

Red Badge of Courage

by Stephen Crane

Teacher's Guide

Written By Mary Ellen Snodgrass

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Synopsis

Chapter 1

A tall soldier, Jim Conklin, reports the rumor that the regiment will move into battle the next day. The loud soldier, Wilson, doubts that the army will move from camp. The youth, Henry Fleming, remembers his early illusions about grand and glorious combat. He remembers his loving, down-to-earth mother, who urged him not to endanger himself in war.

Henry recalls how he enlisted despite his mother's wishes. On his way to Washington, he was buoyed by the hero treatment at stations along the way. Now, after many months of training, he faces combat and worries about how he will behave in battle.

Chapter 2

The next morning, the regiment learns that Jim's rumor is unfounded. However, the news does not relieve Henry's anxiety because he still does not know whether he will be brave or cowardly in the face of the enemy. Jim seems quietly confident; Wilson boasts of his own courage. Having grown up with both young men, Henry wants to believe that he will perform at least as well as the other soldiers. He concludes that only actual fighting will establish courage or cowardice.

The regiment moves to a new position. Henry realizes that battle looms ahead. That night, Wilson struts as he predicts his success as a soldier. Henry inquires how he can be so sure. Wilson denies that he could do other than be brave. Henry lies awake and fears he will disgrace himself by being a coward.

Chapter 3

The next night, the column crosses a river and camps. Henry considers fleeing, but finds himself boxed in. He fears that the army is trapped.

The regiment is repositioned several times. As tension mounts, Jim remains calm, but Henry continues to berate himself for incompetence. Wilson becomes depressed and gives Henry a yellow envelope to send to his family if he is killed.

Chapter 4

The unit takes a position near the edge of a grove and faces the enemy over an open field. Henry fears that his first sight of the enemy will terrorize him into cowardice.

Chapter 5

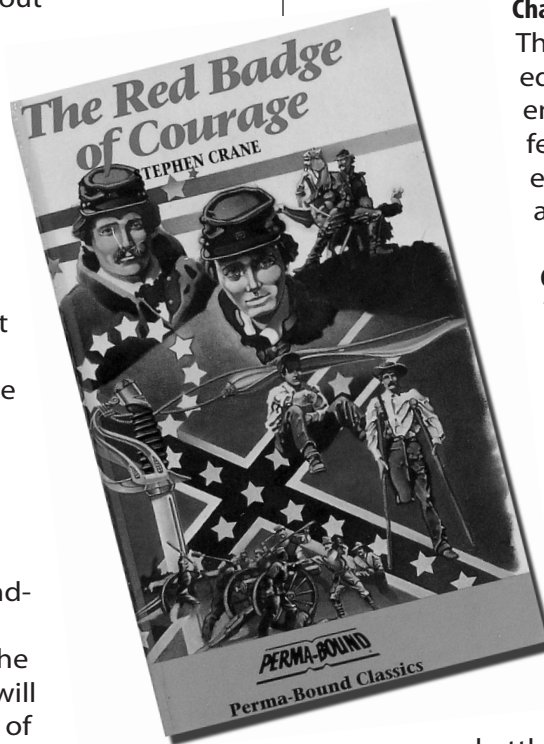
The enemy attacks. The general informs the colonel of the 304th that the line must remain steady. Henry forgets himself while firing his rifle and is drawn into the regiment's orderly response to attack. Noise and fatigue befuddle him as his comrades fight under the direction of agitated officers. Some of his fellow soldiers fall. After he and his comrades repulse the enemy, he believes that the

battle confirms his courage because he did not panic.

Chapter 6

Henry is elated to find himself a combat veteran. He congratulates himself for his heroic behavior. When the enemy suddenly renews the attack, Henry lacks the energy to fight again. A man near him panics and runs, as do others. Henry fears that he will be left alone to face the charge.

Henry suddenly bolts and imagines that enemy gunmen pursue him. As replacement units move forward, he slows his flight. He passes a mounted



general and eavesdrops on the consultation with other staff members. Henry overhears that his regiment held the line. There will be no retreat.

Chapter 7

Shamed by his departure from a brave regiment, Henry dreads reuniting with men who may ridicule his cowardice. He leaves the meadow to seek quiet and solace deep in the woods. He finds comfort in a glade that resembles a chapel, but flees at the sight of a corpse.

Chapter 8

Henry joins a procession of wounded soldiers who march to the rear for treatment. He walks beside a tattered soldier, who marvels that his comrades did not run from battle. The tattered man intimidates Henry by asking about his wounds.

Chapter 9

Unable to blend in with wounded men, Henry wishes that he had a small "red badge of courage." He encounters Jim, a spectral figure who is horribly wounded, but marching bravely in spite of pain. Henry offers assistance. He leads Jim, who is obviously close to death, into a field. Jim dies in agony.

Chapter 10

Mournful at the loss of a friend, Henry moves on with the tattered soldier. The other man weakens and turns blue, a sign that he is mortally wounded. When he questions Henry about his wounds, Henry is so overcome with shame that he deserts the dying man. Henry envies the men who have died honorably.

Chapter 11

Henry rounds an incline and again finds himself close to the fighting. He encounters a group of wagons and infantrymen retreating in panic. The sight confirms the wisdom of his flight. He considers rejoining his regiment, but fears that his comrades will know he deserted. Weary, hungry, and aching, he gives up the prospect of return. His thoughts fluctuate from shame to curiosity to alienation.

Chapter 12

A group of soldiers sweeps toward the rear; Henry fears that the army has lost the battle. He tries to stop one of the infantrymen to find out what has happened, but the terror-stricken soldier hits him

on the head with a gun butt and races past. Ironically, Henry has received his "red badge of courage" from a comrade rather than from the enemy. His confused thoughts turn to home and boyhood as he ambles about in a daze. With the help of a cheery soldier, the youth returns to his unit. Weary and incoherent, he arrives safely at the campfire. The cheery man, whom Henry never saw face-to-face, departs.

Chapter 13

Henry is too overwrought to cover up his unexplained absence. Wilson welcomes Henry, whom he had feared dead. To Henry's surprise and relief, Wilson is oblivious to his earlier flight from the battlefield and assumes that Henry became separated from the regiment when he was wounded.

Chapter 14

The next morning, Henry and Wilson, who is no longer loud and boastful, discuss the coming battles. Henry reveals that Jim is dead. Wilson settles a pointless squabble among soldiers. Henry remarks that Wilson has changed from his former scrappy self.

Chapter 15

Henry's regiment assembles. The full realization that no one has observed his cowardly behavior restores the youth's confidence and pride. Wilson reclaims the envelope. Henry fantasizes about war stories he will tell his family and friends.

Chapter 16

The regiment begins its march. The men debate the leadership of commanding officers. Henry overstates his opinion of the regiment's courage. One soldier's sarcasm halts Henry with a reminder that yesterday's battle is only one part of the fighting. The group marches to a clearing and awaits orders. The shooting erupts once more.

Chapter 17

When the enemy attacks, Henry fights so fanatically that his companions force him to stop firing after the enemy withdraws and call him a "war devil." Lieutenant Hasbrouck compliments his spirit. Henry thinks of himself as a true hero.

Chapter 18

While searching for a stream, Wilson and Henry eavesdrop on the commanding general and a staff

member who declares that 304th is “a lot ‘a mule drivers.” The general intends to use the men for a suicide mission against the enemy. Henry and Wilson return to report the coming charge, but keep the rest of the general’s comments to themselves. The officers prepare the men for a charge.

Chapter 19

Henry advances with the intent of ending the battle quickly and efficiently. He leads the men toward the woods. They cheer the rush, then slow to a normal pace. The lieutenant urges them on. Wilson leads the firing at the enemy; the others follow his example. The lieutenant tries to drag Henry into action. Henry shrugs off his encouragement and searches for cover. The arrival of the flag spurs him to bravery. When the color sergeant falls in battle, Henry and Wilson save the flag and struggle to possess it.

Chapter 20

After a short dispute, Henry keeps the flag. The battered regiment retreats to form up for another charge. Henry, still carrying the flag and angered by the general’s insult, takes the forefront for the next sortie. The enemy force terrorizes the men, who fear that backup has gotten lost. Henry calmly lifts the flag among the roiling men, who manage to hold the line. The men exult in victory.

Chapter 21

The fighting stops while the men gather for marching. Henry is dismayed at the catcalls of veterans and fears that the regiment’s bravery has gained them a small distance. The general complains that the officers have not led the troops far enough into enemy territory. Henry and Wilson decide that the officer is mistaken. Soldiers report that the colonel has complimented their courage. Henry and Wilson are overjoyed.

Chapter 22

Henry grows more objective about warfare; he continues to function out of spite toward the insult against his unit. The men weaken from heavy casualties and a steady drain on their energies.

Chapter 23

Officers force their men into an attack. Henry leads them with flag flying. The remnants of the regiment overrun the enemy. Wilson captures the enemy flag. They exult at their strong showing.

Chapter 24

Orders come for the regiment to retreat across the Rappahannock River to the original position, giving up the ground they have won at great cost. Henry is glad to be alive. He catalogs his earlier responses to warfare, but exonerates himself for his faults. Manly and tough, he realizes that facing death is behind him. He moves rhythmically along with the others, rapt in nature’s serenity.

Timeline of the Action

months before battle The local bell ringer announces a great battle. Henry Fleming enlists, says farewell to his mother and friends, and travels to Washington.

succeeding months the story’s opening He drills in a military camp. Jim Conklin reports the rumor that the regiment will move into battle the next day.

the next morning The regiment learns that Jim’s rumor is unfounded.

one morning The regiment receives orders to move to an unknown destination, then camps for the night.

that night Henry lies awake and fears he will disgrace himself by being a coward.

the next night The column crosses a river opposite a range of hills and camps for the night.

the next morning Henry feels boxed in and blames the government. The regiment stops in the forest to dig trenches, but are repositioned several times. Jim Conklin is calm; Wilson gives Henry a yellow envelope to send to his family if he is killed. The enemy attacks. Henry fights well. When the enemy suddenly renews the attack, Henry bolts to the woods, where he sees a rotting corpse. He joins a procession of wounded who march to the rear and sees Jim die. Henry deserts a dying tattered soldier. A retreating infantryman strikes Henry on the head with a gun butt. A cheery man escorts

the next morning

Henry to his unit, where Wilson treats the head wound. Henry returns Wilson's packet without comment. The regiment relieves another unit. Henry fights like a "war devil." Lieutenant Hasbrouck compliments his spirit. Wilson and Henry overhear a staff member insult the 304th. Henry responds to the flag, which he carries in the charge. In the next sortie, Wilson captures the enemy flag. The 304th retreats across the Rappahannock River, giving up the ground they have gained. Henry is at peace with himself.

Author Sketch

Stephen Crane made use of his journalistic training by writing some of America's most incisive scenes of battle. It surprises some readers to learn that he was born in Newark, New Jersey, on November 1, 1871—six years after the surrender at Appomattox and far from the battlefield shrines of the Civil War. The last of fourteen children born to Mary and Jonathan Crane, a Methodist minister, Crane was sickly, but opinionated and shocked his parents with his unconventional free-thinking. He published his first short story, "Uncle Jake and the Bell-Handle," written in 1885.



In his teens, Crane attended Pennington Seminary in Pennington, New Jersey. He was forced to leave at age 16 for hazing younger students. He continued his education at the Hudson River Institute in Claverack, New York, where he demonstrated great promise, but little interest in scholarship. In 1888, he submitted a sketch entitled "Henry M. Stanley" to the school magazine. Enrolled in mining engineering, he spent two terms at Lafayette College, where he attended class sporadically. In 1890, he studied for a year at Syracuse University, where he wrote for the *University Herald*. He failed five subjects and was forced to quit school in 1891.

After years of interviews with street people, derelicts, and criminals, Crane abandoned the business

world to become a writer. Through staff reporting for the *Herald and Tribune* and freelance writing, he prepared himself for a literary career. Following his mother's death, he received a modest inheritance, which he lost in poker parlors. After moving to New York City, he lived on handouts from friends and published a naturalistic novel set in the Bowery, *Maggie, A Girl of the Streets*, which he wrote over December 23-24, 1891. The story, which he released under the pen name Johnston Smith, draws on his observation of squalor that drives the destitute to suicide. In 1893, he composed *Red Badge of Courage*, which he shaped from interviews with Civil War veterans. With the help of Hamlin Garland, he serialized the novella in *The Philadelphia Press* in 1895. He followed with short story anthologies, a war history, and books of verse.

Crane served as a correspondent in the Midwest and Mexico. He continued his field work during the Spanish-American War. Of his short works, "The Open Boat," based on a personal experience when his boat, the *Commodore*, was sunk in the waters between Florida and Cuba, has remained most popular. He traveled to hot spots in Greece to report the war with Turkey, where he married Cora Taylor, a brothel-keeper whom he had met in Florida. The couple settled at Brede Place in Sussex, England, where he welcomed literary friends, including Henry James and Joseph Conrad. In this setting, Crane produced two of his most famous short works: "The Blue Hotel" and "The Bride Comes to Yellow Sky." Weakened by a lengthy struggle with lung weakness begun by malaria and exacerbated by overwork and fatigue, he died of tuberculosis at a sanitarium in Badenweiler, Germany, on June 5, 1900. His wife returned his body to the Crane family plot in Elizabeth, New Jersey. His collected works appeared in twelve volumes in 1926.

Critic's Corner

Told in impressionistic flashes, *Red Badge of Courage* is a story of war as perceived through the experiences and sense impressions of a raw recruit going into battle for the first time. The conflict is the American Civil War and the battle is fought on May 1-4, 1863, at Chancellorsville, Virginia, fifty miles southwest of Washington, D. C., although Stephen Crane has omitted most of the particulars. Much of the fictionalized action covers only two days and is less

important than the psychological response of the protagonist, Henry Fleming, whom the author refers to as "the youth."

Crane drew on reading from Leo Tolstoy's *War and Peace* and *Battles and Leaders of the Civil War* and from a vivid imagination, inflamed by a high school teacher who had fought for the Union army. Crane finished his classic novel, a *bildungsroman* or coming-of-age story, at age 22—over thirty years after the battle on which it is modeled. Immediately, he was overwhelmed by international renown, but he failed to capitalize on his notoriety. His story, its limited point of view, and the manner in which it depicts the life of an inexperienced soldier in the Civil War received the height of honor in the praise of veterans who had survived the actual details of combat.

Other Works by Stephen Crane

- Maggie, a Girl of the Streets* (1893)
The Black Riders (1895)
The Little Regiment and Other Episodes of the American Civil War (1896)
George's Mother (1896)
The Third Violet (1897)
The Open Boat and Other Tales of Adventure (1899)
The Monster and Other Stories (1899)
War Is Kind (1899)
Active Service (1899)
Whilomville Stories (1900)
Wounds in the Rain: War Stories (1900)
Great Battles of the World (1901)
Last Words (1902)
The O'Ruddy (completed by Robert Barr, 1903)
Men, Women, and Boats (1921)
The Sullivan County Sketches of Stephen Crane (1949)
Letters (1960)
Collected Works (1975)

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<http://www.en.utexas.edu/~mmaynard/Crane/crane.html>.
 Stephen Crane: The Whilomville Stories
<http://history.hanover.edu/19th/crane.html>.
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 "Young Man in a Hurry," *Time*, August 30, 1968, pp. 63-64.

Related Reading

- Mariano Azuela's *The Underdogs*
 Stephen Vincent Benét's "Lee"
 Thomas Berger's *Little Big Man*
 Dee Brown's *Bury My Heart at Wounded Knee*
 George Byron's "The Destruction of Sennacherib"
 James Clavell's *Tai-Pan*
 Esther Forbes' *Johnny Tremain*
 Charles Frazier's *Cold Mountain*

Thomas Hardy's "The Man He Killed"
Esther Hautzig's *The Endless Steppe*
Sarah Winnemucca Hopkins' *Life Among the Piutes*
Randall Jarrell's "Death of the Ball Turret Gunner"
John McCrae's "In Flanders Fields"
James Michener's *South Pacific*
Margaret Mitchell's *Gone with the Wind*
George Orwell's "Shooting an Elephant"
Boris Pasternak's *Dr. Zhivago*
Alan Paton's *Cry, the Beloved Country*
Erich Maria Remarque's *All Quiet on the Western Front*
Dalton Trumbo's *Johnny Got His Gun*
Yoko Kawashima Watkins' *So Far from the Bamboo Grove*
Jessamyn West's *Except for Me and Thee*
Zlata Filipovic's *Zlata's Diary*

General Objectives

1. To discuss the realities of combat
2. To list and contrast various wartime behaviors
3. To define sources of courage
4. To examine the casualties of war
5. To discuss the fragility of idealism
6. To list self-defensive and survival techniques
7. To chart events that build courage
8. To account for chaos and indecision among leaders
9. To contrast settings
10. To summarize the role of raw recruits in a serious confrontation with the enemy

Specific Objectives

1. To explain why Henry Fleming enlists
2. To account for Henry's mother's tears
3. To evaluate reactions to rumors of troop movement
4. To discuss the friendship of Jim Conklin and Wilson
5. To analyze scenes in which Henry battles himself
6. To contrast war and the serenity of nature
7. To analyze the motives of staff members
8. To discuss the role of example to victory
9. To account for Henry's surge of patriotism
10. To list examples of fearful experiences
11. To understand Crane's attitude toward his protagonist

Literary Terms and Applications

For a better understanding of Stephen Crane's style, present the following terms and applications:

Allusion: an oblique reference to a myth, story, song, landmark, or work of literature as a means of heightening a description or character. The images of war statues and literary exaltation of war account for Henry's misperception of a soldier's life. Once he abandons glorified images and refines his expectations, he is better able to cope with noise, chaos, fear, and self-doubt.

Bildungsroman: literally a "formation novel," which describes the coming-of-age of an untried or naive youth. Crane's use of Henry as a focus initiates the reader at the same time that the protagonist learns about courage.

Imagery: a pattern or series of interconnected word pictures that make an object or feeling come alive in the mind by evoking a single unified sense impression—sight, sound, taste, touch, or smell, as found in the roaring sounds of cannon, the smell of smoke, the feel of burning eyes, the heat arising from a smoking rifle barrel, the sight of dead and dying men and horses, and the acrid taste in Henry's mouth during the height of battle. All combine to recreate the impression of combat.

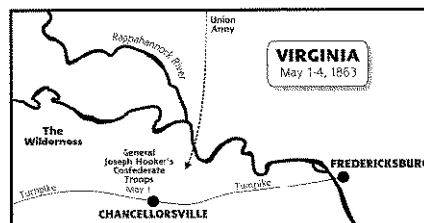
Impressionism: a style of the late nineteenth century and early twentieth century that is rooted in the personal reactions to a situation or object, for example, Stephen Crane's immersion in details of battle to the exclusion of time, place, and names of most of the soldiers. In opposition to strict realism, literary impressionism stresses the subjective interpretation of stimuli as they are perceived or felt. The purpose of this focus is to provide clues to the emotional makeup of the protagonist, Henry Fleming.

Third-person limited narrative: a story told from the vantage point of a single observer who stands outside the scope of the story and knows what will happen and how actions will affect the main character. *Red Badge of Courage* examines actions as though they were produced on a stage by known characters. The observer, who is not a character in the story, focuses on Henry and his responses to actions and emotions to the exclusion of other characters and their motives, fears, and anticipations.

The Importance of Setting

The milieu of *Red Badge of Courage* comes directly from descriptions by Civil War veterans, whom the author interviewed as part of his job as a war correspondent and reporter. The event—which spans May 1-4, 1863—was the last great Confederate victory and a prelude to General Joseph Hooker’s retreat and General Robert E. Lee’s second invasion of the North. The facts of the engagement reflect the time span of Henry’s first battle:

- Dec. 13, 1862** A serious defeat at Fredericksburg forces President Abraham Lincoln to put General Joseph “Fighting Joe” Hooker in charge of the Union Army of the Potomac.
- April 30, 1863** The Union army—increased to 134,000 against the South’s 60,000 men—fords the Rappahannock River west of Fredericksburg.
- May 1** Five divisions under General Stonewall Jackson surprise the Union army with a counterattack.
- May 2** After midnight, Generals Lee and Jackson meet to work out details of a bluff attack on Hooker. At 5:15 p.m., Jackson surprises Hooker in the wilderness. The strategy is successful, but Jackson is accidentally shot in the arm by his own men. The arm is amputated.
- May 3** Hooker is knocked unconscious by a cannonball. The Union troops withdraw across the Rappahannock before Lee can attack. The total loss is 17,000 Union soldiers and 13,000 Confederates. Lincoln’s response to Hooker’s defeat is, “My God, my God, what will the country say!”
- May 7** Jackson contracts pneumonia.
- May 10** Jackson dies. The South never recovers from the loss.



Cross-Curricular Sources

For more information about the Battle of Chancellorsville, the generals, soldiers, weapons, and strategies, consult these sources:

- T. Brasseley’s *The American Civil War: The Union Army*
- Thomas Buell’s *Warrior Generals*
- Shelby Foote’s *The Civil War* (book or video)
- David and Joan Hagan’s *The Civil War Re-Enactment*
- Earl Hess’ *Union Soldiers in Battle*
- Robert Paul Jordan’s *The Civil War* (National Geographic)
- Chuck Lawliss’ *The Civil War Sourcebook*
- Alan Nolan’s *Iron Brigade*
- Steven Ross’ *From Flintlock to Rifle*
- Ezra Warner’s *Generals in Blue*

Also, consult these websites for particulars of battle, strategy, and outcome:

- The Chancellorsville Battlefield
<http://www.nps.gov/frsp/cville.htm>.
- The South’s Finest Hour: The Battle of Chancellorsville
<http://home.earthlink.net/~wandbpartin/>

Themes and Motifs

A study of the central issues and situations in Stephen Crane’s *Red Badge of Courage* should include these aspects:

Themes

- nature’s detachment from human need and suffering
- heroism

- alienation
- adaptation to war, suffering, and death
- loss
- guilt and repentance
- social rebellion

Motifs

- asserting control
- leaving home
- learning the military lifestyle
- following orders
- coping with insecurity
- acknowledging fears
- developing self-confidence
- taking responsibility for actions
- developing an adult persona

Meaning Study

Below are words, phrases, sentences, or thought units that have a particular meaning in this novel. Explain the meaning of each. Chapter and page numbers pinpoint the context in which the item appears.

1. Still, she had disappointed him by saying nothing whatever about returning with his shield or on it. (Chapter 1, p. 5)
(Henry develops his romantic conception of war from Homeric readings and dreams of a heroic "Greeklike struggle." According to historical accounts of the Spartans, the greatest warriors of ancient Greece, when soldiers went off to war, their wives and mothers expected them to come back victoriously bearing their shields or borne on them as corpses. A cowardly warrior would return without a shield, which he would discard in his haste to save himself. Henry is disappointed over his leavetaking because his mother is engrossed in milking the cow and peeling potatoes. She halts in her farm chores to give him pragmatic advice about evil companions. Because she fails to encourage his romantic illusions, Henry leaves home under a cloud of doubt.)
2. Greeklike struggles would be no more. Men were better, or more timid. Secular and religious education had effaced the throat-grappling instinct, or else firm finance held in check the passions. (Chapter 1, p. 8)
(Henry reflects that the great heroic battles of ancient times ceased in the past. Men like Achilles and Hector have been replaced by ordinary recruits like Henry, a lad growing up on a farm and attending seminary. Modern civilization has made men afraid to fight for their country. The church and school have

eliminated the savage instincts of warriors bred to a lifetime of fighting. The growing concern for business and trade and the rise of the middle class have destroyed the uplifting nature of glorious war.

Crane's themes reveal Henry's immaturity and his haste to embrace romantic notions. The gilding of the past and the desire to live in a bygone era is fairly typical of a callow dreamer. The boy fails to realize that wars of the past were, in their own way, just as dirty and ignoble for the ordinary soldier as the wars of his day. Unfortunately, history reveals no change in the basic nature of humanity. Henry is no better than past recruits, but he probably is no worse.)

3. He had grown to regard himself merely as a part of a vast blue demonstration. (Chapter 1, p. 8)
(Crane establishes the image of the young protagonist as part of a larger body of military men dressed in blue. The uniform color identifies the Union army, in opposition to the men in gray. Henry becomes a faceless member in the usual method: "he was drilled and drilled and reviewed, and drilled and drilled and reviewed." Henry is not really sure about what he feels a part of. It may be his regiment, the army, a cause, his country, or perhaps something else. The image of the regiment as a single body recurs in later images of "a flow of blood from the torn body of the brigade.")
4. He was afraid to make an open declaration of his concern, because he dreaded to place some unscrupulous confidant upon the high plane of the unconfessed from which elevation he could be derided. (Chapter 2, p. 14)
(Henry's anxiety is caused by his uncertainty over whether or not he is a coward. Many have shared his fear, but the immature are unable to admit their doubt to others. Henry echoes their hesitancy. If he confides in a comrade, he fears he will give that person power over him. His confidant could make fun of him and Henry would be helpless because he would lack an equivalent power over a confidant who makes no similar confession.)
5. He conceived Nature to be a woman with a deep aversion to tragedy. (Chapter 7, p. 52)
(Henry, filled with shame because he has fled while his regiment held the line, attempts to rationalize his act by regarding it as wise in contrast to the stupidity of his comrades. As the sounds of battle fade in the distance, he takes comfort in Nature. When a squirrel runs from him and chatters fearfully, Henry concludes that nature supports his flight as consistent with the natural law of survival. In the deep woods, he discovers a place of beauty resembling a chapel. Under religious half-light, he discovers a mouldering corpse of a fellow soldier in blue. The description of

the rotting body is one of Crane's most vivid scenes. Henry flees from nature, which had previously welcomed him with peace and detachment from war. The shock of encountering death shatters his illusion of safety in nature, which is indifferent to suffering.)

6. He stalked like the specter of a soldier, his eyes burning with the power of a stare into the unknown. (Chapter 8, p. 58)
(In one of the novel's most compelling impressionistic scenes, Crane foreshadows the coming death of Jim Conklin, who is still alive, but so overwhelmed by "the gray seal of death" that his lips and teeth seem set in a death grimace and his hands reddened by the gradual seepage of blood. Like an automaton, Jim stalks toward death at "the moment when he should pitch headlong." In Chapter 9, the ghostly figure continues to pursue death, which Henry interprets as a "stalking reproach." Like a human figure transforming itself into a ghost, Jim refuses to converse with the other evacuees as his face becomes more shadowed and his lips hold in groans. As though victimized by rigor mortis, he walks stiffly "as if he were taking infinite care not to arouse the passion of his wounds." He appears to search for a grave.)
7. He wished that he, too, had a wound, a little red badge of courage. (Chapter 9, p. 61)
(At the point at which Crane introduces the source of his title, Henry walks amid wounded soldiers, but has no wound—no badge of honor. Without a distinctive mark, he feels that the others can perceive his shame. His strange notion that the wounded are peculiarly happy derives from his need to defend a tattered self-perception. Therefore, he desires a wound—but only a small one—to display to the world an outward show of manliness and worthiness.)
8. The red sun was pasted in the sky like a fierce wafer. (Chapter 9, p. 66)
(Crane's evocative language has raised lengthy debate about the symbol of the red circle of sunlight and its fierce resemblance to a communion wafer. Some see Christian symbolism—an offering resembling Jim's wound and sacrifice, which starts Henry on the road to redemption. Other religious images support the Christian interpretation: "the passion of his wounds," "his bloody hands and wounded side," and "something rite-like in these movements of the doomed soldier," all referring to Christ's crucifixion, stigmata in his palms, and the piercing of his side after death to prove him lifeless. However, the characterization of symbolism as Christian is not essential to an understanding of the work as a whole.)
9. There was an ominous, clanging overture to the charge when the shafts of the bayonets rattled upon the rifle barrels. (Chapter 23,

p. 143)

(Throughout the novel, Crane has emphasized the roaring, chaotic sounds that overwhelm Henry, stressing his mind and spirit with dread of the enemy charge. Crane continues to unfold Henry's coming-to-knowledge with sound imagery: "At the yelled words of command the soldiers sprang forward in eager leaps. There was new and unexpected force in the movement of the regiment." Rushing blindly to their posts, they seem like animals trained to sound, like Pavlov's dogs, who salivated at the ringing of a bell. In the distance, Henry hears not men, but "the fierce rifles of enemies." Detached from individual combatants, he pushes himself into "the mob of blue men hurling themselves on the dangerous group of rifles . . . grown suddenly wild with an enthusiasm of unselfishness.")

10. He felt a quiet manhood, non-assertive but of sturdy and strong blood. He knew that he would no more quail before his guides wherever they should point. He had been to touch the great death, and found that after all, it was but the great death. He was a man. (Chapter 24, p. 154)
(Following a series of fearful incidents over a three-day period, Henry learns to face death, both in other people and as a threat to his own life. His newly acquired maturity is a quiet, reflective acceptance of growth and self-confidence. He has come close to death and recognizes it as the natural end of all life. The change in Henry is psychological. He achieves the experience that lessens his fear of fighting. He can now live with his choices—both his acts of cowardice and his acts of courage.)

Comprehension Study

Answer the following questions in your own words. There is not always a right answer. Your judgment is important and you should be ready to defend your answers by referring to passages from the novel.

Questions 1-5 (Literal Level)

1. List and explain aspects of setting, mood, and character in the opening scenes.
(After hearing about a great battle, Henry Fleming, a young farm boy, enlists in the army against his mother's advice. He notices girls who see his blue and brass uniform. He says good-bye to his friends at the seminary, travels to Washington, and spends months in a training camp before marching with the 304th regiment to the Rappahannock River on the way to his first combat experience. Although the time, place, and army are not identified, bits of detail place him northwest of Chancellorsville, Virginia, before the battle that takes place on May 1-4, 1863. The mood is a blend of human responses to war—boredom, curiosity, confusion, low spirits, exuberance,

and disillusion. Henry, who is influenced by heroic figures from the past, believes in the glory of battle and looks forward to his introduction to war.)

2. What point of view guides the story?

(Told through the eyes of Henry alone, the novel concentrates on his impressions and misgivings as he learns the truth about combat. He hopes to give a good account of himself, but he is unsure how he will react under fire. He fears that he will panic, run away, and shame himself. Sparing himself ridicule, he chooses not to confide his fears and doubts to Jim Conklin, Wilson, and his other companions.)

As Henry moves from immature soldier to infantryman, combat veteran, coward, and deserter, his thoughts intensify to the level of self-torment. The progress of the story remains in Henry's head as he considers alternatives and, after receiving a superficial head wound, decides to return to his regiment. After reuniting with Wilson and the others, Henry rages against an officer who calls the men "mule drivers." Powered by anger and buoyed by the flag he carries, Henry leads his comrades into battle and distinguishes himself. Lieutenant Hasbrouck compliments him as a "jimhickey.")

3. How is Henry wounded?

(On his flight from battle, Henry joins a retreating column of wounded men. He envies their status and wishes for his own "small red badge of courage." After viewing the death struggle of Jim Conklin and the tattered man's ravings, Henry departs in shame and self-abnegation. Among infantrymen fleeing in disorderly retreat, he tries to get information and receives a blow on the head from a terrified infantryman. Dazed and hurting, he makes his way back to the 304th with the aid of an unidentified cheerful soldier.)

At the company's fireside, Wilson tenderly cares for Henry, whom he feared had fallen in battle. The next morning, Henry seems to have recovered from the blow of the rifle against his skull.)

4. What events help Henry mature?

(On his flight from the charge of the gray-uniformed soldiers, Henry is engulfed with shame and wanders among the wounded, whose sufferings profoundly affect his outlook. He first tries to escape into deep woods to take comfort in the serenity of nature. In a natural chapel, he encounters a rotting corpse dressed in a faded blue uniform. Horrified, Henry flees toward the battlefield. He joins a column of wounded men and witnesses the agonized death march of Jim Conklin, who had remained with the 304th after Henry fled. Grieved that Jim is dying after performing his duty, Henry continues aimlessly wandering and excoriating himself for cowardice.)

Henry takes a beating from his conscience and fears that his comrades will taunt him for desertion. He imagines them saying "Where's Henry Fleming? He run, didn't 'e? Oh, my!" While seeking information about the battle, he tries to question a retreating infantryman, who cracks him on the head with a rifle butt. At last marked by his own "small red badge of courage," Henry moves back toward the battlefield to purge himself of guilt and shame.)

5. What is Henry's reception when he rejoins the 304th?

(At the campsite, Henry receives a better welcome than he anticipated. Wilson, who is on guard duty, divulges that he feared that Henry had fallen in battle. Wilson and the corporal treat him with respect for his wound and assume that he was unintentionally separated from the 304th in the confusion of battle. No one questions Henry's pretense of being a battle casualty.)

At last comfortable, fed, and content in the brotherhood of his comrades, Henry sinks into sleep. Crane notes, "The warm comfort of the blanket enveloped him and made a gentle languor. His head fell forward on his crooked arm and his weighted lids went softly down over his eyes." Amid the distant sounds of musket fire, he sighs, snuggles into the enveloping warmth, and falls asleep.)

Questions 6-8 (Interpretive Level)

6. How does Crane enhance description with inflated similes?

(One of Crane's most frequent literary devices is the simile, by which he compares battlefield experience to known events and feelings. Inflamed by romantic notions of war, Henry hears the enemy compared to Huns. In Chapter 2, the enemy are enshrouded in "dark shadows that moved like monsters." The red campfires loom "as the orbs of a row of dragons advancing." The grass he and his comrades march upon "rustled like silk." Advancing columns of men appear "like two serpents crawling from the cavern of the night." In the final chapter, Crane indicates change in Henry through additional similes. He plunges "like a mad horse" at the enemy flag and springs "as a panther at prey.")

7. How do the prisoners reflect aspects of Henry's character and behavior?

(The four enemy soldiers offer contrasting behaviors and attitudes toward their captivity. The first nurses a superficial foot wound and curses his captors directly. Calling down the wrath of the gods, "he conceived it to be his privilege, his duty, to use deep, resentful oaths." A calmer boy, obviously good-natured and affable, speaks to his captors, "studying their faces with his bright and keen eyes." Like a fellow soldier in the blue-uniformed army, he speaks of war and battlefield conditions. The

group swaps information from opposing points of view, thus enlightening each other on the causes and outcomes of combat.

The third man sits morose and stoic, turning a cold shoulder to his captors. When prodded, he bursts out, "Ah, go t' hell!" The fourth, also silent, averts his face and sinks into despair. His regret seems to lie in separation from his comrades and a dread of imprisonment. He fears that he may be starved and brutalized. Henry props on a nearby rail and ponders his luck in capturing the flag. Without acknowledging that the prisoners share some of his own behaviors—swaggering, silence, fear, dread, resentment, and camaraderie—he seems content in a symbol of patriotism, a tangible reason to fight.)

8. Discuss how irony elucidates themes in the novel.

(Crane's writing is rich in irony. He stresses that Henry's initial experience with war has been through books, which neglect to mention the dismaying aspects of fear, suffering, and death. The only enemy Henry has encountered before the battle are a few friendly pickets along the river bank. As Henry peers into the pre-battle gloom, the mounted general takes on the appearance of the gigantic heroes Henry has read about in books. However, the colonel loses his heroic qualities by stammering answers to the general's comments. Overall, officers fail to live up to the picturesque postures that Henry anticipates.

Among enlisted men, Henry encounters more irony. He fears that the regiment will panic and desert him, yet it is Henry who flees, leaving the 304th to hold the line. The tattered soldier babbles that Jim died without realizing his wounds are mortal. In similar straits, the tattered soldier is in a mortal decline—expiring from wounds without knowing his life is nearly over. The novel ends with a retreat to the regiment's original position. The entire battle succeeds with the capture of the enemy position, but orders from the general negate their heroic efforts.)

Questions 9 and 10 (Critical Level)

9. What is Crane's concept of nature?
(Crane contrasts nature to the grim machinery of war. On the march through war-torn land, Henry is astonished that the sky can be a pure blue and the sun shine on leaves and branches ravaged by bullet holes and fields dotted with corpses and groaning men. In flight from the terror of war, Henry retreats into serene green thickets where he tosses a pine cone at a squirrel. The return of power over small annoyances lulls him into believing that nature has given him a sign to retreat from danger.

In contrast to the more tranquil sights, Henry also sees bright colors and interprets them as signs of doom. Prominent is the color red—an emblem of hate—in crimson rays, a crimson

roar, red blood and black passion, liquid brown mud, red sickness of battle, red, peculiar blossoms, a red, eyelike gleam, and deep murder red. Above, a red sun presides over the scene like a wafer pasted to the sky. Never overtly hostile, the colors take on an ominous cast that Crane equates with murderous menace.)

10. What is the purpose of Crane's novella?
(Crane neither condemns nor glorifies war. His attitude remains objective. War, he implies, is part of the natural order of human affairs. Like nature itself, war is indifferent to human life. A completely non-rational element, the forces of nature go on with their work, making green leaves on shattered trees and sending a woodpecker out to find food. So too does nature reclaim the rotting corpse, over which ants scuttle as they go about their search for food.

None of the human cast makes any reference to fighting for a noble cause, such as freeing slaves or preserving the Union. When fighting begins, the author sees aggression as bestial survival instinct rather than rage or vengeance. The composite body of men, like a monstrous reptile, seems to move without conscious thought. Ironically, Henry fights better when he is angry at his own superior officer. Like animals in nature, the men kill to save themselves. With natural grace and camaraderie, they welcome a chance to chat with enemy prisoners, who are much like themselves in their inability to escape the madness of combat.)

Questions 11 and 12 (Creative Level)

11. In a speech, contrast Henry's heroism with the icons of America's military glory. Consider the wartime exploits of Douglas MacArthur, Audie Murphy, Alvin York, Chester Nimitz, Geronimo, George Armstrong Custer, John Pershing, the Flying Tigers, John Paul Jones, the Navaho code-talkers, George Patton, Chief Joseph, Teddy Roosevelt and the Rough Riders, and the flag-raisers on Iwo Jima. Determine the qualities that require no schooling or refinement, such as leadership or deadly aim.
12. Create a handbook of literary terms with examples from *Red Badge of Courage*. Include tableau, balanced sentence, metonymy, sense impression, stereotype, protagonist, simile, imagery, motif, theme, setting, mood, periodic sentence, impressionism, euphony, bildungsroman, motivation, falling action, coming to knowledge, cacophony, and religious symbolism.

Across the Curriculum

Economics

1. Make a chart of the duties of these military personnel and their pay by Union scale in 1863: provost-guard, infantryman, brigadier general, colonel, courier, sentinel, picket, orderly, lieutenant, driver of an artillery wagon.
2. Determine the cost of outfitting a recruit like Henry Fleming. Include the cost of wool and rubber blanket, haversack, spade, musket, and ammunition.

Science and Health

1. Compose an anatomy lecture on the stages leading up to the deaths of Jim Conklin and the tattered soldier. Why do fatigue, stress, filth, and hunger hurry the demise of wounded soldiers? Account for the dementia that clouds thinking in Jim, the tattered soldier, and Henry. What causes spasms in Jimmy Rogers and the other dying soldiers?
2. Discuss the raw material needed to fire a cannon. Explain why Henry and his comrades peer at the enemy through smoke. Discuss the effect of loud noises on judgment and concentration.

Geography

1. Draw a map that depicts the distance in miles and meters covered by the Battle of Chancellorsville. Name and locate battles and sieges that preceded and followed the battle, particularly Fort Sumter, Vicksburg, Shiloh, Bull Run, Spotsylvania, Atlanta, and Gettysburg. Locate Richmond on the map and explain its importance to the Confederacy. Discuss the significance of the Rappahannock to the location of the 304th.
2. Compose a topographical guide that describes the terrain that Henry surveys. Include roads, hills, meadows, groves, bushes, woods, thickets, the brook, and the river. Explain how the serenity of nature contrasts the clash of the blue and gray lines. Discuss the implications of damp fog.

Art

1. Sketch scenes that depict changes in Private Henry Fleming. Include the last view of his mother at the farm, journeying to Washington, drilling in camp, escaping to woodlands, fighting in meadows, resting at campsites, crossing and recrossing the river, and joining the column of wounded on the road from battle. Demonstrate the importance of rifles, muskets, cannon, breastworks, trenches, artillery wagons, horses, shovels, personal equipment, food, bedding, and supplies.
2. Study the murals, posters, photographs, and drawings of the Civil War era. Name the artists who captured the pathos of the conflict and the endurance of noncombatants, particularly the photos of Mathew Brady. Contrast vignettes from the novel with sophisticated art that depicts the glory and loss on both sides.

Social Studies and Law

1. Write a brief address from the general to the 304th regiment. Explain why all citizens will gain from their courageous stand against the enemy in gray. Include praise for the colonel, Lieutenant Hasbrouck, Wilson, and Henry Fleming.
2. List ways that political upheaval threatens humankind and nature. Contrast the advice of Henry's mother with the exhortations of officers during the clash. Insert the wisdom of Henry's intuition about courage and daring.
3. Make contrasting chalkboard definitions of cowardice and heroism. Explain how Henry is able to rationalize his moments of weakness by counterbalancing his courageous example in carrying the flag and leading a charge.

Mathematics and Computer Science

1. Using desktop publishing, compose an annotated time line that indicates Henry's development from raw recruit into an admirable soldier. Interweave the actual events of the Battle of Chancellorsville, which consumes four days.

2. Explain how actuaries compile battlefield numbers of casualties, wounded, missing, captured, and killed. Discuss why wartime mathematics influence the work of historians, journalists, politicians, and writers. Account for errors in their totals.
3. Compose an Internet web site explaining the firearms of the Civil War. Include a closeup of the rifle Henry and his comrades would have carried. Explain the meaning of musket, rifle, and ramrod.

Music

1. Distribute the words and music to "Aura Lee," the wartime love ballad sung by both the North and the South. Contrast its rhythm, rhymes, themes, and subject matter to other wartime classics, particularly "The Battle Hymn of the Republic," "Dixie," "The Girl I Left Behind Me," "Garry Owen," "La Marseillaise," "Yankee Doodle," and "Over There."

Language

1. Select models of aphorisms or folk wisdom to explain. For example, discuss "they'll fight all right, I guess, after they once get into it" as a summary of Henry's development into a fighting man. Express the philosophy behind Henry's mother's advice to "be careful an' choose yer comp'ny," her belief that her son can't "lick the hull rebel army at the start," and her wish that "the Lord's will be done."
2. Discuss the images of the wafer-like red sun and the chapel in the woods. Suggest interpretations of Crane's attitude toward God as savior of men in battle. Explain why Henry feels exonerated of sin and guilt.
3. Discuss with a small group the implications of the following words to the novel's denotative and connotative images: picket, Huns, haversack, Johnnies, epithet, brigade, regiment, brindle cow, Napoleon Bonaparte, pontoon bridge, short rations, canteen, column, the colors, skirmisher, declamation, battery, musketry, crescendo, banshee, cartridge, tumult, ramrod, imprecation, paean, specter, yokel, ritelike, ague, hornpipe, philippic, laurels, gauntleted, infantry, sentinel, hilt, debauch, heraldic, gamecock, petulantly,

Rappahannock, brigadier, bludgeon, color sergeant, melee, tableau, flare, sod, ghoul, breastwork, courier, orderly, and plowshares.

Literature

1. Read aloud from these works of war literature: Dalton Trumbo's *Johnny Got His Gun*, Anne Frank's *The Diary of a Young Girl*, John MacCrae's poem "In Flanders Fields," Erich Maria Remarque's *All Quiet on the Western Front*, Michael Shaara's *The Killer Angels*, Esther Hautzig's *The Endless Steppe*, Mariano Azuela's *The Underdogs*, James Michener's *South Pacific*, Zlata Filipovic's *Zlata's Diary*, and Walter Dean Myers' *Fallen Angels*. List scenes that follow the literary conventions of courage, daring, doubt, pride, patriotism, victory, rage, and loss.
2. Using examples from the novel, explain the value of lively vignettes and snatches of dialogue taken out of context and sprinkled over the action. Discuss the power of wartime slang. Comment on the dissociation of voices from identities. Explain why many of the speakers are unnamed.

History and Current Events

1. Study the leadership roles of William T. Sherman, John Pershing, Stonewall Jackson, Robert E. Lee, J. E. B. Stuart, Dwight D. Eisenhower, Colin Powell, Omar Bradley, Ulysses S. Grant, Norman Schwarzkopf, George Washington, William Halsey, and George Patton. Identify the characteristics that made each an effective military commander.
2. Read aloud Abraham Lincoln's "Gettysburg Address" as you give a slide presentation on the Tomb of the Unknown Soldier. What inscription honors those who fall in unknown places? How does the national monument commemorate all who participate in war? What rituals maintain public awareness of the costs of war? Contrast different memorials, such as the Tomb of the Unknown Soldier, the Vietnam War Memorial, Korean War Memorial, Stone Mountain, Crazy Horse Monument, the *USS Arizona*, and the *USS Constitution* ("Old Ironsides").

Education

1. Write a letter, fax, or email from Stephen Crane to his editor explaining why illiterate men make good fighters. Contrast the grammar and insight of officers with the trench philosophy of Henry's comrades. Explain why Henry finds the general's staff easy to hate.

Student Involvement Activities

1. Explain in a paragraph how Henry's mother and friends at the seminary could assist the 304th with letters, food, warm clothes, or medical supplies. Discuss how they could justify a supportive drive to the media, President Lincoln, diplomatic community, army, mayor, or church.
2. Join a discussion group to determine how history, art, poetry, song, film, and the media turn raw carnage, wasted supplies, dead horses, shattered lives, and destruction of nature into glory.
3. Draw stage settings for a dramatization of a crucial scene, such as the regiment's crossing and recrossing the Rappahannock River, Henry's first view of a dead soldier, ants crawling over a corpse, the dressing of Lieutenant Hasbrouck's hand wound, Jim Conklin's death, Wilson offering Henry coffee and roasted meat, Jimmie Rogers' agony, the general's consultation with his staff, the fight over horse stealing, and the death of the gray-uniformed flag bearer. Include a list of characters, props, music, make-up, costumes, sound effects, and lighting necessary to the scene e. g., guns, knives, flags, military uniforms, bandages, cannon, haversacks, bedding, cracker box, and yellow packet.
4. Using desktop publishing, compose slogans to extol soldiers like Henry Fleming, Hasbrouck, Jim Conklin, and Wilson. Propose places to post placards and banners to honor the 304th's arrival home, such as town square, city hall, church steeple, street signs, monuments, or the door of a tavern or restaurant.
5. Sketch medals to acknowledge the bravery of war heroes at the Battle of Chancellorsville.

Combine precious metals with colored ribbon and braid, semi-precious stones, and inscriptions in English, French, Greek, or Latin lauding honor, unity, skill, loyalty, and courage.

6. Dramatize in a short skit an extended conversation, for instance, Jim's belief in rumors of troop movements, Henry's reunion with his regiment, Lieutenant Hasbrouck's briefings on the battle ahead, Henry's mother's fears for her son, Henry's meeting with admiring local girls and friends at the seminary, Wilson's composition of a letter to his wife, and the general's telegram to the families of Jim Conklin, the tattered soldier, and Jimmie Rogers.
7. Explain in a theme the significance to the novel of these literary devices: impressionism, simile, sounds and visual imagery, vignette, religious symbolism, dialogue, slang, and limited point of view.
8. Write a scene in which Henry writes his mother about his introduction to war. Compose a reply that asks questions about his health and communicates local response to the Battle of Chancellorsville.
9. Discuss the effects of rumor, despair, violence, hunger, fatigue, and pain on Henry's comrades. Explain how the men renew their spirits to complete the battle.
10. Draw a cause-and-effect diagram illustrating how Henry's experiences help to prepare him for serious combat. Include his confrontation with a squirrel, dead and dying men, a mounted general, old friends, his mother, Wilson, a retreating infantryman, and officers of the 304th.

Alternate Assessment

1. List examples of teamwork, cruelty, suffering, fear, insecurity, intimidation, loyalty, honor, strategy, skill, compassion, resilience, and character among the fighters.
2. Compile a list of actions that express Henry's doubts and fears about himself and his per-

formance in battle.

3. Compose a scene in which Henry treats Wilson or the corporal for a battle wound.
4. Make a character list and explain the relationship of each to Henry. Include local girls, his mother, Hasbrouck, Wilson, the tattered man, the cheery man, the general, Jim Conklin, the enemy flag-bearer, the regiment's colonel, the 304th, friends at the seminary, the red-haired officer, the corporal, the sarcastic man, Jimmie Rogers, and the corpse in the woods.

Vocabulary

In the lines that follow, underline a word to complete each sentence.

1. For days, he made ceaseless (**calculations, orbs, maxims, envelopments, rendezvous**), but they were all wondrously unsatisfactory.
2. He finally concluded that the only way to prove himself was to go into the blaze, and then (**forthwith, figuratively, foremost, despondently, obliquely**) to watch his legs to discover their merits and faults.
3. Now, with the newborn question in his mind, he was compelled to sink back into his old place as part of a blue (**sufficiency, ethic, commiseration, speculation, demonstration**).
4. There was much (**scoffing, recounting, pilfering, daunting, defying**) at the latter by those who had yesterday been firm adherents of his views, and there was even a little sneering by men who had never believed the rumor.
5. The youth felt, however, that his problem was in no wise lifted from him. There was, on the contrary, an irritating (**caress, gulf, instinct, prolongation, bridle**).
6. He reluctantly admitted that he couldn't sit still and with a mental slate and pencil (**menace, oblige, derive, titter, persist**) an answer.
7. He occasionally tried to (**dwindle, mingle, disembowel, brutalize, fathom**) a comrade with seductive sentences.
8. He was afraid to make an open declaration of his concern, because he dreaded to place some (**perfunctory, unscrupulous, acute, unendurable, ominous**) confidant upon the high plane of the confessed from which elevation he could be derided.
9. In regard to his companions his mind (**volleyed, launched, wavered, savaged, formulated**) between two opinions, according to his mood.
10. In his great anxiety his heart was continually (**hewing, congregating, faltering, clamoring, dubbing**) at what he considered the intolerable slowness of the generals.
11. A certain light-haired girl grew (**demure, overresilient, moblike, quaking, welded**) and sad at the sight of his blue and brass.
12. These soldiers (**slantingly, burrlike, persistently, plainly, mathematically**) yelled, "Fresh fish!"
13. The shells looked to be strange war flowers (**retiring, arching, stained, wrestling, bursting**) into fierce bloom.
14. Henry had time in which to wonder about himself and to attempt to probe his (**aggregations, sensations, stampede, brigade, musketry**).
15. Farther off there was a group of four or five corpses keeping (**abrupt, maddened, immaterial, mournful, knifelike**) company.

Comprehension Test A

Part I: Matching (30 points)

Match the following descriptions with characters. Choose your answers from the list of characters below. You may use some of the answers more than once and some not at all.

- | | | |
|---------------------------------|------------------------|-------------------------------|
| A. Henry | G. Jim Conklin | M. man from Chatfield Corners |
| B. officer riding like a cowboy | H. corpse in the woods | N. Bill |
| C. Jimmie Rogers | I. enemy flag-bearer | O. colonel of the 304th |
| D. Hasbrouck | J. horse thief | P. dark-haired girl |
| E. Wilson | K. cheery man | Q. sarcastic man |
| F. mother | L. tattered soldier | R. commanding general |

- _____ 1. has three fingers crushed accidentally by a comrade
- _____ 2. is shot in the hand and bandaged with a handkerchief
- _____ 3. stammers that the men will do their best
- _____ 4. offers Henry two blankets, one rubber and one wool
- _____ 5. peels potatoes and milks a cow
- _____ 6. stalks like a specter
- _____ 7. thrashes about on the grass in pain
- _____ 8. grows sad at the sight of Henry's blue and brass uniform
- _____ 9. blames Tom Jamison for an injury
- _____ 10. receives a head injury from an unidentified infantryman
- _____ 11. calls the 304th regiment "mule drivers"
- _____ 12. returns the yellow packet without comment
- _____ 13. implies that Henry thinks he fought the whole battle in a day
- _____ 14. dies while clutching the colors
- _____ 15. calls Henry a "jimhickey"

Part II: Fill-in (20 points)

Fill in the paired blanks with answers that complete each statement.

- After grasping the _____ of the enemy force, Henry and _____ struggle for possession.
- On the walk away from the battlefield, _____ makes Henry feel ashamed by asking about his _____.
- After throwing a _____ at a _____, Henry believes that nature has given him a sign.
- Dying alone in a field, _____ wanders senselessly and believes that he quarrels with _____.
- _____ holds a canteen of coffee for Henry to drink and cleanses the head wound with _____.

Comprehension Test A (Page 2)

Part III: Cause and Effect (20 points)

Finish each of these statements.

1. Veterans have reason to scorn "fresh fish" because

2. Henry fears the corpse is chasing him because

3. The tattered man is concerned for Jim because

4. Henry leads his comrades because

5. The first months after enlistment seem dull because

6. Henry's mother gives him advice because

7. Wilson seems less loud because

8. Henry has trouble sleeping because

9. The retreating infantrymen push Henry aside because

10. Henry fears ridicule because

Part IV: Essay (30 points)

Choose two and answer in complete sentences.

1. Account for the changes in Henry.
2. Describe the status of the 304th at the end of the novel.
3. Discuss the insult that infuriates Henry.
4. Summarize significant scenes of military maneuvers.
5. Explain Henry's value to the blue-uniformed army.

Comprehension Test B

Part I: Settings (20 points)

Identify a setting that fits each of the following descriptions. Select your answers from the list that follows.

- | | | | |
|------------------|----------------|-----------------|----------------|
| A. Henry's house | D. open meadow | G. Rappahannock | J. road |
| B. Henry's hut | E. bushes | H. campfire | K. seminary |
| C. Richmond | F. Washington | I. brook | L. nearby town |

- _____ 1. Henry's destination after he enlists.
- _____ 2. The 304th at last faces the gray-uniformed army.
- _____ 3. Jim searches for a place to die.
- _____ 4. Wilson and Henry seek water for Jimmie Rogers.
- _____ 5. The 304th returns to its original position after abandoning the ground it has taken from the enemy.
- _____ 6. Henry bids goodbye to his friends.
- _____ 7. The corporal examines a wound.
- _____ 8. Henry enlists.
- _____ 9. Destination of the cavalry.
- _____ 10. Jim fears he will be hit by artillery wagons.

Part II: Short Answer (10 points)

Explain the significance of the following details:

- 1. blue uniform

- 2. chapel in the forest

- 3. wafer in the sky

- 4. the colors

- 5. Rappahannock

Comprehension Test B (Page 2)

Part III: Identification (30 points)

Place an X by statements that refer to Henry Fleming.

- _____ 1. Causes a stir by trying to steal a horse.
- _____ 2. Flirts with two girls at the seminary.
- _____ 3. Believes he has atoned for his sin.
- _____ 4. Allows an unidentified man to steer him back to camp.
- _____ 5. Sees Hasbrouck mounted on a gigantic black horse.
- _____ 6. Fears artillery wagons.
- _____ 7. Brings water from the brook for Jimmie Rogers.
- _____ 8. Blames Tom Jamison for causing his wound.
- _____ 9. Lies sleepless while his comrades snore.
- _____ 10. Rages at an officer's insult to the 304th.
- _____ 11. Joins the lieutenant in leading the men.
- _____ 12. Drops his haversack in the chapel in the wood.
- _____ 13. Considers ridiculing Wilson for entrusting the letter to him.
- _____ 14. Asks his mother for permission to go to Washington to enlist.
- _____ 15. Anticipates that battle will be heroic and glorious.

Part IV: Essay (40 points)

Choose two and answer in complete sentences.

- 1. Contrast different attitudes toward courage.
- 2. Summarize the stages of Henry's maturity.
- 3. Describe the sights and sounds of battle.
- 4. Account for Crane's frequent commentary on colors.
- 5. Compare deaths that Henry observes.

Answer Key

VOCABULARY

- | | |
|------------------|------------------|
| 1. calculations | 9. wavered |
| 2. figuratively | 10. clamoring |
| 3. demonstration | 11. demure |
| 4. scoffing | 12. persistently |
| 5. prolongation | 13. wrestling |
| 6. derive | 14. sensations |
| 7. fathom | 15. mournful |
| 8. unscrupulous | |

COMPREHENSION TEST A

Part I: Matching (30 points)

- | | | |
|------|-------|-------|
| 1. N | 6. G | 11. B |
| 2. D | 7. C | 12. A |
| 3. O | 8. P | 13. Q |
| 4. E | 9. L | 14. I |
| 5. F | 10. A | 15. D |

Part II: Fill-in (20 points)

- flag, Wilson
- the tattered man, injuries
- pine cone, squirrel
- the tattered man, Tom Jamison
- Wilson, water

Part III: Cause and Effect (20 points)

Answers will vary.

Part IV: Essay (30 points)

Answers will vary.

COMPREHENSION TEST B

Part I: Settings (20 points)

- | | |
|------|-------|
| 1. F | 6. K |
| 2. D | 7. H |
| 3. E | 8. L |
| 4. I | 9. C |
| 5. G | 10. J |

Part II: Short Answer (10 points)

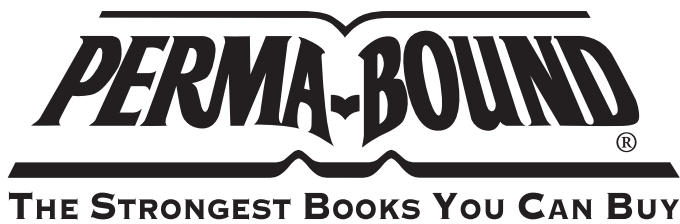
- identification of the army containing Henry and the 304th, who fight gray-uniformed soldiers
- serene setting that lulls Henry, then terrorizes him with the sight of a corpse in blue uniform and covered with ants
- the vision of a pitiless, impersonal sun that shines down on human violence, suffering, and death
- the flag around which the regiment rallies; also, the flag of the enemy troops
- the river that the 304th crosses, then recrosses as they abandon the ground they have taken by combat

Part III: Identification (30 points)

- | | | |
|------|-------|-------|
| 1. | 6. | 11. X |
| 2. | 7. | 12. |
| 3. X | 8. | 13. X |
| 4. | 9. X | 14. |
| 5. X | 10. X | 15. X |

Part IV: Essay (30 points)

Answers will vary.



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