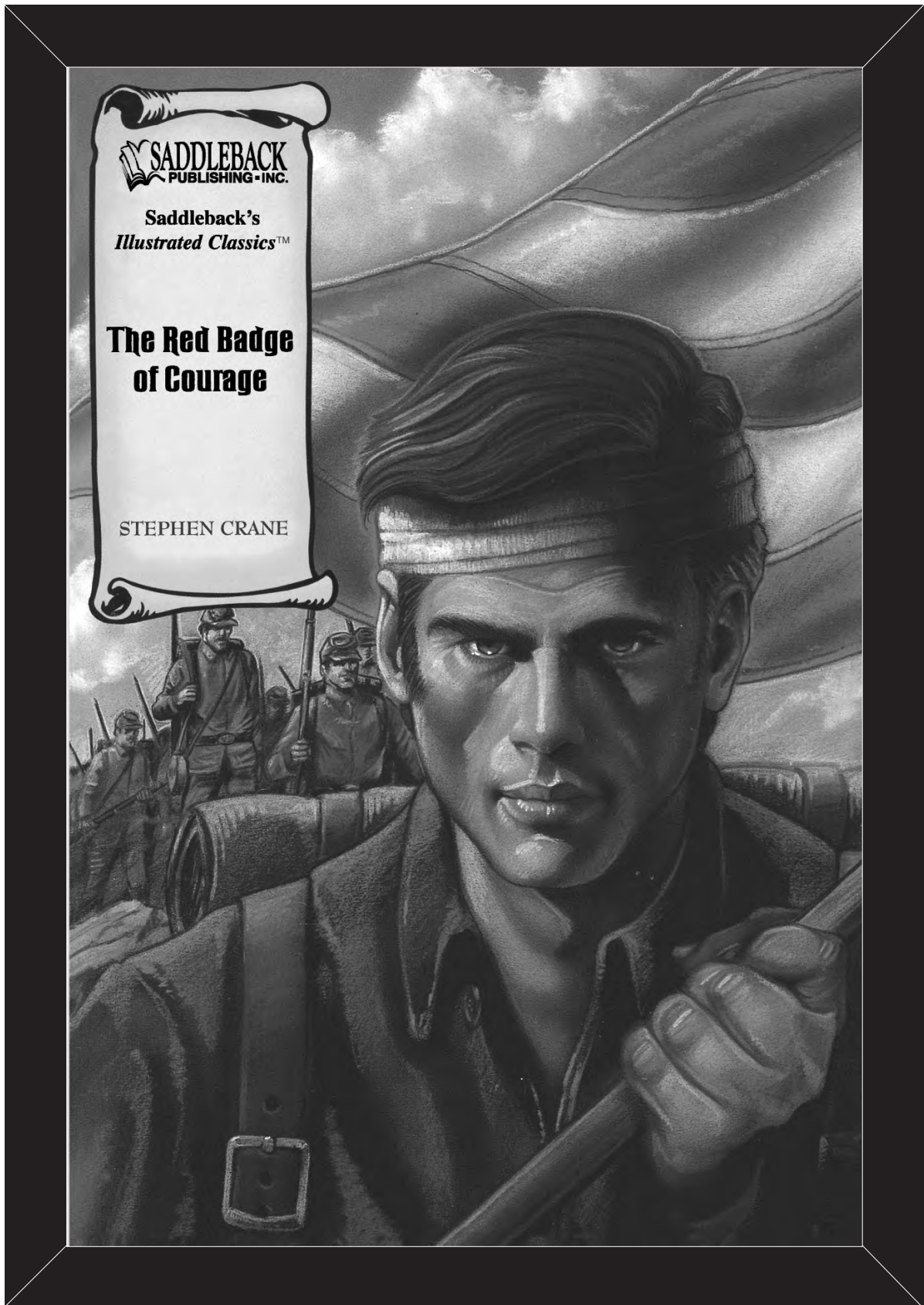


STUDY GUIDE



Saddleback's *Illustrated Classics*[™]
THE RED BADGE OF COURAGE
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NOTES TO THE TEACHER

SADDLEBACK'S ILLUSTRATED CLASSICS[™] SERIES

What better way could there be to motivate struggling readers? Here are 45 of the world's all-time greatest stories—in the form of full-color graphic novels, no less! (Check the copyright page in this guide for a complete list of titles.)

THE REPRODUCIBLE EXERCISES

The eleven reproducible exercises that support each Illustrated Classics title are ideal for use in the academically diverse classroom. All written at a sub-5.0 reading level, they are designed to be “moderately challenging” for all learners—be they on-level recreational readers, older, struggling readers in need of skills reinforcement, or native speakers of other languages who are working to improve their command of language structure.

As a whole, the exercises focus on developing the traditional skillsets that underpin reading competence. The overall goal is to reinforce and extend basic reading comprehension while using the text as a springboard for acquisition of important language arts competencies. Specific skills and concepts targeted in the exercises include: following directions, vocabulary development, recall, cause and effect, recognizing details, generalization, inference, interpreting figurative language, understanding idioms and multiple-meaning words, etc.

All students—regardless of their range of exceptionalities and markedly different experiential backgrounds—can benefit from, and even enjoy, the experience of successfully “showing what they know” via the reproducible exercises.

DIFFERENTIATING INSTRUCTION: OPTIONS AND OPPORTUNITIES

Responsive teachers have always used a variety of methods and strategies to tailor instruction to the needs of specific students. To this end, the reproducible exercises lend themselves to a variety of presentation modes. Following are some suggestions for varying your approach:

- ▶ **Pre-reading:** Before students begin to read the story, hand out copies of the *Previewing the Story* and *About the Author* exercises. You, or student volunteers, might read them aloud before eliciting answers from the class. The *Interpreting Visual Clues* exercise also lends itself to introducing the story through class discussion.
- ▶ **Assign reading buddies or small reading groups.** Students not yet able to work independently can be paired off as reading buddies who consult with and reinforce each other as they answer questions or solve the puzzles. Small groups can also be formed to cooperatively complete the exercises. If appropriate, groups can compete as teams. (“Winners” might finish first or have the most correct answers.)
- ▶ **When possible, give your students a choice of response modes.** As an alternative to working independently, allowing students to respond orally to the exercise questions may give some students a better chance to demonstrate their grasp of the material. Many students can greatly benefit by “listening to how other people think” as they explain their answers. Choice also increases the struggling student’s sense of autonomy and engagement—which in turn enhances his or her sense of competence and self-esteem.
- ▶ **Native speakers of other languages** will especially benefit from the combination of the pictorial representations in the book and the follow-up printed matter in the exercises. While maintaining different performance expectations for students at different levels, use the vocabulary exercises to help these students add to their stock of English words and phrases. Students at the intermediate to advanced levels are ideal candidates for the *Word Study* and *Language Study* exercises that deal with idioms, figures of speech, and multiple-meaning words.
- ▶ **Suggestions for lesson extensions:**
 - Write a paragraph about your favorite character.
 - Do Internet research on the author or the story’s setting.
 - Write a three-paragraph book report.
 - Use the vocabulary words as the basis for a spelling test.
 - Have students rewrite lines of dialogue in their own words.
 - Ask students to write a new title for the book.



THE RED BADGE OF COURAGE
PREVIEWING THE STORY

What's the story about? Read the summary before answering the questions below. There are no right or wrong answers. Use your imagination!



Have you ever been terribly afraid of something? All of us get frightened from time to time. Sometimes we're afraid of things because we don't know what they're going to be like. For some reason, when we don't know what to expect, we somehow expect the worst possible outcome. *The Red Badge of Courage* is about a poor young farm boy who imagines how exciting it would be to fight in the Civil War. But once he joins the army he begins to change his mind about the glories of battle. In fact, he becomes terribly afraid of what could happen to him. More than anything, Henry fears that he'll disgrace himself by being a coward and running away. As you read, imagine what you would have done in the same situation.

1. Tell about something that terrified you at one point in your life. Perhaps you were afraid of staying home alone or standing up to the taunts of a bully. What was your greatest fear about that situation?

2. Some people believe that courage is simply the absence of fear. Others say that courage is the ability to bravely face some danger or hardship *in spite* of your fear. What do *you* think? Write your opinion on the lines below.

3. The courageous acts we read about or see on TV or in movies are often spectacular physical attacks against a mighty enemy. In real life, however, our greatest calls to courage are usually private and personal. Give an example of someone who showed true courage in facing a personal problem.

4. Imagine that you are a member of America's fighting forces. What parts of that job do you think you would *like*? What parts would you *not* like?

WHAT I WOULD LIKE: _____

WHAT I WOULDN'T LIKE: _____



THE RED BADGE OF COURAGE
ABOUT THE AUTHOR

2

A. Read about the author's life on the page before the story starts. Then think about what you've read and study the statements below. Finally, write **T** for *true*, **F** for *false*, or **NM** for *not mentioned* next to each statement.

1. _____ Stephen Crane was an excellent writer of nonfiction as well as fiction.
2. _____ Stephen Crane was born and raised in the western United States.
3. _____ Crane read about foreign places, but he never traveled out of the United States.
4. _____ Crane was not considered an important literary figure until many years after his death.
5. _____ Crane's most admired literary work is a short story called "The Open Boat."
6. _____ *The Red Badge of Courage* was published in 1895.
7. _____ After their ship went down, Crane and his fellow passengers had to wait four days to be rescued.
8. _____ Crane based the battle scenes in *The Red Badge of Courage* on his own experiences in the military.
9. _____ For one who died so young, Crane had produced a large body of work.
10. _____ Stephen Crane was born in 1871.

B. Circle a letter to show the meaning of each **boldface** word.

1. Someone who works as a **journalist**
 - a. writes for a newspaper called *The Journal*
 - b. writes in a journal every day.
 - c. gathers and reports the news.
2. A reporter who's on assignment as a **war correspondent**
 - a. writes letters to newspapers.
 - b. sends war news from the battlefield.
 - c. has soldiers write his or her stories.
3. A writer whose work is called **pioneering** has
 - a. created new ways to tell a story
 - b. written about the Old West.
 - c. earned more money than earlier writers.



THE RED BADGE OF COURAGE
INTERPRETING VISUAL CLUES

In illustrated novels, you learn about what happens by studying the pictures as well as by reading the words.

In your book, turn to the referenced page and study the picture indicated. Then circle a letter to answer the question or complete the sentence.

1. **Page 11—top of page.** From the details in the picture you can tell that Henry's hometown friends
 - a. think he's too young to join the army.
 - b. admire how Henry looks in his uniform.
 - c. want to join the army, too.
2. **Page 12—bottom of page.** What detail does the artist use to show how cold it is outdoors at night?
 - a. There is snow on the ground.
 - b. The men are wrapped in blankets.
 - c. The wind is blowing out the fire.
3. **Page 15.** Which details in the drawing show you that this story takes place more than 100 years ago?
 - a. officers on horseback, old-fashioned uniforms
 - b. soldiers on foot, officers riding
 - c. man carrying a flag, others carrying guns
4. **Page 28—bottom righthand side.** What detail does the artist use to convey Henry's horror at coming across a dead soldier?
 - a. The dead man is very bloody.
 - b. The dead man is younger than Henry.
 - c. The dead man seems to be looking at Henry.
5. **Page 46—bottom of page.** The images used to show Henry's thoughts are meant to represent his
 - a. regrets about the past.
 - b. dreams of going back home.
 - c. fears of being called a coward.
6. **Page 58.** Among the many details in this illustration you can see that the weapons the Yankees used were
 - a. rifles, pistols, bayonets and swords.
 - b. grenades, knives, bombs, and daggers.
 - c. clubs, whips, bows and arrows.
7. **Page 60—top of page.** What details does the artist use to show that the Yankees had just won a battle?
 - a. The men are cheering, throwing hats in the air.
 - b. The general and the colonel are smiling.
 - c. The Rebels are all wounded.