

<p>WV CCRS</p>	<p>ELA.10.17 Analyze and defend influential U.S. documents of historical and literary significance (e.g. Roosevelt’s Four Freedoms speech or King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p> <p>ELA.10.18 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, independently and proficiently, at the high end of the grade 9-10 text complexity range.</p> <p>ELA.10.19 By the end of the year, read and comprehend nonfiction and other informational texts, independently and proficiently, at the high end of the grade 9-10 text complexity range.</p> <p>ELA.10.38 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>ELA.10.39 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • Use context (e.g., the overall meaning of a sentence, paragraph or text or a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. • Consult general and specialized reference materials (e.g., dictionaries, glossaries, and/or thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology. • Verify the initial determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<p>Learning Goals</p>	<p>By the end of the week students will:</p> <ul style="list-style-type: none"> ○ demonstrate understand of elements of 19th century American Literature ○ connect readings to their personal experiences. ○ construct real and imagined narratives.
<p>Readings</p>	<p><i>The Red Badge of Courage</i> by Stephen Crane</p>
<p>Tasks</p>	<p>Day 17-18 <i>The Red Badge of Courage</i> Chapters 19-21 Enjoy reading and engaging in a thoughtful internal dialog with yourself as you read.</p> <p>Day 19-20 <i>The Red Badge of Courage</i> Chapters 22-24 Enjoy reading and engaging in a thoughtful internal dialog with yourself as you read.</p> <p>Day 21 Final Activities for <i>The Red Badge of Courage</i> Complete the following tasks</p> <ol style="list-style-type: none"> 1. Theme II: Short Personal Narrative (see attached handout) 2. Wrap Up w/Plot: Henry’s Post-War Narrative (see attached handout) <p>Checklist</p> <ul style="list-style-type: none"> ○ Finish Reading ○ Theme II: Short Personal Narrative ○ Plot: Henry's Post War Narrative
<p>Additional Materials</p>	<p>Please visit Microsoft Teams for access to further resources. I will be posting additional readings, videos, and resources. Additionally, check LiveGrades daily for important announcements.</p> <p>I will be available on Microsoft Teams from 10 a.m. to 11 a.m. each weekday for questions, discussion, or other help.</p>

Name: _____

Date: _____

Chapters XVI – End**Theme II**

Objectives: Understanding thematic ideas
Relating literature to personal experience

Activity

Throughout the novel, the focus is on Henry's thoughts. He constructs explanations of reality; then he changes them. Often, he finds ways to think about reality, so he can adjust to his situation. At times, he constructs a new reality so that he can justify or accept his own actions. When he does, the reader should be aware of the contradiction and irony of his rationalizations. One glaring example of this is when Henry thinks about his desertion.

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.

To complicate Henry's struggle to make sense of reality and deal with his behavior, he is often unable to perceive reality accurately. His perceptions are skewed because he can see only a portion of what is happening. His judgments are clouded because his emotions often distort what is actually happening. The first illustration of this is when Henry panics and runs. The men around him are running, so he thinks the regiment is retreating. Emotionally, he is already distraught because he does not expect a second attack so soon. Critics point out that Crane uses the smoke to suggest how clouded and inaccurate human perceptions are. For instance:

The smoke fringes and flames blustered always. The youth, peering once through a sudden rift in a cloud, saw a brown mass of troops, interwoven and magnified until they appeared to be thousands. A fierce-hued flag flashed before his vision.

Name: _____

Date: _____

Crane seems to suggest that the most we can hope for is to have a clear vision of what's real, even if it is just within a short time span and might become distorted by memory. Occasionally, Henry is able to achieve this unclouded vision; a few times that he is able to achieve this level of consciousness are described here:

They turned when they arrived at their old position to regard the ground over which they had charged.

The youth in this contemplation was smitten with a large astonishment. He discovered that the distances, as compared with the brilliant measurements of his mind, were trivial and ridiculous. The stolid trees, where much had taken place, seemed incredibly near. The time, too, now that he reflected, he saw to have been short. He wondered at the number of emotions and events that had been crowded into such little spaces. Elfin thoughts must have exaggerated and enlarged everything, he said.

They had passed into a clearer atmosphere. There was an effect like a revelation in the new appearance of the landscape. Some men working madly at a battery were plain to them, and the opposing infantry's lines were defined by the gray walls and fringes of smoke.

It seemed to the youth that he saw everything. Each blade of the green grass was bold and clear. He thought that he was aware of every change in the thin, transparent vapor that floated idly in sheets. The brown or gray trunks of the trees showed each roughness of their surfaces. And the men of their regiment, with their starting eyes and sweating faces, running madly, or falling, as if thrown headlong, to queer, heaped-up corpses—all were comprehended. His mind took a mechanical but firm impression, so that afterward everything was pictured and explained to him, save why he himself was there.

Write a two-paragraph descriptive narrative of a time your understanding of a situation was incorrect, and you realized it later.

Then write a two-paragraph descriptive narrative of a time you understood reality clearly and you had an experience of complete consciousness in the midst of a difficult situation.

Name: _____

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Wrap-Up

Plot

Objective: Identifying dramatic moments in the plot

Activity

In chapter XV, Henry begins to plan the war stories he will tell everyone when he returns home. He thinks:

After this incident, and as he reviewed the battle pictures he had seen, he felt quite competent to return home and make the hearts of the people glow with stories of war. He could see himself in a room of warm tints telling tales to listeners. He could exhibit laurels. They were insignificant; still, in a district where laurels were infrequent, they might shine.

He saw his gaping audience picturing him as the central figure in blazing scenes. And he imagined the consternation and the ejaculations of his mother and the young lady at the seminary as they drank his recitals. Their vague feminine formula for beloved ones doing brave deeds on the field of battle without risk of life would be destroyed.

Write a narrative that includes a collection of the stories Henry might tell when he returns home. Include at least five incidents. Draw your details from the events of the novel. For example, you could use the charges, getting the flag, or becoming a “war devil.” Write in the first person and include direct quotations from the text.