



SUMMARY

This thesis is an investigation about Stephen Crane who was born on November 1, 1871, and died on June 5, 1900. He was an American novelist, short story writer, poet, and journalist. Also this work is an analysis of his major work, *The Red Badge of Courage*. This investigation is focused on Crane's life, how he grew up, why and how he became a writer. Another objective of this thesis is to see what kind of style he used in his writings; also it is necessary to review some important aspects of the American Civil War such as its causes, political aspects, and consequences in order to understand his famous work, *The Red Badge of Courage*, better. So the analysis of this work gives people an idea of the distinctive style which is often described as Naturalistic, Realistic, Impressionistic or a mixture of the three. Also this work shows how Crane wrote the novel without having had any battle experience thus making people who read this work think that Stephen Crane was one of the Civil War soldiers.

KEY WORDS:

Stephen Crane, *The Red Badge of Courage*, Analysis, Style, Impressionism, Naturalism, Realism, Major works, American Civil War, Slavery,



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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA DE LENGUA Y LITERATURA INGLESA

“STEPHEN CRANE AND *THE RED BADGE OF COURAGE*”

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Cuenca-Ecuador

2013



DEDICATION

First of all, I dedicate this thesis to God who is part of my life. He has guided and helped me to fulfill my goal.

Also, I want to dedicate this project to my loving husband, Carlos, because he has always been with me through good and bad times encouraging me each step of the way. With his love, support, and understanding I have reached one of my goals in life. Thanks for staying with me and being part of my life. I love you so much, Carlos.

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Finally, I would like to dedicate this work to my sister, Fernanda, my brother, Mike, my friends, my parents in law, and my teachers, since they all have advised and encouraged me to achieve this important goal of my life.

Gabriela



DEDICATION

This thesis is dedicated to God who has guided me and has never abandoned me during all this time, through his infinite kindness and love.

Next, I dedicate this investigation to my considerate and tolerant parents who have supported me to complete my career, to my brothers who have animated me at every moment on my way, and who have given me their love.

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Paola



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ABSTRACT

This thesis is an investigation about Stephen Crane, and an analysis of his major work, *The Red Badge of Courage*, which has been organized into four chapters.

Chapter One talks about Crane's life, his early years, his education, his career; his travels, his personal life, and his death.

Chapter Two contains some information about the historical events that influenced Stephen Crane's life and works. One of these influential events is the American Civil War. We give details of its causes, political factors, and its consequences.

Chapter Three is about one of Crane's most famous works, *The Red Badge of Courage*. This famous novel is important because it was inspired by the American Civil War, and Crane wrote it without any battle experience.

Chapter Four has details about the style and technique that Crane used when he wrote novels, stories, or poems. The chapter helps to realize how he wrote them. Also this study shows the contribution of Stephen Crane as a representative of Naturalism, Realism, and Impressionism in Literature.



INTRODUCTION

Stephen Crane was born on November 1, 1871, and died on June 5, 1900. He was an American novelist, short story writer, poet, and journalist. Crane began writing at the age of four and had published several articles by the age of 16. Having little interest in university studies, he left school in 1891 and began work as a reporter and writer. Crane's first novel was *Maggie: A Girl of the Streets*. He won international acclaim for his 1895 Civil War novel, *The Red Badge of Courage*, which he wrote without any battle experience. Although he was born more than six years after the end of the American Civil War, his novel depicted that war so vividly, and rendered the fears of men in battle so intensely, that many veterans who read the book were convinced that he was one of them.

In a career of less than ten years, Crane produced a body of work that helped set the course of American fiction and poetry in the twentieth century. When he was 21 years old, he accepted covering the Spanish-American War as a war correspondent. There he met Cora Taylor, the madam of a brothel, with whom he would have a lasting relationship. While en route to Cuba, Crane's ship sank off the coast of Florida, leaving him adrift for several days in a dinghy.

During the final years of his life, he covered conflicts in Greece and lived in England with Cora, where he befriended writers such as Joseph Conrad and H. G. Wells. Plagued by financial difficulties and ill health, Crane died of tuberculosis in a Black Forest sanatorium at the age of 28.

In four years, Stephen Crane published five novels, two volumes of poetry, three short story collections, two books of war stories, and numerous

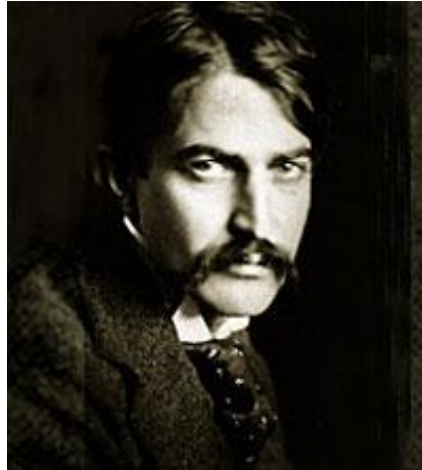


works of short fiction. By the time of his death, Crane had become one of the best known writers of his generation and an important figure in American literature. Stylistically, Crane's writing is characterized by vivid intensity, distinctive dialects, and irony. Common themes involve fear, spiritual crises and social isolation. Although recognized primarily for *The Red Badge of Courage*, which has become an American classic, Crane is also known for short stories such as *The Open Boat*, and *An Experiment in Misery*; *Black Riders and Other Lines* is a collection of poems; and *Maggie: a Girl of the Street* is another of Crane's famous novels. His writing made a deep impression on 20th century writers.

The purpose of this investigation is to know about Crane's life, how he grew up, why and how he became a writer; also, another objective is to see what kind of style he used in his writings; also it is necessary to review some important aspects of the American Civil War such as its causes, political aspects, and consequences in order to understand his famous work, *The Red Badge of Courage*, better. So the analysis of this work gives people an idea of the distinctive style which is often described as Naturalistic, Realistic, Impressionistic or a mixture of the three. Also this work shows how Crane wrote the novel without having had any battle experience thus making people who read this work think that Stephen Crane was one of the Civil War soldiers.

CHAPTER ONE

1. STEPHEN CRANE'S LIFE



1.1 EARLY YEARS

1.1.1 Birth

According to Paul Sorrentino and what he wrote in his book Stephen Crane was an American novelist, short story writer, poet, and journalist. Throughout his short life, he wrote notable works in the Realist tradition as well as early examples of American Naturalism and Impressionism. He is recognized by modern critics as one of the most innovative writers of his generation. His contemporaries noted him as being an "original" in his field of work. He was born in Newark, New Jersey, on November 1, 1871. Stephen Crane was the youngest of the fourteen Crane children of whom only 8 were alive at the time of his birth. He got his name in honor of his great-great grandfather. His father, the Reverend Jonathan Townley Crane, was an American clergyman, author, and abolitionist. Stephen's mother was Mary Helen Peck Crane, a leader in church activities and the New Jersey Woman's Christian Temperance Movement. He came from a Methodist and literary family since Sir. Townley Crane was a



Methodist minister, and his mother was a daughter of a Methodist Minister too. The Methodist Church is a movement of Protestant Christianity represented by a number of denominations and organizations. Also, he came from a literary family because his father, as a religious writer, used to write theological tracts in addition to moral tales for children, and his mother wrote popular, folksy articles on housewifery for local newspapers. One of Stephen's sisters wrote fiction for women's magazines, a brother was a reporter and editor, and an uncle was a poet.(Sorrentino 1-2)

1.1.2 Childhood

Sorrentino also explains in his book some facts about Cranes' childhood. "Stevie," as he was called by his family, joined eight surviving brothers and sisters, Mary Helen, George Peck, Jonathan Townley, William Howe, Agnes Elizabeth, Edmund Bryan, Wilbur Fiske, and Luther. The young Stephen was raised primarily by his sister Agnes, from the time she was 15 years old. As a child, Stephen was often sickly and afflicted by constant colds. When the boy was almost two, his father wrote in his diary that his youngest son had become "so sick that we are anxious about him. "At the age of 5, he and his family moved to Port Jervis, New York, in 1876, where Dr. Crane became the pastor of Drew Methodist Church, a position that he retained until his death.(2)

Other details found in the web side say that the Crane family spent summers in Ocean Grove because his mother used to give lectures on the evils of alcohol to large audiences at the Jersey Shore. However, the mother's good influence did not work on her son, Stephen, at the age of seven, he liked to drink beer and smoke cigarettes. Jonathan Townley Crane died when Stephen was only 8 years old, but death was no stranger to him due to the fact that five



of his brothers died in childhood. Soon after his father's death in 1880, Helen Crane moved her large family to Asbury Park where Stephen's brother, Townley, and sister, Nellie, lived; they were both now married. His sister Agnes changed teaching jobs to move back in with her mother and Stephen. Helen bought a house called Arbutus Cottage at 508 Fourth Avenue.(essortment.com 7-8)

1.2 EDUCATION

1.2.1 *Home Education*

Stanley Wertheim gives in his book, *Stephen Crane an Encyclopedia*, some information about Stephen's education. Stephen's first years emphasize how literary he was as a child. Before he was two, he was writing letters to his grandmother telling her that he wanted "to yite to ganma," and spelling and pronouncing words of five and six syllables with the help of his brother Edmund. He taught himself to read, and wrote letters at the age of three. As a four-year-old boy, he read James Fennimore Cooper's novels. Stephen started writing stories at eight, had written his first poem at six, and produced his first fully realized short story at 13, his first newspaper feature at 15 and articles for the "New York Tribune" at 16. When he was 22, he published his first novel, *Maggie, A Girl of the Streets*, and his second, *The Red Badge of Courage*, when he was 24.(Wertheim 10-12)

1.2.2 Formal Education



Cadet Crane in uniform at the age of 17

According to the same source Stephen Crane never completed a course of study in any educational institution since his health had never been strong; for that reason he could not attend school regularly until he was eight years old. In 1883, the family moved to Asbury Park where his sister Agnes died of cerebral meningitis a year later. In that place Stephen attended a public school, and he wrote his first short story called, *Uncle Jake and the Bell Handle*. Stephen attended Pennington Seminary, a Methodist boarding school in 1885 where his father had been principal. However, he did not finish the course there, and he was transferred in the third year to Claverack College, and Hudson River Institute, a semi-military Methodist school, for two years in January, 1888. His university education lasted only one year. It began at Lafayette College in 1890, a Presbyterian institution in Pennsylvania, and ended at Syracuse University in the same year. All these schools stressed religious and classical studies, but he did not feel any sympathy for these branches since he preferred



to study subjects that appealed to him, such as English Literature and History.
(13)

1.3 FULL-TIME WRITER

STEPHEN CRANE: The Story of an American Writer by Ruth Franchere states that during his brief career, Stephen Crane produced several literary works, such as novels, short works, and poetry. At the beginning of his career, he was writing for local newspapers and The New York Tribune during summers at Asbury Park from 1888 to 1892. For The New York tribune, he worked as a reporter where he had to write articles about the daily life of people. For that reason he liked to go to Erie Canal to see what was happening with people there. Also he liked to go to the police station to see the people's problems. One day he saw a girl, a prostitute, who was being mistreated by a policeman as she was accused of public scandal. She did not have enough money to pay her fine. Then he realized that it was not a good idea to write an article about her, but rather a story to make people feel her despair and loneliness. Moreover, he wrote an article for the University Herald called "The King's Favor" in January of 1891. In the same year, Stephen Crane moved to Lake View, a suburb of Paterson, New Jersey, to Edmund's house with his family. There, he made trips to New York City, writing and reporting while focusing particularly on the Bowery, a small and once prosperous neighborhood in the southern part of Manhattan. On December 07, 1891, his mother died, and he realized that there was no longer any reason to stay at Edmund's house. (Franchere 5-7).

Then the same author explains that Stephen went to New York in the last days of 1891 and got a job at The Herald newspaper. However, he was fired because



he reported in a violent language the agony and curses of a street cleaner accident. Moreover, he refused to say who the man was or by whom he had been hurt. During his time in the newspaper, he met various journalists and painters and now he lived with a group of them on East Twenty-Third Street. Crane wrote his first major work of fiction, *Maggie: A Girl of the Streets*, two days just before Christmas in 1891. Also he wrote, at Asbury Park, a series of stories about Sullivan County, New York, which were focused on his adventures with his friends camping many years before. This work was published by The New York Tribune under the name of *Stephen Crane: Sullivan County Tales and Sketches*. Crane showed two of these works to Tribune editor, Willis Fletcher Johnson, a friend of the family, who accepted them for publication. "Hunting Wild Dogs" and "The Last of the Mohicans" were the first of fourteen unsigned Sullivan County sketches and tales that would appear in the Tribune between February and July in 1892. These stories appeared each Sunday, on story a column, and he would earn six dollars a column. Crane also showed Johnson an early draft of his first novel, *Maggie: A Girl of the Streets*. Later that summer, Crane met and befriended author Hamlin Garland, who became a mentor of the young writer, whose intellectual honesty impressed Garland. In the middle of that year, the scandal cause by Crane's satiric report of the annual parade of the Junior Order of United American Mechanics resulted in his being fired from the Tribune. After that, Stephen Crane moved to Port Jervis to Will's house, the home of his older brother. However, there was a problem between them so he went to Fred Lawrence's house; Fred was a friend of his from Syracuse University; he lived with Fred on Avenue A in Manhattan in October, 1892. (12 – 28, 37)



The same book, says Crane started to review *Maggie* and had it published in March, 1893. He borrowed money from one of his brothers to have it printed, since he was unable to publish it commercially. The book appeared under the pseudonym Johnston Smith. Although the book was not successful and very few copies were sold, it won favorable attention from the influential novelists, Hamlin Garland and William Dean Howells. Crane lived in poverty in many houses in New York. There, he made a friend, Corwin Knapp Linson, who showed him articles about the battles and leaders of the Civil War, and a new idea came to his mind which was to write a war story. Then he moved to Ed's house again and there he finished the second draft of the battle story without a title yet. Stephen Crane decided to move back to New York to the old Art Students' League on Twenty-Third Street, in February, 1894. There he was assigned by the Arena Newspaper to write about conditions among the poor during the cold year, and Garland had encouraged him to do so. To carry out this work he not only needed to observe but to live the situation himself, and he did. Crane disguised himself as a shabby man and went on the streets to live that life. The result of this experience was the birth of his poetry because he could not just write an article about poverty. He wrote several works that fell into a form of poetry easily, although they did not have rhyme. These works did not express tranquility. They were harsh and shocking. From 1894 to 1896 Stephen Crane wrote social studies, such as "An experiment in Misery," and "In the Depths of a Coal mine," along with New York City sketches for the New York Press. Also, he took some of his poems and a manuscript to Garland to find the right publisher. In May, 1895, *The Black Riders* was published, and in September of the same year his war story was published under the name of



The Red Badge of Courage which became his most famous work. Also, he began another work called *The Third Violet*. In 1896 a new version of *Maggie: A girl of the streets* appeared and it sold rapidly. *The Monster*, *The Third Violet*, *George's mother*, *The Open Boat*, and other interesting works were published in 1896 too.(50-73)

1.4 TRAVELS AND FAME

1.4.1 *Life in New York*

Paul Sorrentino describes Stephen Crane's busy and poor life in his book. In October 1892, he decided to establish himself in New York and continue writing. He lived in poverty with painters and illustrator friends in several New York tenements. One of these houses was the Pendennis Club where he met Corwin Knapp Linson, a painter and illustrator, after the failed publication of *Maggie*, and whom he called CK. Stephen spent his time in CKLinson's studio reading articles about the battles and leaders of the Civil War, and his mind was constantly engaged with a war story. This information was not enough for him; he wanted to go to Virginia to talk with some of the old soldiers to hear about their battle experiences. However, it was not possible because of his poverty. In spite of his problems he wrote the first version of this war story in ten nights in early 1893.(Sorrentino 4-5)

The same author also talks about the time when Crane moved to Ed's house in Lake View again because the Pendennis Club was sold, and he could not pay a rent in any other place. In the summer of 1893, Stephen sat in the attic room and wrote the second draft of the war story; he finished it by the end of the summer without a title yet. Stephen Crane moved back to New York and



there he started to write poetry based on his experiences with poor people. In 1894 Crane took the first manuscript of *The Red Badge of Courage* to Garland to find a publisher. Garland gave it to McClure's magazine. While McClure's delayed giving him an answer concerning his novel, they offered him an assignment which was to write about the Pennsylvania coal mines; "In the Depths of a Coal Mine" as it was called. After that Crane realized that McClure magazine could not afford to pay him, so he went back to his war novel again and gave it to Irvin Bacheller, head of the Bacheller-Johnson Newspaper Syndicate. In early December of 1894 The Bacheller syndicate agreed to publish *The Red Badge of Courage* in a serial and in a truncated form in the newspaper. *The Red Badge of Courage* appeared in some half-dozen newspapers in the United States and Crane's fame began to rise. (5-6)

According to *The Pluralistic Philosophy of Stephen Crane's book*; at the end of January of 1895 Crane traveled to the West and then to Mexico while writing articles for the syndicate about the bandits who also were causing problems for the Mexican people. Five months later Stephen came back to New York, and he became an active member of the Lathern Club, a convivial group of journalists. In May of 1895 *The Black Riders* was published by Copeland & Day; it was highly criticized because of Crane's unconventional style and the free verse abuse. In September of the same year *The Red Badge of Courage* appeared in book form by Appleton. This novel became a bestseller in the United States and England, where it also attracted a great deal of positive notice. After that the McClure Syndicate offered Crane a contract to write a series on Civil War battlefields. He accepted it and visited the battlefields in Northern Virginia, including Fredericksburg. He produced five more Civil War



tales; "Three Miraculous Soldiers", "The Veteran", "An Indiana Campaign", "An Episode of War," and "The Little Regiment."(Dooley 15-16)

1.4.2 Scandal

Reading the website, "The Florida Book Review," at the age of 24 Crane's investigative reporter career was destroyed because of a big scandal caused by his defense of Dora Clark in her suit for false arrest against the New York City Police Department. It occurred when Crane was working in New York City for The New York Journal. In September of 1896, Crane was interviewing two chorus girls; after that, he accompanied both to take a cab. In that moment, another girl, Dora Clark, joined them. Crane did not realize she was a prostitute. While he was helping one of them to take a cab, Dora and the other girl were being arrested by Charles Becker for soliciting. When Crane went to interfere, two chorus girls said that Crane was the husband of one of them and he agreed. Although the police officer released her, he took Dora Clark to the police station. So Crane went with them and tried to make a formal statement about her innocence; however, the police advised him not to get involved because he might ruin his reputation, but he did. He said that Dora always acted in a respectable way with him, and the policeman's charge was false. Thanks to Crane she was released, and she pressed charges of false arrest against the police officer, Charles Becker.(floridabookreview.com 3-4)

The same website said that the newspaper initially praised Crane's bravery, but the police began a campaign against him. The police invaded his apartment and found supplies of drugs which were mementos of a detailed study of opium addiction that Crane had published in 1896. The police took

advantage of the evidence, and they threatened to arrest him for drug possession if he testified in favor of Dora Clark. Nonetheless, Crane did testify, and as a result his reputation was irreparably tarnished with false accusation of immorality and drug addiction. This incident caused the end of Crane's career in New York as a writer and reporter, and he took an assignment from the Bachelier syndicate to travel to Cuba. (4-5)

1.5 CORA TAYLOR AND THE COMMODORE SHIPWRECK



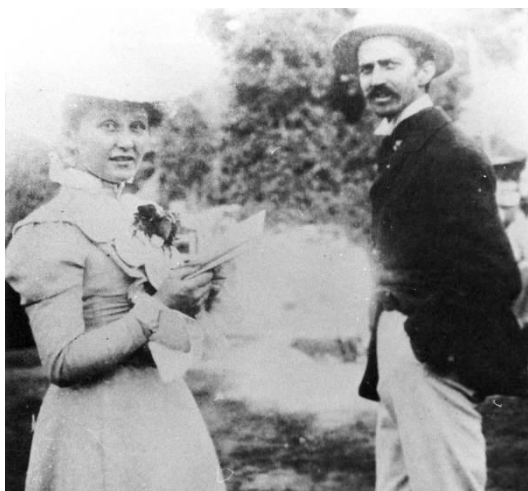
1.5.1 Cora Taylor's life

Harold Bloom, in his book talks about Cora Taylor's life and says that Cora Ethel Eaton Howarth was born on July 12, 1865, in Boston, Massachusetts. She was an American writer, journalist, and brothel owner. Cora was short, blond, pretty and her manner of dressing suggested an affluent way of life. She came from a fine and very literary family since her paternal great grandfather was a prominent Boston art dealer, and her father was a painter. Thus she had been raised in an atmosphere of artistic appreciation. After her parents' death, which left her with all their fortune, she soon departed



from her social background. At the age of 19, she married her first husband, Thomas Vinton Murphy, and two years later Captain Donald William Stewart. However, this second marriage did not last due to her unfaithfulness when they were living in England, while her husband was fighting a war. This caused a big scandal in the British society which forced her to return to America. She established herself in Jacksonville, Florida, by the name of Cora Taylor. There she bought the Hotel de Dreme from its proprietor, Ethel Dreme, and remodeled it into a popular "nightclub" called the Hotel de Dream. The elegant establishment was not technically a brothel because, if a man met a girl there, they had to go to another place to do "business". However, she moved to England with Crane and lived there until his death in 1900. After Crane's burial in New York, she returned to England in the summer of 1900. However, she left the country in 1901, and she spent a few months in New York before settling in Jacksonville in 1902. There she built another brothel, the Court, which she managed. She married Hammond McNeil in 1905, and two years later he shot and killed one of her lovers. Cora refused to testify at McNeil's trial, which caused the couple to divorce. Cora died in September of the same year, collapsing from heat exhaustion after helping to push a car out of the sand. (Bloom 15)

1.5.2 Cora Taylor and Stephen Crane



Harold Bloom also talks about the relationship between Cora and Stephen Crane. In late November, 1896 Stephen Crane arrived in Jacksonville, Florida, in toured to Cuba in order to cover the growing insurrection against Spanish rule. To maintain his identity in secret

after the scandal with Dora Clark, he registered at the local hotel as Samuel Carleton while waiting for a boat to travel to Cuba. During this time he routed the city visiting some brothels. Some days later, Crane met Cora Taylor, a 31 year old woman, who was owner of a brothel called, "Hotel de Dream." Although Crane was using a false name, Taylor recognized him since she had read his works, *Maggie: A Girl of the Streets* and *The Red Badge of Courage*. Crane soon began an affair with Cora Taylor, and for the next few weeks they stayed together. Despite the intensity of their relationship, Crane spent much of his time playing poker at the local hotel and visiting taverns with other journalists in Jacksonville. After his work in Cuba, Crane traveled to England in 1897 to cover the Greco- Turkish war. He brought along Taylor, who had sold the Hotel de Dream in order to follow him, and thus, she became the first female war reporter. She became his companion for the rest of his life. Although she called herself Cora Crane and was introduced by Crane as his wife, there is no evidence of their legal marriage.(16)

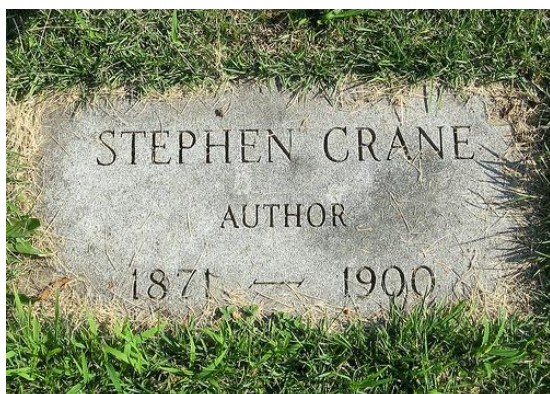
1.5.3 The Commodore shipwreck

Paul Sorrentino gives some details about the Commodore shipwreck and says the last days of December of 1896, Crane met Edward Murphy, captain of the Commodore and after a long conversation, and Crane persuaded the captain to take him as a member of the crew. At last, on New Year's Eve of the same year, Crane travelled to Cuba to work as a correspondent in the combat where insurgents were fighting for their independence from the Spanish government. The ship sailed from Jacksonville with 27 or 28 men, guns, and ammunition. Two miles down the St. John's River, the fog began to be very thick, and they were beaching in the mud where they had wait to until daylight to be pulled from it. They continued their trip but the motor of the boat failed. Despite the efforts of the crew this problem became worse and worse until the captain ordered them to abandon ship. The Commodore had three lifeboats. Two ones reached the shore, but when the last one foundered, seven men returned to the Commodore and made makeshift rafts; however, three of them died afterwards. The captain, a cook, an oiler, and Crane battled heavy seas for almost 30 hours until their makeshifts rafts capsized in the surf near Daytona Beach. However, the oiler passed away before reaching the shore. Crane could survive this terrible situation, and he decided to stay on in the south of Florida for some months while he wrote his story called, *The Open Boat*.(Sorrentino 165-167)



1.6 DEATH

1.6.1 Last years



According to a Web Site, The Times reported that on January 11 of 1897 and some days after of the disaster occurred on the St. John's River, Crane went back to New York. There, he spent three weeks finishing and publishing *The Open Boat*. After that, he realized that he would never be able to travel to Cuba. So Crane signed on with William Randolph Hearst's New York Journal to cover the impending Greco-Turkish conflict. He was determined to work as a war correspondent. On March 20, Crane and Taylor arrived to England, and in April they went to Athens. On April 22, Crane wrote his first published report of the war, "An Impression of the 'Concert'." On May 20 of the same year, Greece and Turkey signed an armistice ending the war. Crane and Taylor left Greece for England, and they established themselves in Ravensbrook where Stephen spent most of his time writing. (nytimes.com 9)

Using the same Web Site, on February 15, 1898, Crane was required to write articles for Blackwood's Magazine about an event of the war between the United States and Spain. However, his health was failing, and signs of his pulmonary tuberculosis, which he had contracted in childhood, became apparent. In early July he was sent to the United States for medical treatment for a high fever. He was diagnosed with yellow fever, then malaria. Although Crane had filed more than twenty dispatches in the three months he had



covered the war, he did not receive any money and was fired. Then he was sent to Cuba to work for Hearst's New York Journal. Also, he traveled to Puerto Rico and then to Havana. In September, rumors began to spread that Crane, who was working anonymously, had been killed or had simply disappeared. Taylor, who was alone in England, was also suffering because of his lover; the two men were not in direct communication until the end of the year. Crane finally left Havana and arrived in England on January 11, 1899. (10)

Continuing reading from the same source, Taylor had not paid the rent on Ravens brook for a year, and she and Crane had to move to Brede Place. There they had neither electricity nor indoor plumbing. Moreover, their money problems continued so that Crane could no longer afford to write for American publications, and he started to publish for English magazines. For the rest of the year, Crane wrote a number of short stories and articles that unfortunately did not translate into much income. Also, his health became worse, and by the fall of 1899 he was asking friends about health resorts. On December 29th, while Crane played the guitar, he collapsed onto the shoulder of a guest, spitting blood. His condition deteriorated, and in April of 1900 he suffered two more hemorrhages. He wrote his will at the end of the month, leaving all his personal possessions to Cora. Crane died at the age 28, in Badenweiler, Germany, and he was buried in Evergreen Cemetery, New Jersey. (11)

1.6.2 Legacy

According to Harold Bloom, Stephen Crane was born into one of the most dramatic periods in American history. After the Civil War, the country changed a great deal in terms of size, population, and economy. Also, two



literary movements appeared Realism and Naturalism, which were replacing Romanticism. At the beginning of Crane's career, the world was in the midst of the Realism war. Meanwhile there was a debate on how to write the best fiction; Crane was influenced by two writers of this debate, Hamlin Garland and Dean Howells. These good influences helped him to publish five novels, two volumes of poetry, three short story collections, two books of war stories, and a lot of works of short fiction and reporting. Today, he is mainly known for *The Red Badge of Courage*, which is heralded as an American classic. The novel has been adapted several times for the screen, including a successful 1951 film by John Huston. In the majority of his works, Crane combined elements of Naturalism and Realism, and he was ahead of his time in the use of simple direct language, irony, and dialect in his prose. Also, almost all his works reflect his life and the experiences he had lived during his short life. (Bloom 22)

The same author says that, in 1920 Crane and his works were being forgotten until Thomas Beer published his biography in 1923 which gained the attention of a scholarly audience. Also, Crane's reputation was enhanced by faithful support from friends, such as Joseph Conrad, H. G. Wells and Ford Maddox Ford. He and his have come to be an example for later writers such as Robert Frost, Ezra Pound, Willa Cather, and Ernest Hemingway. Today, Crane is considered one of the most innovative writers of the 1890s. To remember Stephen Crane, his house in Asbury Park, New Jersey, where the author lived with his family for nine years, serves as a museum. (25)

CHAPTER TWO

HISTORICAL EVENTS OF CRANE'S LIFE AND HIS ANCESTORS

2.1 THE AMERICAN CIVIL WAR



According to *The American Civil War* a book by Thomas E. Griess, the American people in 1860 believed that they were the happiest and luckiest people in the world. Certainly, the country was at its best times, but the end of America's golden age was near. There were two different societies developed in America, one in the North and another one in the South. Southern states depended on slavery to support their economy. Southerners used slave labor to produce crops, especially cotton. Meanwhile, in the Northern states slavery was illegal, but a small proportion of Northerners actively opposed it. In the North moral indignation increased with the rise of the abolitionists. Since slavery was unadoptable too much of the territorial lands, which eventually would be admitted as Free states, the South became more anxious about maintaining its position as an equal in the Union.(Griess 1)



The same book says that the American Civil War was a military conflict between the North and the South of the United States of America. The Northern states (the Union) and the Southern states (the Confederate or The Confederacy) fought from 1861 to 1865. The Civil War started because of uncompromising differences between the free and slave states over the power of the national government to prohibit slavery in the territories that had not yet become states. In 1860, Abraham Lincoln won the presidential election against Stephen Douglas, and Lincoln pledged to keep slavery out of the territories. This caused seven Southern states to separate from the Union and proclaim themselves a separate nation; the seceded states created the Confederate States of America; they were South Caroline, Mississippi, Florida, Alabama, Georgia, and Texas, and they elected Jefferson Davis as provisional president of these states. In April 1861, after a war at Fort Sumter in Charleston Bay, South Carolina, four states more, Virginia, Arkansas, Tennessee, and North Carolina, joined the Confederate States. (1-2)

Using the same source, the south declared that they were not just fighting a war for slavery but they were fighting to get their independence. The Civil War was the first modern war that incorporated technological advances creating armies to strike the enemy and destroy their possessions. The South had the advantage of fighting in their territory, and the North had many more soldiers than the South, as well as a better industrial system to support the war. The Confederate forces were led by General Robert E Lee, and the Union forces by General Ulysses S. Grant. (3)



Robert E. Lee General Ulysses S. Grant

Thomas E. Griess says in his book, that by the end of 1861, a million armed men confronted each other from Virginia to Missouri. Several battles had already taken place at Manassas Junction in Virginia, in the mountains of western Virginia where Union victories paved the way for creation of the new state of West Virginia; other Union victories had taken place at Wilson's Creek in Missouri, at Cape Hatteras in North Carolina, and at Port Royal in South Carolina where the Union navy established a base for a blockade to shut off the Confederacy's access to the outside world. However, the real fighting began in 1862; huge battles like Shiloh in Tennessee, Gaines' Mill, Second Manassas, Fredericksburg in Virginia, and Antietam in Maryland foreshadowed even bigger campaigns and battles in subsequent years, from Gettysburg in Pennsylvania to Vicksburg on the Mississippi, to Chickamauga and Atlanta in Georgia. By 1864 the original Northern goal of a limited war to restore the Union had given way to a new strategy of "total war" to destroy the Old South and its basic institution of slavery. The war was to give the restored Union a "new birth of freedom," and



as President Lincoln put it in his address at Gettysburg, to dedicate a cemetery for Union soldiers killed in the battle there. (41, 51, 63, 105, 121, 145)

2.1.1 The Battle of Gettysburg

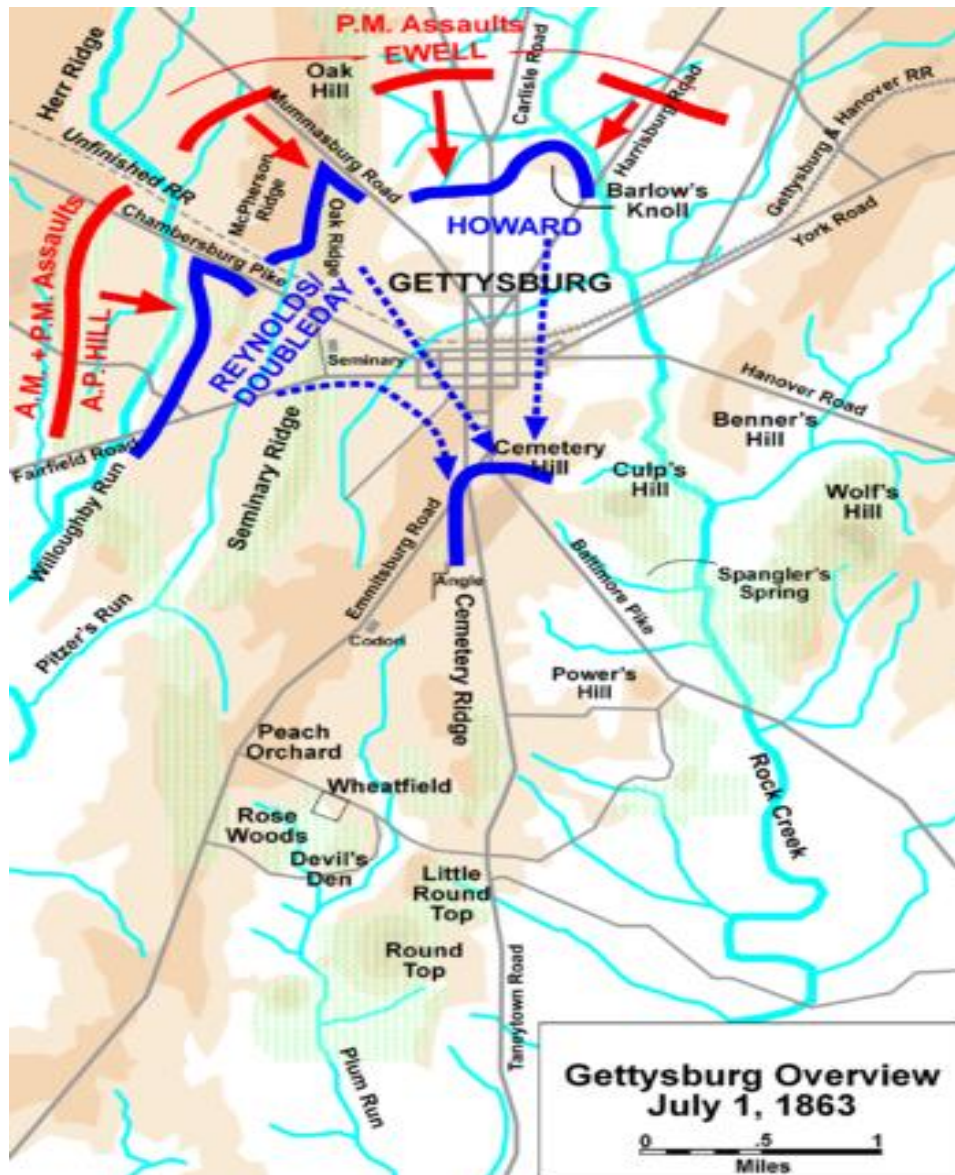
One of the most important battles of the Civil war was the battle of Gettysburg. Gina DeAngelis wrote in her book that at the beginning of the Civil War the Confederate army won important victories. However, the most famous and most important Civil War Battle occurred over three hot summer days, July 1 to July 3, 1863, in a small market town of Gettysburg, Pennsylvania, which decided the future of Union victories. After General Robert E Lee's victory in Chancellorsville over the Union army of Potomac, he led his army to Gettysburg through the Potomac River, but the Union Army of the Potomac under its very new and untried commander, General George G. Meade, marched to intercept Lee. On June 29, when Lee learned that the Army of the Potomac had crossed the Potomac River, he ordered a concentration of his forces around Cashtown, located at the eastern base of South Mountain in the west of Gettysburg led by Maj. Gen. Henry Heth. On June 30, 1863, an infantry brigade of Confederate soldiers commanded by Gen. J. Johnston Pettigrew, arrived in the town of Gettysburg searching for shoes; however, they noticed Union cavalry under Brig. Gen. John Buford arriving south of town, and Pettigrew returned to Cashtown without engaging them. When General Lee heard that the Union Army was near, he decided to gather his army quickly and sent messages to generals A.P. Hill and Richard Ewell to reinforce the scene. At the same time general Meade sent out his cavalry to find Lee's troops. He wanted to place his troops between Lee's army and Washington DC and wait for Lee to attack. This account of the battle of Gettysburg reveals the complicated nature of the battles



of the Civil War. Both sides, North and South, had to constantly maneuver their troops in their efforts to obtain the victory. (DeAngelis 16-18)

- **First Day:**

Looking at the same source, the first day of the battle started on July 1. Buford's 2500 soldiers gathered on three ridges west of the town: Herr Ridge, McPherson Ridge, and Seminary Ridge. Soon, Confederate infantry approached to find out how many Union soldiers were at Gettysburg. The battle of Gettysburg started as these two groups met and started to fight. Union soldiers held off the rebels for a while. However more Confederate troops arrived and pushed Buford's soldiers out of the town. Then the Union gathered on two mountains, Cemetery Hill and Culps Hill, and decided to stay there to defend themselves. This plan would force the Confederates to fight uphill. The Union used trees, rocks, and earth to fortify the hills. General Lee did not want to begin the battle until his army was together, but upon arriving at Gettysburg, he saw that his troops were winning the fight. So he sent a message to General Ewell to attack Culps and Cemetery Hills, if possible. But Ewell decided to wait until the morning. During the night, more Union soldiers arrived in Gettysburg, some joined to Culps and Cemetery Hills and others moved to the Cemetery ridge. Two hills called Round Top and Little Round Top rose at the end of the ridge. General Meade arrived the same night, and he decided that the best for his troops was to defend the hills around Gettysburg rather than attack the rebels. During the whole night more soldiers arrived on both sides. The Union army had 85,000 men and the Confederate army had 75,000 men. (21-22)



First Day position on July 1, 1863

- **Second Day:**

The same reference says that, on July, 2, the 2nd day of the battle started and six of the seven corps of the Army of the Potomac had arrived on the battlefield. They assumed positions in a fish hook shape about three miles from Culp's Hill, around Cemetery Hill, and down the spine of Cemetery Ridge. Meanwhile the Confederate line of the Army of Northern Virginia was roughly parallel to the Union's, on Seminary Ridge, northwest, north, and northeast of



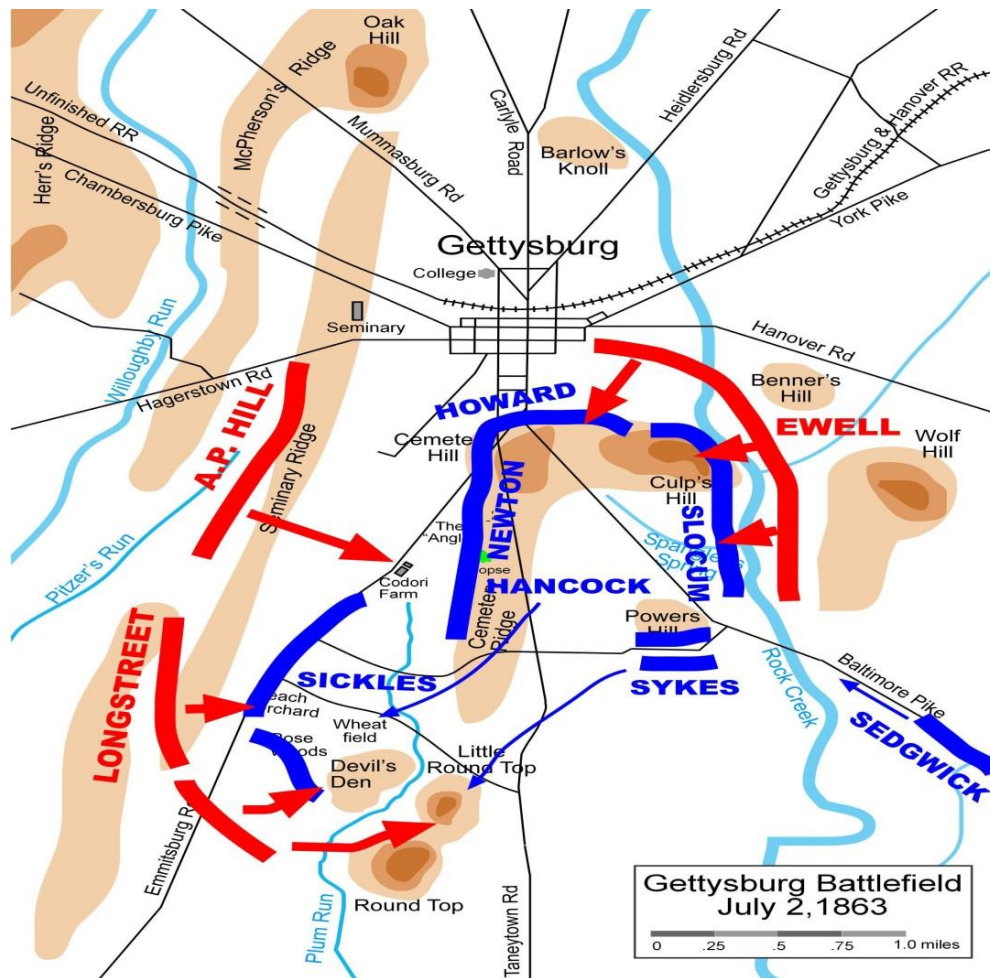
the town of Gettysburg. First Corps (Lt. Gen. James Longstreet) was arriving from Cashtown. However, Lee's victory on July 1 encouraged him to renew the battle. Early in the morning Lee surveyed the Union line from Seminary Ridge. He observed that the Union line, anchored at Cemetery Hill, did not extend very far south along Cemetery Ridge. At 11:00 Lee made his move. He ordered Longstreet to attack south up the Emmetsburg road toward little and Big Round Tops which appeared to be empty of Union troops. An attack here would strike the Union in its left flank. Since General Meade would be focused on the Confederates at Culp's Hill which he could clearly see, this maneuver against his left flank would come as a bit of a surprise according to Lee. The man in charge of leading the attack, General Longstreet, was not at all convinced this was a good idea. He thought it would be better if he and his men snuck around the Union lines and came up behind them, thus forcing the Yankees to attack them. (23-24)

However, Lee's plan did not change and when the southern troops finally reached their attack position they quickly discovered that an entire Union corps was standing in their way. General Daniel Sickles from the Union moved his men well ahead of the rest of the Union line setting up along the Emmetsburg road. By doing this he had separated himself from his own army and was in a very exposed position that could easily be attacked and outflanked. Seeing this, the Confederates had no choice but to attack this bulge in the Union line. At 4:00 in the afternoon the Confederates finally launched their attack. General John Bell Hood and Lafayette McLaws led the two Confederate divisions taking place in this attack. Meanwhile the main attack in the south began with an artillery bombardment of the Union lines. General Hood and his men began the



attack. The Confederates entered Devil's Den, which saw very bloody fighting often hand to hand. The Confederates fought their way through Devil's Den and on to Little Round Top. There, they met the men of the 20th Maine under the command of Joshua Chamberlain. At around 5:00 pm Mclaws began his attack into the peach orchard easily overwhelming the Union troops defending the area. The rebels pushed the Union troops into a wheatfield. The rebels sustained many casualties in the fighting and with more Federal troops being rushed to the area the attack failed and the rebels were forced to withdraw. (25-27)

At around 6:00pm, Anderson began his attack toward the Union lines. General Hancock was the commander of the Union center at Gettysburg. Weakening his lines General Hancock took a big risk because it was at this weakened spot that Anderson attacked. The rebels had initial success even reaching the top of Cemetery Ridge. Hancock, out of sheer desperation after seeing this, ordered the 1st Minnesota regiment that had just arrived in the area to attack the rebels. Their bravery was not in vain, however, because it bought Hancock enough time to reform his defensive position and drive the Confederates back to where they came from. At around 7:00pm Confederate forces began their attack against the Union right flank. The attack began with some success. The Confederates took some ground and inflicted many casualties on the Federal troops; however, the Union was able to reinforce their lines and the rebel attackers received no additional support, so their attacks eventually failed. This last attack ended the brutal second day fighting at Gettysburg. Lee came very close to breaking the Union lines, but fortunately for the Union he failed. Casualties were very high on both sides. (27-29)



Second day position on July 2, 1863

- **Third Day:**

Looking at the same book, July 3, 1863, was the third and final day of the Battle of Gettysburg. It was Lee's last chance to break the Union lines. His plan was to charge right through the center of the Union line and split them in two. Both sides were continually reinforced with more and more soldiers. Early in the morning the Union under General Slocum attacked Confederate troops at Culp's Hill to regain territory lost the previous day. This fight lasted for a good 8 hours finally forcing the Confederates to retreat off of Culp's Hill. Meanwhile, Lee was planning the main attack at Gettysburg. General Pickett's division had

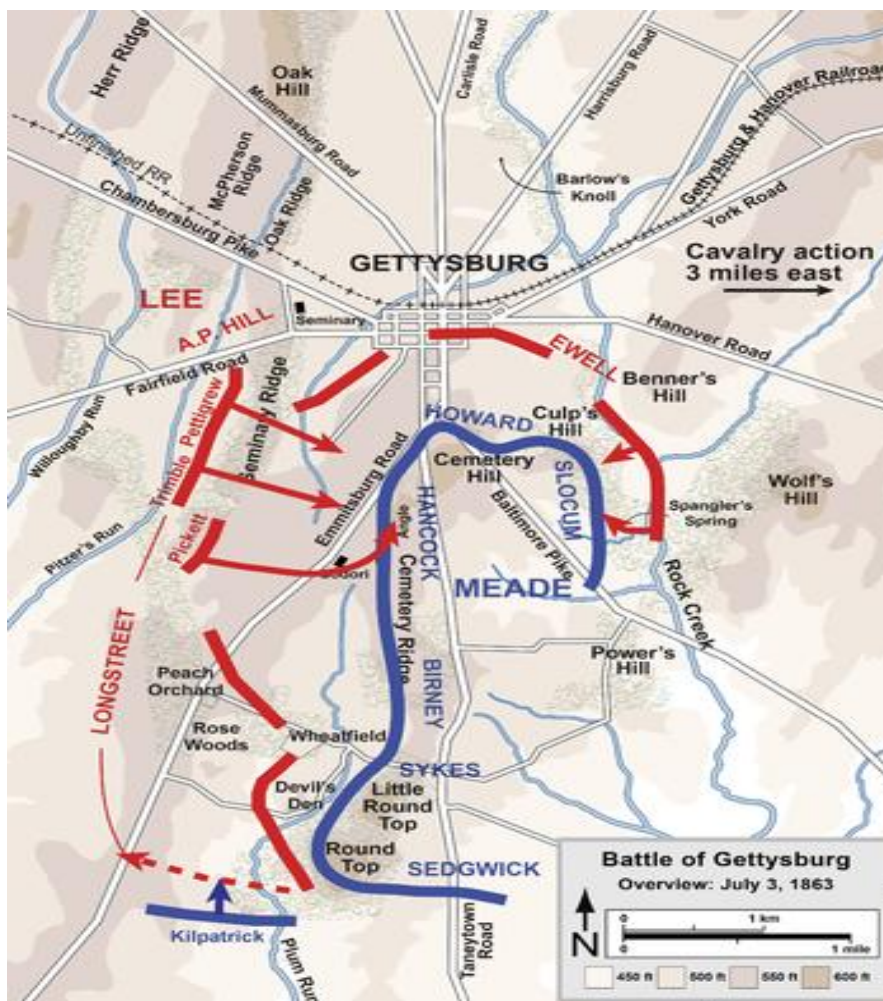


just arrived on the night of July 2nd, followed by the arrival of Jeb Stuart and his cavalry. Longstreet was very distressed with this attack at Gettysburg. He did not think it could possibly be successful. He even tried to convince Lee to call off this attack, but Lee was determined to make this attack despite the fact that the attacks of the previous day had all failed and many more troops were used in those attacks. Lee reasoned that those attacks were at different points on the battlefield and were not made at the same time; therefore, they failed. What Lee needed was a massive attack with a massive artillery bombardment. Jeb Stuart was to circle around the Union lines at Gettysburg, and while the infantry was attacking the center of the Union forces, Stuart and his cavalry would attack the Union center from the rear, thus joining with their comrades and splitting the Federal forces in two. If it were successful, they would win the battle of Gettysburg. (29-31)

At 1:00 pm the Confederate artillery began the first phase of the battle plan. Over 150 guns opened fire on the Union center. The Federals returned fire and the most massive artillery bombardment during the Civil War had begun. At a little past 2:00 pm the Union began to slowly stop firing. This was a trick to deceive the Confederates into believing they had knocked out all the Union guns. The trick worked and at 3:00pm the Rebels stopped firing. They were also dangerously low on ammunition and needed to conserve it as much as possible. It was at this time the commander of the Confederate artillery under Pickett attacked. He asked Longstreet for permission to begin the attack. Although Longstreet knew that it would fail, he waved his hand to give the order to Pickett. General Pickett was in very high spirits and truly believed his men would be able to break the Union lines. The morale of his men was also high



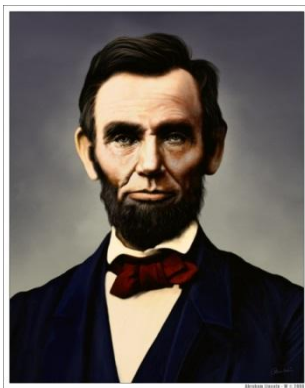
because they also believed the Federals would break. The long gray line advanced toward the Federals. Halfway across the field Pickett's division performed a left oblique to close the gap between them and the rest of the units. This was when the Union opened up with their artillery on the advancing rebels. They fired from both Cemetery Hill and Little Round Top, slamming into both flanks. The Confederates finally reached the Emmetsburg road only to be confronted with a simple fence which turned into a difficult obstacle. They had to jump this fence and in doing so made easy targets for Union troops. The Confederates finally reached the Union line, and it was the moment where the battle would either be won or lost. The rebels rushed stonewall, and brutal hand-to-hand combat quickly ensued. The Union quickly poured in fresh troops to fix their broken line and counterattacked. Stuart and his cavalry were supposed to meet the infantry attacking the Federals in the rear of their line. Stuart and his men ran into Federal cavalry commanded by George Armstrong Custer and were forced to withdraw. Because of this the southern troops were forced to retreat. The rebels fled back to their original lines, Pickett's charge had failed, and with that the battle ended. However, Meade did not finish the job at Gettysburg and attack Lee which just shows how timid and unimpressive he was as a general. On the night of the 4th Lee and his army left Gettysburg forever. (31-32)



Third day position on July 3, 1863

2.1.2 Importance of the Battle of Gettysburg

The same source explains that four months after the battle Abraham Lincoln gave one of his most famous speeches, the Gettysburg Address, which lasted only two minutes, but it became one of the greatest speeches of the American History. It was a dedication to the Soldiers' National Cemetery in Gettysburg, Pennsylvania. Lincoln focused on the principles of human equality espoused by the Declaration of Independence. (34) Below, this is the most famous speech by Abraham Lincoln:



Four score and seven years ago our fathers brought forth, upon this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived, and so dedicated, can long endure. We are met here on a great battlefield of that war. We have come to dedicate a portion of it as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But in a larger sense we can not dedicate - we can not consecrate - we can not hallow this ground. The brave men, living and dead, who struggled, here, have consecrated it far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but can never forget what they did here.

It is for us, the living, rather to be dedicated here to the unfinished work which they have, thus far, so nobly carried on. It is rather for us to be here dedicated to the great task remaining before us - that from these honored dead we take increased devotion to that cause for which they here gave the last full measure of devotion - that we here highly resolve that these dead shall not have died in vain; that this nation shall have a new birth



of freedom; and that this government of the people, by the people, for the people, shall not perish from the earth.(Borade)

It is clear that A. Lincoln was saying that the Northern forces were fighting for equality of all men (later this included woman) and for a democratic government to continue in the new nation.

Thomas Griess says in his book, that for three long years, from 1862 to 1865, Robert E. Lee's Army of Northern Virginia avoided invasions and attacks by the Union Army of the Potomac commanded by a series of ineffective generals. Finally, Ulysses S. Grant came to Virginia from the Western theater to become general in chief of all Union armies in 1864. After bloody battles at places with names like The Wilderness, Spotsylvania, Cold Harbor, and Petersburg, Grant finally brought Lee to bay at Appomattox in April 1865. In the meantime Union armies and river fleets in the theater of war, comprising the slave states west of the Appalachian Mountain chain, won a long series of victories over Confederate armies commanded by Confederate generals. From 1864 to 1865 General William Tecumseh Sherman led his army deep into the Confederate heartland of Georgia and South Carolina, destroying the southern economic infrastructure, while General George Thomas virtually destroyed the Confederacy's Army of Tennessee at the battle of Nashville. By the spring of 1865 all the principal Confederate armies surrendered, and when Union cavalry captured the fleeing Confederate forces, in Georgia on May 10, 1865, President Jefferson Davis` resistance collapsed and the war ended. The long, painful process of rebuilding a united nation free of slavery began.(Griess 217)



2.1.3 Robert E. Lee's Farewell

Using the same reference, Robert E. Lee surrendered to General Ulysses Grant through a letter, Farewell Address, and the war ended (219). Here is the letter by Robert E. Lee

Headquarters, Army of Northern Virginia, 10th April 1865.

General Order No. 9

After four years of arduous service marked by unsurpassed courage and fortitude, the Army of Northern Virginia has been compelled to yield to overwhelming numbers and resources.

I need not tell the survivors of so many hard fought battles, who have remained steadfast to the last, that I have consented to the result from no distrust of them.

But feeling that valour and devotion could accomplish nothing that could compensate for the loss that must have attended the continuance of the contest, I have determined to avoid the useless sacrifice of those whose past services have endeared them to their countrymen.

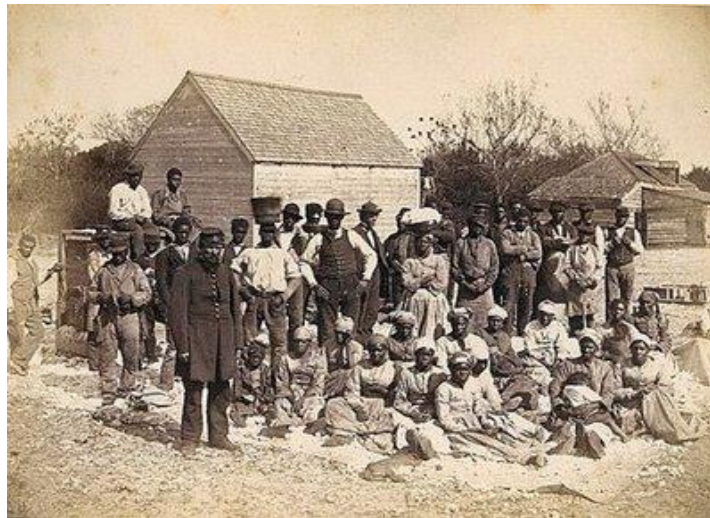
By the terms of the agreement, officers and men can return to their homes and remain until exchanged. You will take with you the satisfaction that proceeds from the consciousness of duty faithfully performed, and I earnestly pray that a merciful God will extend to you his blessing and protection.

With an unceasing admiration of your constancy and devotion to your Country, and a grateful remembrance of your kind and generous consideration for myself, I bid you an affectionate farewell.

— R. E. Lee, General, General Order No. 9 (Eliot 449)

2.2 CAUSES OF THE CIVIL WAR

2.2.1 Slavery



Dorothy Schneider explains in her book that between 1510 and 1870 more than nine million Africans were captured and taken from their homeland for a life of slavery around the world. Initially they were mainly used as servants for the rich. The Europeans justified the taking of slaves by arguing that they were providing an opportunity for Africans to become Christians. Nearly half of them were brought to the United States, primarily to the Southern region, where the climate encouraged agriculture on large scale, because the cotton industry was the principal source and it was directly linked to slave plantations. Slavery in the United States began after English colonists settled Virginia in 1607. At first, Europeans tried to use the original inhabitants of the Western Hemisphere (the Native Americans in North and South America) for slave laborers. However, the Native Americans tended to die rapidly from diseases brought from Europe. Africans, however, were stronger and could survive the hardships of contact with Europeans and their diseases. (Schneider y Schneider 3-4)



According to the same author, later many Africans were brought to the New World in great numbers as slaves. They were forced to work in agriculture (sugar, tobacco, cotton, rice, etc.) and contributed much to the New World's economy and culture. Africans and their descendants have helped to build America in many ways: work, culture, inventions, military service, social reform, politics, art, music, sports and cooking, making America successful and powerful. However, contributions were never recognized or given credit. The first three centuries of the African American story is very much related to the evils and terrible sufferings of captivity of the slaves. Many millions of captured Africans were brought to work relentlessly without freedom or reward for the economic benefit of the American people. Slavery in 1787 was made illegal in the Northwest Territory. In 1808, there was a big problem; Congress prohibited the importation of slaves from Africa. It divided the country and caused the Civil War. (4-5)

The same reference says that after the Europeans established settlements in America, they divided the land into smaller units under private ownership which became known as the plantation system. Starting in Virginia the system spread to the New England colonies. Slaves were in the fields from sunrise to sunset and at harvest time they worked eighteen hours a day. Women worked the same hours as men, and pregnant women were expected to continue until their child was born. The death-rate among slaves was high. To replace their losses, plantation owners encouraged the slaves to have children. Child-bearing started around the age of thirteen, and by twenty the women slaves would be expected to have four or five children. To encourage child-bearing some population owners promised women slaves their freedom after

they had produced fifteen children. A large number of early settlers in America grew cotton. To grow cotton and to pick, gin, and bale it took a great deal of work. Therefore large numbers of slaves were purchased to do this work. American settlers soon found tobacco to be a profitable export crop. Also, it was popular in Europe where tobacco-smoking and snuff-taking had become fashionable. Plantation owners imported large numbers of slaves to cultivate it, dry its leaves and pack it to be transported to market. Also, sugar cane was grown when cotton and tobacco plantations were failing because of strong competition in prices. The owners of the large plantations decided to switch to growing sugar cane. Furthermore, rice became an important crop in America; in addition slaves were used for the construction of canals and ditches to maintain adequate supplies of water. (6-7-8)



Slaves processing tobacco



Slaves picking cotton

- **Slavery conditions**



Looking at the same reference the system of slavery slave conditions in the mid- 1800's. Slaves were punished by whipping, shackling, hanging, beating, burning, mutilation, branding, and imprisonment. Punishment was often given in response to disobedience or to perceived infractions, but slaves were also sometimes abused to assert the dominance of their master or overseer.

The mistreatment of slaves frequently included sexual abuse of women. Many slaves were killed as a result of resisting sexual attacks. Also, slaves were forced to work 15 hours per day in the summer and 14 in the winter, with only Sundays free. Concerning their food, corn was the principal food for slaves. Sometimes they were given pots and pans for cooking, but more often they had to make their own. Some slaves used a hollowed out pumpkin shell called a calabash to cook their food in. Slaves lived in a restricted area of the plantation. Sometimes owners provided slaves with housing, whereas other slaves had to build their own homes. They had no furniture and their beds usually were made of straw or old rags. Slaves received 2 or 3 pairs of pants and short a year, and most adults and children had no shoes. In the winter, they didn't have clothes to protect them from the cold. Children were at times sold away from their parents. Slaves were encouraged to have a large number of children and to marry in order to avoid desertion. After the slave woman had her baby, she had one month free to recover and prepare to work again. She had to carry her child on her back to the field and she had only a few minutes to nurse

the baby. When the child became at least five years old, it was time for the slave child to begin working on the plantation. Masters wanted their slaves to become Christians because it made them easy to control. The masters told the slaves anything and said it was the word of God. Slaves believed their master because they could not read the Bible. It was forbidden for slaves to learn how to read and write, and there were laws against it. Moreover, to keep the slaves under control, the owners made laws about what slaves could and could not do. For example, they could not go outside after dark, gather in groups of three or more, leave their owner's property without a written pass, own weapons, or learn to read or write. However, house slaves usually lived in a better way than field slaves. They usually had better food and were sometimes given the family's worn out clothes.(78- 95, 110-113)



Slaves' houses

The same reference says that in spite of the fact that the South defended slavery more and more vigorously, the North criticized it more and more earnestly. Southern States' economy was based on large plantations which needed slave workers. Northern States, on the other hand, formed an industrial society. The publication of *Uncle Tom's Cabin*, an anti-slavery novel by Harriet Beecher Stowe, in 1852, described the horrors of slavery. It hardened Northern middle class attitudes regarding slavery's incompatibility with the nation's



democratic principles. Another source of conflict between the North and the South was the Dred Scott case in 1857 which ruled that the Congress had no right to single out slaves for freedom. The Supreme Court's Dred Scott decision opened Federal territories to slavery and outraged many people in the North. (114)

1.2.3 The Southern Secession

According to the website "Civil War: secession of the Southern States," the main issue dividing the North and the South was slavery. Slavery had been a problem between the Northern and Southern states from the time the United States was founded. For years, American leaders tried to solve the problem with compromises such as the Dred Scott Decision, the Compromise of 1850, the Compromise of 1820, the Kansas Nebraska Act, the Raid at Harpers Ferry, the Three Fifths Compromise, and the Missouri Compromise, but people on both sides finally gave in a little to reach an agreement. Nevertheless, the South was already angry and upset about the compromises and decisions that had been made earlier regarding slavery. Moreover, Lincoln's election in 1860 was not the first time the Union was faced with secession because the first threat to the Union came just 15 years after the Constitution was signed. In 1803, Massachusetts declared that it would secede if the U.S. purchased the Louisiana Territory from France, and in October, 1856, a secret convention of Southern governors was held at Raleigh, North Carolina, in order to separate certain southern states from the North. By 1860, the Northern states had prohibited slavery, but it was still legal in the Southern states. Southerners believed slave labor was needed to make plantations profitable; however, abolitionists from the north believed that slavery was wrong, and they criticized

the cruel treatment of slaves. In October, 1860, a meeting of politicians was held in South Carolina, which decided on secession in the event of Lincoln's election. With the advantage that the administration was still Democratic, the secession had been determined. Before New-Year's day, 1861, South Carolina had passed an ordinance of secession and set itself up as an independent power. Other States followed: Georgia, Alabama, Florida, Mississippi, Louisiana, and Texas. Later, four states more, Virginia, Arkansas, Tennessee, and North Carolina, joined the Confederate States. (philwriters.com 1-4)



1.2.4 Political Factors

According to Paul Calore, the reasons the southern states argued to secede from the Union were that they wanted to preserve slavery without paying their slaves for their labor on the farms. Also, the white southerners thought the black people were inferior to them, and the blacks should serve the white people. The US government forced the South to buy products from the



North. Meanwhile, the south had to compete against the global market, and the tariff laws were written in such a way as to force the South to enrich the North. The North was trying to change the constitution to make the senate elected by popular vote rather than by state legislatures. They succeeded after the war. There was a huge change in the structure of government since the South wanted each southern state to be more sovereign than the North. This was demonstrated after the Confederacy was established in February 1961. Its constitution was almost an exact copy of the United States of America's Constitution except for the sovereignty of the state. The confederacy wanted state sovereignty, and the North wanted the federal government to be more able to regulate the internal affairs of the states, not just with respect to slavery. Finally, the South believed that they did not need the North because their own political and economic support. All these reasons contributed to the Civil War breaking out. (Calore 5-15)

Looking at the same reference, also, there were other important factors that contributed to the Civil War. One political reason was that the South wanted to protect their rights to own slaves. The number of free blacks increased from 60,000 in 1790, to 500,000 in 1860. However, their freedom was restricted by law and racial prejudice in that area. Sometimes political rights were denied them. Restrictions in the North were less severe but there was also racial prejudice. Freed black and white immigrants fought for jobs. Violence owing to race usually arose in cities. In addition, the Republican Party (the Northern people) itself was torn over the course of the war, dividing itself into three distinct splinters. Conservative Republicans favored the gradual emancipation of slaves and kindness toward the South. Moderate Republicans urged faster

emancipation and some punitive economic and political sanctions. Radical Republicans sought immediate emancipation and harsh punishment against the South. In the Democratic Party, Peace Democrats considered the war unconstitutional and supported the Southern cause. Their position was that the Republican Party caused the Civil War by forcing the South to secede and did so only to strengthen its own power base and force racial equality, a phrase intended to frighten racists who might otherwise support the Union cause. War Democrats believed strongly in the Union cause and supported the Lincoln administration on most issues. Most War Democrats had no strong feelings regarding the institution of slavery in the South and felt no compunction about restoring the Union without emancipation if necessary. The last political factor was the increasing of the Abolitionist movement in the 1820s and 1830s. Beginning in the North, adherents believed that slavery was morally wrong rather than simply a social evil and they started campaigns to stop the spread of slavery and its influence. (20-35)

2.3 CONSEQUENCES OF THE CIVIL WAR





2.3.1 Social Effects

Eric Foner and Olivia Mahoney say in their book that from November 15, 1864, to December 21, 1864, there was a campaign called Sherman's March to the sea conducted through Georgia by Maj. Gen. William Tecumseh Sherman of the Union Army. He and the U.S. Army commander, Lt. Gen. Ulysses S. Grant, believed that the Civil War would end only if the Confederacy's strategic, economic, and psychological capacity for warfare were decisively broken. The campaign began with Sherman's troops leaving the captured city of Atlanta, Georgia, on November 16 and ended with the capture of the port of Savannah on December 21. Sherman ordered his troops to burn crops, kill livestock, consume supplies, and destroy civilian infrastructure along the path of advance. Moreover, the Army destroyed the railroads by twisting and breaking rails, heating them over fires, and wrapping them around tree trunks; the Army destroyed the manufacturing and agricultural infrastructure of Georgia as well. Cotton gins and storage bins were to be destroyed too because Southerners used the cotton to trade for guns and other supplies. As for horses, mules, and wagons belonging to the inhabitants, the northern cavalry and artillery could appropriate them freely and without limit to replace the jaded animals of their trains, or to serve as pack-mules for the regiments or brigades. While the North savored the victory, the South took account of the costs of the war. Physical destruction in the South was profound. Major cities, such as Richmond, Charleston, and Atlanta, had been burned to the ground, and many smaller towns suffered the same fate. The physical destruction extended to individual homes, including many impressive mansions that were reduced to shambles.



The North inflicted significant damage, particularly to industry and infrastructure leaving the South without lines of supply or communication.(Mahoney 37-38)

When the war was over, 620,000 men had been killed and families were living apart from each other. Boys, as well as men, were forced to fight to defend their side. Loved ones were killed in battle. Women, men, and children suffered the deaths of friends and family. However, slavery was abolished, and many black families were reunited together. About 4 million slaves were freed. Unfortunately, with freedom came hunger and homelessness. Some slaves stayed on the plantations, but others went north. Either way, thousands of former slaves were without homes, clothes, food, and jobs, and didn't have any education. The Freedman's Bureau helped both blacks and whites after the war by providing them with food and medical care. In addition, banks and businesses in the south had been shut down during the war. Planters had no source of capital with which to rebuild their homes or their livelihoods. Crops could not be restored without seed, and no seed was available for purchase. It is estimated that Southern planters had lost over \$2 million in human chattel when their slaves were emancipated. Any crops that might be salvaged lay abandoned because planters had lost their labor source. Southerners who had once lived the high life were now poverty-stricken, struggling to get by. The plantation system collapsed as a result of the loss of slave labor. However, the agricultural cotton survived because of the development of the system of sharecropping. There was no cash available to pay wages for farm workers so the sharecropping system allowed the use of the available free African American labor force. The landowner provided acreage, seed and equipment, such as hoes and plows, and the freedman provided the labor in exchange for a



portion, or share, of the crop that was produced. As time went on, however, the system forced mired the sharecropper, whether white or African American, into poverty and debt. (38-39)

2.1.1 Political Effects

The same book says that the North won the Civil War, thereby forcing the South to rejoin the United States. It also meant that the South had to emancipate its slaves. The Emancipation Proclamation by Abraham Lincoln in 1863 freed African Americans in rebel states. After the Civil War, the Thirteenth Amendment emancipated all U.S. slaves wherever they were; however, instead of creating laws that protected the rights of the newly freed slaves, the southern legislatures made a set of laws called the Black Codes that undermined the rights of blacks and kept them under the authority of whites. In this way, the southern states showed they had no intention of allowing the African Americans to join their society. The Black Codes allowed for the arrest of blacks who were unemployed, and they also made it difficult for blacks to find employment, requiring licenses for skilled work and setting numbers on the amount of hours a person needed to work to be considered "employed." Because of these codes, the blacks in the South remained in a condition close to slavery. When they were arrested for violating the codes, they were hired out so that they could pay the fine, which virtually kept them in slavery. The Black Codes succeeded in ensuring that blacks were treated just as badly after the war as they were before the war. (73)

According to the same source, the Reconstruction implemented by Congress was aimed at reorganizing the Southern states, providing the means



for readmitting them into the Union, and defining the means by which Whites and Blacks could live together in a non-slave society. During the years after the war, black and white teachers from the North and South, missionary organizations, churches and schools worked tirelessly to give the emancipated population the opportunity to learn. Former slaves of every age took advantage of the opportunity to become literate. After the Civil War, with the protection of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and the Civil Rights Act of 1866, African Americans enjoyed a period when they were allowed to vote, actively participate in the political process, acquire the land of former owners, seek their own employment, and use public accommodations. Nevertheless, during the years following Reconstruction, Blacks were not given anywhere near the freedoms they expected to gain out of the Civil War. Although the Fourteenth Amendment was passed, it did not have much of an impact on African American rights because blacks continued being the victims of the Black Codes. The Supreme Court upheld the practice of segregation, making it even more difficult for blacks to remove themselves from their low position on the social ladder. In the years after the Civil War, the status of blacks slowly began to rise, but they still had not gained much since their liberation from slavery. (74)

2.1.2 Economic Effects

The same authors explain that an important thing to remember about the economic consequences of the Civil War was that it was very expensive. The war greatly impacted the economy because it was expensive to pay for soldiers, guns, food, medical supplies, and transportation for armies. After any war, governments generally have great amounts of debt. The Civil War had



destroyed virtually all the banks in the South. There was little capital available to finance reconstruction. By 1877, when Reconstruction ended with the withdrawal of the Union Army, native white rule returned in every former Confederate state. The South, however, remained largely agricultural, producing basic crops for northern factories or for export. Economic recovery in the South was slow. Cotton did not reach its former level of production until 1879. As cotton production increased, however, the price fell. Tobacco, the other major crop in the South, followed a similar pattern. The sharecropping system that replaced slavery had few incentives for soil conservation, innovation or the cultivation of new crops. The region remained poor in capital and grew slowly in population. By 1870, the population had increased only about 10 percent. Its reliance on crops along with the slow growing population did not create demand for expanded infrastructure. The South failed to attract many immigrants after the War because of limited economic opportunities. For at least two generations after the Civil War, the South remained predominantly agricultural and largely outside the industrial expansion of the national economy. (42-43)

Following the same reference, the Compromise of 1877 ended Reconstruction solidified Northern control of Congress. This control led to even higher taxes, and a continuation of government subsidies for railroad expansion. In the North U.S. industry grew and agriculture expanded westward to feed the growing populations of the industrial cities. Northern and Midwestern populations grew much faster than those of the South and the expansion of the nation's railroad system tied the Northeast and the West even more. A large part of the industrial expansion of the immediate post-Civil War years was

based on connecting the industrial northeast with the farm and grazing areas of the Midwest, the plains states, and completing the transcontinental railroads. The iron and steel industry was one direct benefit from the expansion of the railroad system. Steel production led to comparable increases in mining and other basic industries. The North and Midwest attracted growing numbers of immigrants with the promise of economic opportunity and inexpensive land, which also encouraged the construction of housing and infrastructure. Therefore, the economy after the Civil War was at first stimulated by the construction of railroads connecting the industrial communities of the northeast and the agricultural regions of the Midwest and plains. The economy that developed after the Civil War was still sharply divided regionally along the same lines as the antebellum economy had been.

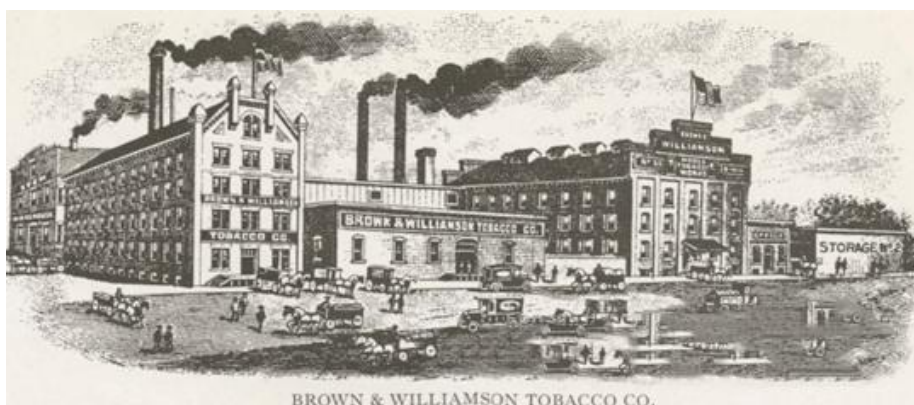
Three major industries emerged in the South after the Civil War



Cotton



Iron and Steel



Tobacco

CHAPTER THREE

ANALYSIS OF CRANE'S MOST FAMOUS WORK AND HOW IT REFLECTS HIS LIFE

3.1 *The Red Badge of Courage*



According Mary Gladwin *The Red Badge of Courage* is a war novel written by Stephen Crane in 1895 based on the American Civil War. The novel became his most famous work. This is the story of an American soldier named Henry Fleming. When he is a boy, he dreams of going to war. He thinks that war is an adventure, and he wants to be a hero.

When he is older, his country is at war. The North of the country is fighting against the South. Then Henry decides to leave home and joins the army. When he puts on his new blue uniform, he feels proud and excited. He is ready to fight for his part of the country, the North. Although Stephen Crane was born more than six years after the end of the American Civil War, and he wrote this novel without any battle experience, the novel depicts that war so vividly and renders the fears of men in battle so intensely, that many veterans who have read the book have been convinced that he was one of them. In this novel Stephen Crane tries to reflect the battle of Chancellorsville which was fought in Virginia in May 1863. There were around 130,000 men fighting for the North and 60,000 for the South. Many men were killed or wounded on both sides. The South won the battle, but they later lost the war. (Gladwin 5-6)



3.2 Summary

According to a web site called “Stephen Crane: *The Red Badge of Courage*” in the cold early morning, the army was slowly waking up. The army was resting in some green hills. The new members of a regiment were debating a fresh rumor; they were finally going to move out on the next day and attack the enemy. One young soldier, named Henry Fleming, did not engage in the debate, and instead reflected on what would become of him when he got to battle. Would he run? Or would he stand and fight bravely? He enlisted because he wanted to be a hero, thinking of Greek epics. His mother was against the idea, but he finally did join to the army. She merely said him, “You always be warm and choose your friends carefully. Remember your father, he never drank, and he never used bad language. So be careful and be a good boy.” After these words, Henry left his home and joined the Northern army proudly. The soldiers for months in the regiment marching and practicing, but they had not seen the enemy yet. The veterans told them terrible stories about the enemy soldiers, but Henry did not trust their tales very much. However, he felt afraid as he imagined his first battle. Will I fight like a hero or will I run away? He asked himself. He panicked at the proposition. He talked with other soldiers the tall one, Jim Conklin, and the loud one, Wilson. Both believed in themselves enough to say that they would fight as hard as they could, but they definitely would not run.(literaturepage.com 1-10)

The same web site says that the regiment did not move out on the rumored day, but soon thereafter. They marched through other Union armies, dressed in the blue uniforms which still seemed so new. Soon the tall soldier



kicked Henry awake. The regiment was gathered and the men ran down roads through the woods. During this time, Henry's thoughts were mixed. He felt that he should have never enlisted and he missed his home. The next moment, he felt the overwhelming need to see a battle taking place. After he did so, upon a hill while looking at a skirmish down below, he watched in quiet fascination, but did not desire to participate. Then, after the men marched more, he saw his first dead body. He began to suspect that they were being led to their slaughter. He wanted to tell his comrades, but he thought that they would make fun of him. Soon, the regiment was facing a real battle. Wilson, the loud soldier, was convinced he will die so he gave Henry a packet of letters to send to his family. As they lined up to fight, rumors flew again about the state of their army. Smoke and noise from guns rose around them. A regiment in front, already was engaging the enemy, was beaten, and fled the battleground. The young soldier imagined that they were beaten by a monster. The regiment was soon engaged. They worked feverishly, firing and reloading. The smoke choked them and made their eyes red. Henry felt full of rage while men fell around him. Soon, the enemy retreated, and the men relaxed. Henry felt satisfied that he had overcome the trials of war. (11-28)

Following the same reference the men had not rested for a long time when the Rebels attacked again. They fought fiercely once more, but Henry felt different this time. He felt that the monster of war, a red and green dragon, would come through the gray smoke and swallow him. After that, a few men around him fled, and Henry's fear obligated him to do the same thing. He dropped his weapon and ran from the battle. As he went through the forest while hearing cannon fire, he was sure that the dragon was pursuing him.



However, as he finally stopped by an officer, he found that his regiment had won the battle. He was thunderstruck because he realized that he had done something very wrong, though he tried to justify it to himself that it was right to run away. The young soldier imagined the insults and the punishments that he would receive if he returned to the camp. So he decided to go as far away from them and the monster of war as possible. He walked into a forest, and he only heard his footsteps and the birds singing. Soon, he stopped and saw a dead soldier in a blue uniform sitting with his back against a tree; his mouth was open and his eyes were the color of a dead fish. "He's looking at me," thought the young soldier. He continued walking, and he became more and more afraid. (28-48)

Looking at the same source Henry went through the forest, and suddenly there was a loud crash of cannon fire. Hundreds of rifles began firing, and he started to run toward the battle. The young soldier was surprised at himself for this, but this was a real battle so he just watched it. He continued moving forward and found a procession of wounded soldiers and become part of it. They were suffering and moaning. A tattered soldier, wounded twice, tried to talk to Henry about the battle and where the youth had been shot. These questions brought his embarrassment and guilt out so he began to worry. "They are all looking at me." "Maybe they know my secret. They can see that I am not hurt", he thought. He believed that the soldiers were brave because they were wounded, so he too wanted a wound, a red badge of courage. He tried to run away in the crowd, but he eventually ran to Jim Conklin, the tall soldier, wounded and near death. Henry tried to help him; however, his friend was too close to death. The tattered man came up to assist as well, but Jim ran off into



the fields, where he staggered and fell over dead bodies. The tattered man tried to talk more with Henry, telling him stories of men he knew in the army and how he became wounded. Again, the man asked Henry where his wounds were located. The youth told him not to bother him, and slipped away from the man.(48-65)

Henry eventually encountered a retreating band of carts and horses. This made him feel temporarily good; if the whole army was retreating, his flight would not be so suspicious. However, a column of troops came up the road, and Henry saw at these men as brave and was willing to fight with them. However, more thoughts came into his head. He considered that he was low and guilty. His comrades would see him as a worm. These thoughts made him thirsty and his body ache. He tried to justify his flight in his head, but his emotions betrayed him. He wished he were dead. Soon, the column came running out of the grove into which they had marched. Henry was shocked to see that these heroic figures had been so quickly turned into scampering animals. He tried to stop one while asking him what had happened, but the man hit him on the head with his rifle. Henry was dazed and injured. The young soldier was lost in the dark until a kind man helped him find his regiment. (66-78)

Reading the same web site Henry finally found his regiment, and met with his old friend Wilson who was glad to see him again. While Wilson and another soldier bandaged his wound, he told them that he was lost and he couldn't find the regiment. There was bad fighting going on, and he was shot in the head. However, Wilson looked at the wound, and he realized that the bullet



had just touched on the side of the Henry's head. It looked like somebody hit him with a stick. After that, they went to sleep, and when Henry awoke, he found that his friend, Wilson, was not so much the loud soldier he once was. Wilson took special care of Henry. However, Henry felt that he had a weapon against his friend, the packet of letters Wilson had given at the beginning of the battle. Fearful of being discovered as a coward, he imagined that with this packet he could reject any shame that questioning from Wilson would give him. However, Wilson sheepishly asked for the packet before Henry could do anything. While he maintained a haughty air, the youth could say nothing against his friend as he handed the envelope back to him. (79-92)

Following the same reference, that day, the regiment moved from one embankment to another, waiting for their turn to fight, always taking cover and seeing some of battle, but not actually participating in it. The youth was now talkative, and he tried to show his pride. However, he knew that he in fact had fled battle yesterday and had not been shot. A sarcastic soldier silenced him, and later his lieutenant told him to stop talking and start fighting. They were attacked by the Rebels and repelled them. This battle Henry fought as if he were crazy, shooting at them long after the battle had finished. This made some of the men look at him in surprise. Henry regarded himself as a barbarian. After the battle, Wilson and Henry took an opportunity to get water for the regiment. Also, they searched for a stream unsuccessfully. Instead of finding water, they encountered a general and another officer on horseback in the midst of the conversation; they heard that their regiment of "mule drivers" was going to charge the enemy, with perhaps many casualties. They returned to their fellow



soldiers with this news, but did not tell them that the general doubted that they would survive. (92-107)

According to the same reference the battle began, and the regiment soon ran with haste towards the enemy. Many were shot in the process, but Henry now forgot his fear and started fighting. He and the other men went like wild dogs to the battle, but eventually they stopped. The lieutenant yelled, screamed, and cursed at them to continue. Wilson ran after Henry and the other soldiers following one man who was carrying their flag. Henry ran with his eyes almost closed, but he followed the bright colors of the flag. He loved the flag, and he felt proud to fight for it. Suddenly, a bullet hit the soldier who was holding the flag and he fell to the ground. Soon, Henry and Wilson jumped forward at the same time willing to carry the flag. Henry pulled the flag out of Wilson`s hands and became angry because he remembered the general who called them “mule drivers. “For that reason he wanted to prove the general that they were good fighters. So he held the flag higher, and he and the lieutenant were both trying to get the men to continue. When the smoke lifted, they realized that the enemy was all around them. They did not know where to run while Henry stood in the middle of the crowd holding the flag. Automatically, the regiment fired into their midst causing the enemy to retreat. Satisfied, they went back to their lines. (108-124)

Looking at the same source, soon, the battle was on again. The blue soldiers ran forward shooting fast, and the young soldier stayed in front of the flag. He felt no fear as he ran, and he had a clear picture of the battle in his mind as he went. In this picture, the blue regiment crashed into the enemy and



broke it into pieces. However, as he came closer, he saw something different since the gray soldiers were running away. The blue soldiers attacked them fiercely because they remembered the general's words, "mule drivers," "farm boys." They turned this feeling against the enemy. The blue line of soldiers broke down the enemy wall with Henry and his friend in front. The fires started from both sides. As they approached the enemy lines, the opposing flag came into view, and Wilson jumped at the red flag and took it from the hands of a shot sergeant. There were four prisoners of war all looking very young and very human in their own faces. The men in blue were victorious. (125-133)

Following the same reference Henry walking away with the regiment first felt pride in his accomplishments of battle. Then he remembered his flight and his treatment of the tattered man, and guilt in him again. He was concerned his mate will see it. However, he eventually let this go. He now saw his previous thoughts on war and battle as silly, but he was happy to find himself doing so. He had made it through the trials of battle which changed him into a man. The gold of the sun shone through the clouds as he marched with his regiment. (134-140)

3.2.1 Elements of the Novel

- **Style**

According to Elsa Dixler, *The Red Badge of Courage* has a distinctive style which is often described as naturalistic, realistic, and impressionistic or a mixture of the three told in a third-person. *The Red Badge of Courage* is not a traditional Civil War narrative because it is focused on the complex mental conflicts of its main character, Henry Fleming a young soldier who runs from



combat, rather than on the war itself. The novel is famous for its realistic descriptions and well-cadenced prose, both of which contribute to create suspense within the story. (Dixler 20)

- **Genre**

Following the same reference, the novel is easily described as both a war drama and historical fiction since the characters are fictional; the setting and its details are not. The novel is also famous as one of the great realist novels of its time. Crane writes the story of this historic battle from the very real point of view of one young soldier. This perspective actually means the novel can be categorized as a subset of the genre called "psychological realism." The experiences presented are subjective rather than objective, which means they are real psychologically if not absolutely. Crane's realistic descriptions of battle, fear, and horrible death weaken our deep beliefs about the glories and honor of fighting for one's country. Another term to describe the novel is "impressionism." This genre is very similar to psychological realism and refers to works that present things as they seem or as they are sensed, not as they actually appear. *The Red Badge of Courage* gives an accurate report of Henry's thoughts and inner conflicts, both of which are ultimately more important to the story than the plain facts of the battle. (20-21)

- **Tone**

The same book says that the ironic tone increases in severity as the novel progresses especially in terms of the ironic distance between the narrator and protagonist. Crane often uses exaggerated language to describe Henry's visions of glory and valor, to the point that he even seems to be making fun of his main character. His descriptions of Henry often cause the reader to question



the legitimacy of Henry's perceptions of himself. The title of the work itself is ironic; Henry wishes "that he, too, had a wound, a red badge of courage", expressing a wish to have been wounded in battle. The wound he does receive (from the rifle butt of a fleeing Union soldier), however, is not a badge of courage but a badge of shame. Dialogues in the novel often have typical local dialects, emphasizing the historical reality of the novel; for example, Jim Conklin thinks at the beginning of the novel: "I s'pose we must go reconnoiterin' 'round th' kentry jest t' keep 'em from gittin' too clost, or t'develope'm, or something". (22)

- **Symbolism**

Reading the same source, there are some symbols in *The Red Badge of Courage* owing to Stephen Crane's desire to create a realistic account of the war. For Henry Fleming wounds are a "red badge of courage," and he wants a wound to prove that he fought bravely and sacrificed himself. But wounds as a Red Badge are not that simple. Wounds reveal the ironies of war, too: when Henry gets his own wound, it comes when a fellow Union soldier hits him with a rifle butt to get Henry out of his way. Henry then must lie to his regiment about where he got the wound. Wounds are not only physical but emotional too. For example, Henry's head wound was obtained not as a result of battle, but as a result of cowardice and guilt for running away and abandoning people. Henry is fascinated with corpses in his search for answers about courage, glory, and self-sacrifice. He had initially believed that a glorious death would give him eternal fame; however, Henry comes across a decaying soldier, covered with ants, unrecognizable as to his identity. The soldier represents the futility of mortal accomplishments, all of which mean nothing after death. Crane mentions



the color red several times. Possible interpretations include the fires of hell, eyes of demons, blood, and the war as a red animal. Also, Henry sees the enemy as dragons. (22-23)

- **Imagery**

Elsa Dixler also says in her book that Stephen Crane employs a colorful style with a lot of vivid sensory images, as well as similes and metaphors. The repeated use of color imagery is used by Crane throughout the novel, both literal and figurative, as proof of the novel's use of Impressionism. Green represents youth, red is a symbol of Henry Fleming's mental visions of battle; gray is used as a symbol for death, blue and gray uniforms; the yellow and orange sunlight, and red represent the rage or courage of the soldiers. The colors are delicate representations of emotion, character, and perception of events. Crane uses animalistic imagery with respect to people, nature, and war itself. He employs domestic and wild animals. The domestic animals are related to people rather than to things and they always refer to the enlisted men rather than to the officers. Wild animals, on the other hand, are used to describe things as well as soldiers. Imaginary and vague animal comparisons tend to be used to describe groups of men. Stephen Crane uses irony, symbolism, and metaphor which make the novel easy to understand. War is presented in a variety of metaphorical ways. For example, war is a "red animal" and a "blood-stained god." War turns humans into animals, acting from instinct rather than from reason; for example the enemy are "like flies sucking insolently at Henry's blood." There are many similes regarding battle. They include Henry's perception of the battle that "was like an immense and terrible machine"; the



description of the two armies engaging, “like a pair of boxers”; and the image of bullets raining down like a “thousand axes.” (23)

- **Allegory**

Following the same source, there are many areas of religious influence throughout the novel, *The Red Badge of Courage*. For example, the sun as a wafer refers to the Holy Eucharist common to liturgical ceremonies. Jim Conklin's death is a clear resemblance to Christ's ascension to the right hand of God. The chapter that deals with the death of Jim Conklin promotes Jim as a sort of Christ-figure who through his painful death helps "redeem" Henry. Even Conklin's initials are significant because they are identical to those of Jesus Christ. Henry is the voice of Christian-group ideals; his relationship to Christianity is apparent everywhere. Crane also substitutes epithets for characters' names: "the youth", "the tattered soldier." Crane injects an allegorical quality into his work, making his have specific characteristics of men. (24-25)

3.2.2 Main Characters Analysis

Elsa Dixler in her book describes the main characters of *The Red Badge of Courage* focusing on their personalities, motivations, relationships, and roles.

- **Henry Fleming:** “The Youth” is obviously the main character of the novel. He enters the army with strong feelings about war. After having experienced the realities of army life, he becomes bothered by doubts and fears. The novel relates the complete process of maturation of this young man, who changes from a fiery and immature adolescent to a disillusion adult, over the period of just a few days. As the novel



continues, Henry gets over his fears and guilt to become one of the strongest, most aggressive soldiers in the regiment. Henry overcomes doubt and accepts responsibility by showing the confidence and courage required of a soldier. (10)

- **The Loud Soldier (Wilson):** Wilson represents, at first, the pragmatic and slightly boastful soldier. However, after being in combat, his attitude changes; he understands his own mortality, and he becomes more compassionate and loving in his treatment of his comrades. Thus Wilson becomes Henry's friend who takes care of Henry's head injury. Wilson gives Henry a packet of his personal letters to be sent home if he should die in battle. Henry considers these letters a sign of weakness, but, ironically, he uses these letters to help him to restore his own courage. (10-11)
- **The Tall Soldier (Jim Conklin):** Jim is a positive, confident Union soldier who raises the spirits of the younger soldiers. Jim is calm, practical and usually tranquil. He even makes fun of himself and of the soldiers' situation at times. Jim is the soldier who shows no fear, who finds a way to bring humor into battlefield situations. However, Jim is mortally wounded in the first battle, and Henry watches him die in the field. His death has a profound, depressing effect on Henry, and lessens the confidence of all his comrades. (11)



- **The Tattered Soldier:** The tattered soldier represents the soldier who talks too much and asks too many questions. Henry meets this man, who was wounded twice, while Jim is dying, and he asks Henry about how he was wounded. This question angers Henry, and he leaves the tattered soldier wandering in the same field where Jim dies. The tattered soldier tries to be everybody's friend, but, ironically, ends up being alone. Henry uses this experience with the tattered soldier to remind himself that he must always be humble. (12-13)
- **Henry's Mother:** After Henry enlists against her wishes, Henry's mother doesn't mention anything about glorious battles and heroic actions (to Henry's disappointment). Instead, she advises him to do the right thing and not to be a bad child. (14)

3.3 Analysis of the novel

According to the website called *The Red Badge of Courage* Summary and Analysis, Stephen Crane begins a new course of realism in *The Red Badge of Courage*. Many critics point to him as one of the first American authors of a modern style, and *The Red Badge of Courage* as a clear example of this. The novel is built on a coming of age theme, and many of its descriptive elements, such as its concentration on nature and character's actions, are in the realist style. The novel is organized into many short chapters, which creates the impression that the reader is looking at a series of snapshots in a photo album. This technique works most effectively in the chapters which relate to battlefield action; the short chapters highlight the interactions between the soldiers and



their environment. The short chapters which continue allow the reader to enter Henry's mind and become part of Henry's mental debate. (gradesaver.com 1)

Chapters 1 to 3: Jim Conklin returns to camp to share a rumor that the army will be moving soon. Henry Fleming, a private in the Union army, has experienced nothing of war, and he secretly worries that he will run when the battle comes. However, Jim Conklin's rumor is false, but Henry still worries that he will run in battle. The soldiers march through a dark forest and hear gunfire. They run forward, and they engage in the battle. Henry is convinced the regiment commanders are leading the regiment to death. Henry and his fellow soldiers accuse the commanders of being incompetent.

These chapters of the book are almost exclusively about Henry's thoughts. His initial mental state is one of excitement and unrealistic thoughts of glory. The narrator does not name the characters; instead of that, he only refers to them by descriptions; the tall soldier" in Jim's case and, "the young soldier" in Henry's case. Also, the narrator does not give any details of time and place, except for the descriptions the novel is based in the Civil War battle of Chancellorsville in May, 1863. Calling Henry "the youth" is the most important indicator that this novel is about his maturity. Crane uses color metaphors to imply certain meanings throughout the book. An example in these chapters is Henry's mother's discouragement which is described as throwing a "yellow light upon the color of his ambitions." The use of yellow here is deliberate; it refers to cowardice or "being yellow." The title itself is a color metaphor. *The Red Badge of Courage* could refer to an actual award given for heroism; yet it surely refers to a wound from battle. (1-6)



Chapters 4 to 7: Henry's regiment stops in a wood where the enemy attacks, but Henry is still not sure if he will run or fight. The fight begins, and Henry becomes part of the regimental machine. When the fight ends, Henry looks at the sunshine and blue sky, and he feels that he has overcome his fears. However, the enemy attacks again, but this time Henry no longer feels part of the team and runs. Later Henry sees the generals celebrating their victory. Henry does not like it, and he accuses his fellow soldiers of being stupid and lucky.

Crane uses the quick shifts in Henry's character from chapter to chapter to show Henry's unstable mental condition, being a hero in the first battle and a coward in the second one. The reader wonders because Henry has crossed the line from youth to man as a result of his first battle. However, Henry experiences another character shift when the enemy attacks again. As a result, Henry's fears return and he becomes a boy once more. Henry remains a frightened boy as he continues to run and to try to find the way to return and face the punishment of his regiment. Crane creates the impression that nature is in control of man. Henry's behavior from the beginning of the book is natural behavior: his fears, his doubts, his anger, his longing. This behavior is part of the natural order of human life, and Crane points out that nature plays a prominent role in the lives of people and in this work. These chapters include several similes which describe the battle vividly; for example, "his eyeballs were about to crack like hot stones"; and, "The man at the youth's elbow was babbling something soft and tender like the monologue of a babe"; and "The guns squatted in a row like savage chiefs." Also the narrator continues using images of nature, particularly color images, to make the setting more vivid.



Examples include, "The clouds were tinged an earthlike yellow in the sunrays, and in the shadow were a sorry blue." (6-12)

Chapters 8 to 12: Henry watches the battle and, ironically, runs towards it. He joins a troop of wounded soldiers. A tattered soldier asks Henry where he was been wounded, but he runs to the back of the line to avoid answering. Henry envies the injured soldiers and their "red badge of courage." Here, Henry finds Jim Conklin who eventually runs off the road and dies. After that, Henry runs back to the road and lets the tattered man die. Then Henry sees other soldiers and wishes to join them, and he excuses himself for lack of a rifle. Henry meets a column of soldiers fleeing, and he takes one by the arm to ask him what was happening. However, the soldier hits Henry on his head with a rifle. Finally, a soldier helps Henry back to his regiment.

Henry's curiosity is stronger than fear, and he decides to forget his retreat and heads back to the front. Crane writes that Henry's return to the front is a normal reaction for any curious young person. Crane again uses figurative language to make his images of war and of nature come alive. His use of synesthesia, connecting two different senses; for example, color and sound, to create a unique image, is effective to describe the battle as a "crimson roar." He desires to carry a symbol of bravery, a wound, to indicate his honor has returned to his mind. The dialogue used by Henry, Jim, and the tattered man are battlefield simple, but profoundly sensitive and lend additional realism. The sequence of emotions allows Crane to continue to reinforce both the instability of Henry's mental condition and the themes of duty. Color is used again to describe Henry's mental condition and his environment. For example, "the black



weight of his woe"; he is both "a blue desperate figure" and "a blue, determined figure"; the army was "a blue machine." However, these colors are not related to images in nature. Crane uses nature to describe actions associated with men. In addition, Crane describes the battlefield using words like "blue smoke," "blue haze," and "pink glare," and war is described as a "red animal." The images of war created by Crane make the war, including its setting in nature, its weapons, and its combatants, real and easy to imagine. (12-24)

Chapters 13 to 17: Henry returns to his regiment, and Wilson takes care of Henry's wound. After that, Wilson asks him to return several letters which he had given to him because Wilson thought that he was going to die in battle. Henry's regiment is led into the woods, and he curses the commanders, but a soldier calls his attention. Henry says nothing in order to not be exposed as a coward. When the enemy attacks, Henry fights bravely; and the regiment is surprised by his courage.

These chapters are focused almost entirely on Henry's vanity, hypocrisy, and unfounded sense of superiority. Henry realizes that Wilson also shows weakness and fear when Wilson gives the letters to him in the first battle. Although Henry runs while Wilson fights, Henry feels superior to his friend because he considers the letters a concrete proof of Wilson's cowardice. He feels no guilt anymore and starts to rebuild strength on Wilson's weakness. Henry allows the opinions of his comrades to determine not only his sense of moral behavior, but also his very sense of truth. Crane uses these passages to show the irony used of the situation. Then Henry is preparing himself for his next experience in battle and feels stronger because of to his wound which is



considered as a testament to his alleged courage. He participates in the battle and fights like a "wild cat." Crane shows Henry's transition from a coward to a brave soldier who must kill, and now he is a soldier and a man. Also Crane continues using similes to describe the sounds of war. For example, "This din of musketry, growing like a released genie of sound, expressed and emphasized the army's plight." He also uses personification to describe the energy needed to breathe, "The guns were roaring without an instant's pause for breath." (24-31)

Chapters 18 to 24: After the battle Henry goes to get water and hears generals calling his regiment "mule drivers." Henry is angry and the next battle starts. Many soldiers are killed, but Henry is fascinated by the regiment's flag. The flag carrier is shot down, and Henry takes it from him and leads the attack. Henry's regiment defends itself against the enemy successfully, despite many losses. Henry and his fellow soldiers feel confident. Henry and Wilson are told that the colonel considers them the best fighters in the regiment. The regiment suffers many losses, but Henry continues fighting. Henry's regiment makes the last attack forcing the enemy to flee, and Wilson takes the enemy's flag as a trophy. The regiment is ordered back to the river and Henry contemplates his actions.

In these chapters Crane focuses less on thematic exploration and more on the graphic description of battle. Crane's ironic commentary is firmly in the background, as the impressionistic description of battle scenes occupies all these chapters with an incredible use of language. Crane is able to put the physical and psychological demands of battle into words. Moreover, Henry's



character has endured, and now he is prepared to complete its development from cowardice into courage. The next battle is the final test that will prove Henry's maturation. This occurs, and Henry becomes a model soldier, showing courage, bravery and fidelity to duty. Henry also determines that he will use his poor treatment of the tattered soldier as a reminder that he must balance humility with confidence, a sentiment that marks Henry as a mature person. Also, Crane consistently shows the officers to be leaders who have the ability and courage to inspire their troops, as Henry does when he takes the flag and leads his troop. Crane structures the novel to show Henry's quick growth from boy to man. Crane speaks to a universal truth about war that boys must quickly become men in order to survive. Crane ends the novel with a series of color images to support the various stages of thinking that Henry experienced on the walk back to the camp; for example, "where there was red of blood" and "black of passion," a vivid contrast. In the last chapter, as the rain begins, Henry walks through "a trough of liquid brown mud." Crane employs these images to make Henry's thoughts of battles and the environment more vivid, and to engage the imagination of the reader. (31-42)

3.3.1 Themes

According to the website called "Spark Notes on *The Red Badge of Courage*" there are four main themes to analyze in *The Red Badge of Courage*.(sparknotes.com)



- **Courage**

The Red Badge of Courage is a novel about courage and fear. Henry begins the story with romantic ideas of courage from the classical tradition, the heroic ideas of ancient Greece. However, the great violence of the Civil War perturbs these notions of courage and glory. Courage takes many forms in the novel; none of them are stable, none show a lasting form of courage. Henry laments after joining the army because that war heroism does not exist anymore. Henry believes that religion and civilization have banished the war spirit. He hopes for a wound or “red badge of courage” to wear while he goes through the trials of battle. Henry realizes that heroism is not defined by what others think since it exists inside of each person. Although he greatly enjoys the praises that his colonel makes of him, he understands his true value as a soldier without needing the praise of others. (1)

- **Self-Preservation**

An internal struggle between self-preservation and courage occupies Henry’s mind the major part of the novel. He justifies his cowardly behavior saying that he must save himself now so he can be useful to the army later. Despite his fellow soldiers winning the battle, Henry makes fun of them as fools. He throws a stone at a bird, watching it fly, and he meditates that the natural state of living things is to preserve itself. As part of the regiment, Henry ironically realizes his true potential as an individual soldier preserving his dignity and honor by taking a great risk with his physical well-being.(3)



- **Nature's Indifference**

Stephen Crane was a realist and a naturalist, believing that nature was indifferent and that humans were controlled by things of which they had no understanding. For example, when the smoke clears, the sky is just as blue and beautiful as before. Henry realizes that nature is merely indifferent to human concerns. Henry discovers a dead soldier, covered with ants, and who is unrecognizable with respect to his identity. Whatever honors the dead soldier achieved in life had been forgotten in his death. (4)

- **Youth and Manhood**

All the men in the 304th regiment are inexperienced in battle, and many, like Henry and Wilson, are very young. Though *The Red Badge of courage* is mostly about finding courage, it is also focused on Henry's pursuit to become a man. Crane presents different points of view of manhood in the novel. Henry's ideas about manhood are related to his views on courage. He initially feels manhood because of the heroic praise of others. He understands later that manhood means carrying out your duties, something his mom tells him when he goes to the war. (2)



CHAPTER FOUR

STEPHEN CRANE'S FICTION AND POETRY

4.1 STYLE AND TECHNIQUE

According to the book *American Realism and Naturalism*, Stephen Crane's works reflect many of the major artistic concerns at the end of the nineteenth century, especially naturalism, impressionism, and symbolism. His works are focused on that people live in a universe of vast and indifferent natural forces, rather than in a world of divine providence or a certain moral order. Crane's vivid and explosive prose styles distinguish his works from those by many other writers who have been called naturalists. Stephen Crane's writing, both fiction and nonfiction, is concentrated in vivid and intense aspects. The novels and short stories contain poetic characteristics such as shorthand prose, suggestibility, shifts in perspective and ellipses between and within sentences. Also, omission plays an important issue in Crane's works; the names of his protagonists are not commonly used and sometimes they are not named at all. (Pizer 39)

4.1.1 Realism

Reading the same reference, Realism is a literary technique that shows a faithful representation of reality, interpretations of the actualities of any aspect of life. Realism often presents a description of everyday life, often concerning itself with the lives of the middle or lower classes preoccupations. This technique is most often associated with the novel which began in the mid-Nineteenth Century as a reaction against Romanticism. It was produced in Europe and the



United States from about 1840 until the 1890s. The term realism includes the period of time from the Civil War to the turn of the century. Mark Twain was one of the pioneers of realism in the United States; other prominent American realists include Henry James, Edith Wharton, and William Dean Howells wrote fiction focused on representations and explorations of American lives in various contexts. (40)

Characteristics:

- Renders reality closely and comprehensive detail with a selective presentation of reality with an emphasis on everyday life.
- Character is more important than action and plot; complex ethical choices are often the subject.
- Characters appear in their real complexity of temperament and goal; they have a strong relation to nature, to each other, to their social class, to their own past.
- Class is important; the novel has traditionally served the interests and aspirations of an insurgent middle class.
- Events will usually be justifiable. Realistic novels avoid the sensational, dramatic elements of naturalistic novels and romances.
- Diction is natural vernacular, not heightened or poetic; tone may be comic, satiric, or matter-of-fact. (41)



4.1.2 Naturalism

Reading *The Oxford Handbook of American Literary Naturalism* says that Naturalism describes a type of literature that is focused on environment, heredity, and social conditions in shaping the human character. It tries to apply scientific principles of objectivity to its study of human beings governed by their instincts and passions. Through this objective study of human beings, naturalistic writers believed that the laws behind the forces that govern human lives might be studied and understood. In contrast to realism, which is based on literary technique, naturalism suggests a philosophical position. This movement began in the late nineteenth century as a French movement derived from Realism where the naturalistic writers were influenced by the theory of evolution of Charles Darwin and the ideas of Hippolyte Taine, a philosopher. Many critics have suggested that there is no clear distinction between realism and naturalism because Realism refers to the depiction of subjects as they appear in everyday life and Naturalism depicts the subject as they appear in everyday life in a pessimistic manner. Some naturalistic writers are Jack London, Frank Norris, Stephen Crane, Theodore Dreiser, Edith Whatron and other. (Newlin 71-72)

Characteristics:

- The main characteristic of literary naturalism is pessimism, where a character tends to repeat a phrase having a pessimistic view.
- Disinterest from the main story is another characteristic. The author tries to maintain an objective tone and sometimes achieves detachment or change by introducing unknown characters. This



focuses mainly on the plot and character rather than focusing on the character only.

- The third characteristic is determinism; the notion that individual characters have a direct influence on their lives is replaced by a focus on fate or nature and is the opposite of the belief of free will.
 - One common characteristic of literary naturalism is the surprising twist at the end of the plot. There is a strong sense in the naturalist stories and novels that nature is not affected by human struggle.
- (72-74)

4.1.3 Impressionism

Maria Elizabeth Kronegger explains in her book that, Impressionism refers to the technique of focusing on the mental life of the main character rather than on the precise representation of external reality. The term Impressionism comes from mid-nineteenth century of French painting. This movement developed a technique by which objects were not seen as solids but as fragments of color which the spectator's eye unified. It began in France in the second half of the XIX century which corresponds to pictorial impressionism established by Monet in 1863. Impressionism emerged as a reaction against the realism and naturalism. In his novel *The Red Badge of courage* Crane follows two narrative techniques namely impressionism and naturalism. Through his technique of impressionism Crane tries to give picture of the battlefield as well as the effects of the wars on the nature. By using his method of naturalism Crane mainly tries to describe Henry's character. (Kronegger 23-24)



Characteristics:

- Both impressionist painters and writers employ many of the same techniques in their art.
- The impressionist writers emphasize their attention on a character's impressions; feelings, emotions, and general sensations leaving the reader with a whole, spontaneous, and amazing impressions.
- The author, like the artist, engages sight, sound, touch, smell and taste to create strong, vivid imagery.
- The impressionistic writer's style was named for its great precision in the use of language to illustrate the transitory, unclear, complex, and subjective impressions based on experiences. (24-27)

4.2 Short Fiction

According to the website, "Theatricality, Melodrama and Irony in Stephen Crane's Short Fiction," although Stephen Crane achieved his success with the novel *The Red Badge of Courage*, he demonstrated his greatest literary strength as a short story writer. Crane wrote many different types of fictional works which were named "story," "tale," and "sketch." During his brief literary career, Crane wrote more than a hundred short stories and fictional sketches. Stories such as, "*The Open Boat*," "*The Blue Hotel*," "*The Bride Comes to Yellow Sky*," and "*The Monster*" are considered among his major achievements in this genre. His works have been described as realistic, naturalistic, symbolistic, and impressionistic. In his short stories, Crane used an incisive irony that suggests the discrepancy between an individual's perception of reality and reality as it actually exists. That is way Cranes is considered pioneered of the development



of literary naturalism and other forms of fiction that subsequently supplanted the proper realism characteristics of late nineteenth-century American literature.(Scofield 2-4)

Reading the book, *Stephen Crane: The Contemporary Reviews*, “An experiment in Misery” as an example of Crane’s short fiction is not more than ten pages long. Stephen Crane concentrates the thoughts, feelings and physical environment of a poor existence and how many were condemned to live in that way. It is a typical tale of literary realism and a testament to his talent as an American writer. It is about a young man, referred to as ‘a youth’ who is poor and homeless. (Monteiro 162- 163)

AN EXPERIMENT IN MISERY

It was late at night, and a fine rain was swirling softly down, causing the pavements to glisten with hue of steel and blue and yellow in the rays of the innumerable lights. A youth was trudging slowly, without enthusiasm, with his hands buried deep in his trousers' pockets, toward the downtown places where beds can be hired for coppers. He was clothed in an aged and tattered suit, and his derby was a marvel of dust-covered crown and torn rim. He was going forth to eat as the wanderer may eat, and sleep as the homeless sleep. By the time he had reached City Hall Park he was so completely plastered with yells of "bum" and "hobo," and with various unholy epithets that small boys had applied to him at intervals, that he was in a state of the most profound dejection. The sifting rain saturated the old velvet collar of his overcoat, and as the wet cloth pressed against his neck, he felt that there no longer could be pleasure in life. He looked about him searching for an outcast of highest degree that they too might share miseries, but the lights threw a quivering glare over rows and circles of deserted benches that glistened damply, showing patches of wet sod behind them. It



seemed that their usual freights had fled on this night to better things. There were only squads of well-dressed Brooklyn people who swarmed towards the bridge.

The young man loitered about for a time and then went shuffling off down Park Row. In the sudden descent in style of the dress of the crowd he felt relief, and as if he were at last in his own country. He began to see tatters that matched his tatters. In Chatham Square there were aimless men strewn in front of saloons and lodging-houses, standing sadly, patiently, reminding one vaguely of the attitudes of chickens in a storm. He aligned himself with these men, and turned slowly to occupy himself with the flowing life of the great street.

Through the mists of the cold and storming night, the cable cars went in silent procession, great affairs shining with red and brass, moving with formidable power, calm and irresistible, dangerous and gloomy, breaking silence only by the loud fierce cry of the gong. Two rivers of people swarmed along the sidewalks, spattered with black mud, which made each shoe leave a scarlike impression. Overhead elevated trains with a shrill grinding of the wheels stopped at the station, which upon its leg like pillars seemed to resemble some monstrous kind of crab squatting over the street. The quick fat puffings of the engines could be heard. Down an alley there were somber curtains of purple and black, on which street lamps dully glittered like embroidered flowers...(Nordquist)

4.3 Poetry

Following the website called "Stephen Crane (1871-1900)," as a poet Stephen Crane wrote several poems, which he preferred to call "lines." Crane's works present sudden shifts in tone and point of view, and frequently the works end without establish certainty about characters and resolution of thematic



issues. Crane seems to encourage the reader to enrich and re-evaluate ideas about forms of action and thought. Crane asks questions rather than giving answers. Poems like *The Black Riders & Other Lines*; "Three little birds in a row," "In the desert," and "In a lonely place," *War is Kind & Other Lines*; "What says the sea, little shell?," "On the desert," and "The impact of a dollar upon the heart" were wrote by Crane saying, "to give my ideas of life as a whole, so far as I know it". His poetic style used in his writings was unconventional for the time in that it was written in free verse without rhyme, meter, or even titles for individual works. They are typically short in length and only some of them use stanzas and refrains. Crane also differed from his peers and poets of later generations in that his work contains allegory, dialectic, and narrative situations.(Vanouse 1)

The book *Stephen Crane: The Contemporary Review* says that *The Black Riders and Other Lines* is an example of Stephen Crane's poetry. This book was published in 1895, and contained fifty-six short poems written in Crane's unconventional style. The untitled "lines", as Crane referred to them, were differentiated by roman numerals and written entirely in small capitals. One of the "lines" that the book contains is "Three little birds in a row."(Monteiro 10-11)

THREE LITTLE BIRDS IN A ROW

Three little birds in a row

Sat musing.

A man passed near that place.

Then did the little birds nudge each other.

They said, "He thinks he can sing."

They threw back their heads to laugh.

*With quaint countenances
They regarded him.
They were very curious,
Those three little birds in a row.(americanpoems.com)*

4.1 Major Works

4.1.1 The Open Boat



According to the website, “The Open Boat,” this story is about four men: a cook, a correspondent, an oiler, and a captain, who are in a lifeboat in stormy seas. They are off the coast of Florida, when their ship has sunk. The ocean is so rough that any movement will send them into the waters. Each man, despite not having slept for two days, works tirelessly to keep the boat afloat. The correspondent and the oiler share the work of rowing, while the cook takes out water from the boat. These men receive orders from the captain who was injured gravely during the shipwreck and is sitting in the front of the boat. Soon, they see a light far away, so they know they are near land. Although they can see the shore, the waves are very big, and it is too dangerous to try to take the boat onto land. The waves will destroy the lifeboat killing them. People on the shore see the lifeboat and try to signal to the men to come in, but the sea is just too rough. The four men in the boat hope that the people on land will send a bigger boat out to rescue them, but that does not happen. Instead, the men are forced to take the



boat further out to sea, where the waves are not quite as big and dangerous. During the night, the correspondent and oiler, exhausted from rowing, plan to alternate throughout the night. But they get tired in the early hours of the morning, and the cook helps out. (Sparknotes.com 3-5)

Reading the same source, on the morning after their second night, the men are weak and no fishing boat has come to rescue them. The captain decides that they must try to take the lifeboat as close to shore as possible, and then they must be ready to swim when the waves turn the boat and throw the men into the cold sea. This happens, and there are rescuers waiting on shore who help the men out of the water. While the cook, captain and correspondent reach the shore safely and are taken out from the water, they realize that the oiler, the strongest man and best swimmer, has drowned after being crashed by a huge wave. At night, the men still hear the power of the waves on the shore, and they learn of the power of the sea and how it can take the strongest man's life. (5-6)

Following the same reference, "The Open Boat" is a dramatic short story based on Stephen Crane's own real-life experience, when a ship he was sailing on to Cuba sank in high seas off the coast of Florida. He was a correspondent for an American newspaper and he was on his way to write about problems that led up to The Spanish-American War in 1898. This naturalistic story of the fight of a group of men beached for days in a lifeboat against the destructive power of an indifferent, though violent, sea. Characteristically, Crane uses vivid imagery throughout this story to emphasize both the beauty and terror of natural forces and to take the antagonism between the survivors and the sea, which

Crane viewed as indicative of the struggle of all humanity against nature. The story is considered an example of literary Naturalism, and is one of the most frequently discussed works in Crane's list. It is notable for its use of imagery, irony, symbolism, and the exploration of such themes as survival, solidarity, and the conflict between man and nature. The story is told from the point of view of an anonymous correspondent. (20-23)

4.1.2 *Maggie: A Girl of the Streets*



Stephen Crane says in his book that *Maggie a Girl of the Streets* starts with a street battle between young boys from rival parts of the Bowery. Jimmie Johnson, Maggie's brother, of the Rum Alley children is fighting against Blue Billie of Devil's Row. However, Jimmie is rescued by Pete, a self-confident teenager. Almost immediately, Jimmie begins to fight with another boy. This fight is stopped by his father dragging Jimmie to home. After that, father and son meet Maggie and Tommie, Mr. Johnson's elder daughter and others on an infant. Jimmie's parents constantly engage in terrible, noisy fights, and his father is an alcoholic and his mother, Mary, too. After a terrible fight, Mary sends her husband out of the house. When Maggie breaks a plate, Mary again becomes furious, and Jimmie flees the apartment and goes to live with an old woman in the same tenement house. After ten or twelve years of these conflicts, Jimmie's father and baby Tommie die. When Maggie becomes a very beautiful teenager, she begins working in a



sweatshop for a factory making collars and cuffs, and Jimmie grows into a surly young man who enjoys fighting. Pete returns to visit Jimmie, and he meets and becomes very interested in Maggie. One night, Pete takes Maggie on a date and is surprised when she does not kiss him goodnight after indicating his true intentions. Pete introduces Maggie into the workingman's world of leisure, cheap popular music, burlesque dances, and stock melodramas where she sees a hope to change her life. (Hunter 25-40)

According to the same source, after a terrible fight with her mother, Maggie leaves with Pete because of the fact that she has been seduced. After leaving her family, Maggie becomes completely dependent on Pete, who has assumed the character of a hero and a savior in her eyes. Jimmie and Mrs. Johnson are upset with these events, since Maggie's reputation is permanently ruined in the neighborhood. Jimmie asks Billie's help to fight against Pete, but this does not change the situation. Jimmie and his friend Billie find Pete at the bar where he works as bartender, and the three get into a fierce fight that destroys the bar and results in the arrests of Pete and Billie; Jimmie abandons his friend and escapes. After some days, Jimmie returns home to find his mother crazy because of what she sees as the unjustified and erratic disgrace visited upon the family by Maggie's actions. One night, Pete and Maggie meet a woman named Nellie. Pete becomes interested in this woman, and he decides to abandon Maggie who ends up spending time with Nell's original companion, Freddie. When Maggie attempts to return home, she is brutally refused by her mother and brother. Maggie, abandoned by everyone she knows, sees no choice but to turn to the streets. (41-62)

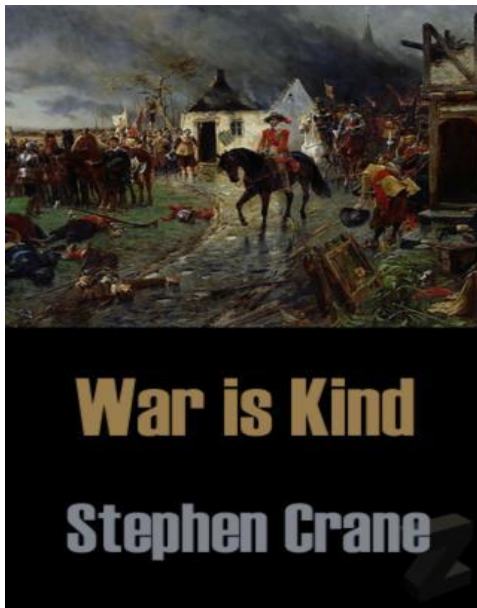


The same reference says that the next day, Maggie goes to see Pete at the bar, and he angrily sends her away. Several months later, Maggie is no longer a fresh prostitute in the neighborhood and has trouble attracting clients. She passes rejected, unnoticed, through the busy streets of New York. Eventually she finds herself in the blackness near the river where a disgusting fat man appears from the shadows and follows the girl. Suddenly, the sounds of the city fall in silence, and her fate is anyone's guess. On the other hand, Pete is in a bar with a lot of women; one of them is Nellie. Pete is constantly drunk, and spends the evening buying drinks for the group. Before dying, Pete gives Nellie money and passes away. Meanwhile, Jimmie returns to his mother's house with the news that Maggie is dead. His mother uses this occasion, when to express maternal love and sympathy for her daughter although it is too late. Finally, Mary ironically forgives her daughter for her sins: "I'll fergive her! I'll fergive her!" (62-87)

Andra Stefanescu says in her book that *Maggie: A Girl of the Streets* is Stephen Crane's first novel, though it is sometimes considered a novella, which was published in 1893. This work was published during the time of the Industrial Revolution, when factories were appearing everywhere. However, workers did not have a good salary it being impossible to have a decent life. Crane's work was written when the literary movement of Realism was ending and Naturalism was beginning; *Maggie: A Girl of the Streets* includes elements of both. The plot is set on a community of poor residents who cannot change their situation and shows the pessimistic and deplorable living conditions of the lower classes. The character is set in a world where there is no escape from one's economic situation. In addition, Maggie's destiny is shaped by her family life, poverty, and

the man she becomes involved with. The themes and principles used in this work, as well as the setting and plot choices, concretely set this novella in the classification of a work of Naturalism. Crane uses animalistic descriptions of the characters which is another way to show naturalism in *Maggie: A Girl of the Streets*. For example, in Chapter IV, Crane describes Jimmie's "devotion" to fire trucks as "dog-like," and in Chapter XIV, he refers to Maggie as having a "spaniel-like dependence" upon Pete. *Maggie: A Girl of the Streets* also contains realistic descriptions like vivid illustrations of the urban 19th century life. This is heightened by Crane's perfect rendering of his characters' English dialects. Despite its evident realistic elements, Crane's novel cannot merely be categorized as a work of realism. In fact, the dominant techniques of characterization set the novel as a naturalistic novel rather than a realistic one. (Stefanescu 1-5)

4.1.3 *War is Kind & Other Lines*



According to the website called "War is Kind Analysis," *War is Kind & Other Lines* is Stephen Crane's second book of poetry which contains an unconventional style for the time in that it was written. Most Crane's poems are written in free verse without rhyme, meter, or even titles for individual works that were differentiated by Roman numerals. They are short in length and

some of them, such as "Do not weep, maiden, for war is kind", use stanzas and



refrains. His works contains allegory, dialectic and narrative situations. The subjects of the poems vary from one poem to the next talking about focus themes of religion, war, heartache, and other personal reflections. Although these poems are short, Crane uses poetic devices such as alliteration in phrases like “heart hung humble” in *War is a Kind* and “gospel of gentle”; he also plays with the rhythm of the poem by repeating words like “a man to a man” and “whispering, whispering snakes.” (Shmoop.com 11-12)

I

*Do not weep, maiden, for war is kind.
Because your lover threw wild hands toward the sky
And the affrighted steed ran on alone,
Do not weep.
War is kind.*

*Hoarse, booming drums of the regiment,
Little souls who thirst for fight,
These men were born to drill and die.
The unexplained glory flies above them,
Great is the battle-god, great, and his kingdom --
A field where a thousand corpses lie.*

*Do not weep, babe, for war is kind.
Because your father tumbled in the yellow trenches,
Raged at his breast, gulped and died,
Do not weep.
War is kind.*

*Swift blazing flag of the regiment,
Eagle with crest of red and gold,
These men were born to drill and die.
Point for them the virtue of slaughter,*



*Make plain to them the excellence of killing
And a field where a thousand corpses lie.*

*Mother whose heart hung humble as a button
On the bright splendid shroud of your son,
Do not weep.
War is kind.*

XX

*The impact of a dollar upon the heart
Smiles warm red light,
Sweeping from the hearth rosily upon the white table,
With the hanging cool velvet shadows
Moving softly upon the door.*

*The impact of a million dollars
Is a crash of flunkeys,
And yawning emblems of Persia
Cheeked against oak, France and a sabre,
The outcry of old beauty
Whored by pimping merchants
To submission before wine and chatter.
Silly rich peasants stamp the carpets of men,
Dead men who dreamed fragrance and light
Into their woof, their lives;
The rug of an honest bear
Under the feet of a cryptic slave
Who speaks always of baubles,
Forgetting state, multitude, work, and state,
Champing and mouthing of hats,
Making ratful squeak of hats,
Hats.*



XXI

A man said to the universe:

"Sir I exist!"

"However," replied the universe,

"The fact has not created in me

A sense of obligation."(theotherpages.org)



CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

After finishing this investigation, we had gotten some important ideas about hits interesting work.

- Stephen Crane became the most innovative American novelist, short story writer, poet, and journalist of his generation in the Realist, Naturalist and Impressionist tradition.
- Crane was very talent since he was three years old writing poems for his grandmother, and he wrote his first formal work at the age of 12 and his best work at 24 in spite of that he never concluded any career.
- Stephen Crane never used his imagination to write his works. In contrast, all his works were based on his own experiences and everyday life of people that surrendered him.
- Crane died very young at the age of 28, but he achieved many important issues which made him to be called the pioneer of the Realism movement being an example for the later generations of writers.
- War stories caught Crane's attention making him fascinated about wars. The American Civil War inspired him to write his major work, *The Red Badge of Courage*. Although he wrote this novel many years later that the war ended, he used the Realistic style in such a way that people thought that he was a soldier of that war.
- The Red Badge of Courage has a distinctive style which is described as naturalistic, realistic, and impressionistic or a mixture of the three. The



novel is focused on the complex mental conflicts of its main character, Henry Fleming a young soldier who runs from combat, rather than on the war itself.

- The use of some techniques in the novel like ironic tone, exaggerated language, typical local dialects, vivid sensory images, similes, metaphors, color imagery, animalistic imagery, and allegories make the novel appear so real that people believed that Crane fought in the American Civil War.
- *The Red Badge of Courage* shows the effect that war has on a man. His courage or his cowardice that make him to confront an external as well as an internal war forcing to the main character out of childhood and into adulthood.
- Stephen Crane's works reflect many of the major artistic concerns at the end of the nineteenth century, especially naturalism, impressionism, and realism. His works are focused on the fact that people live in a universe of vast and indifferent natural forces, rather than in a world of divine providence or a certain moral order
- Crane has become an important figure in American literature. His works contains common themes like fear, spiritual crises, social isolation, fallen humanity, effect of colors on the human mind, harsh realities of war and fighting, father/son relationships, guilt, repentance, and religion.
- As a poet Stephen Crane wrote several poems, which he called "lines." They were differentiated by Roman numerals and written entirely in small



capitals. His poetic style was unconventional for the time in which it was written; it was free verse without rhyme, meter, or even titles for individual works. The poems are typically short in length and only some of them use stanzas and refrains.

- Finally this investigation contains many topics that can be useful for teachers that want to teach History or Literature. They allow developing the four skills, reading, writing, speaking, and listening, that will help the students to improve their English. To fulfill this objective a lesson plan is given in the appendix.



APPENDIX

LESSON PLAN

Lesson topic: *The Red Badge of Courage*

Language focus: Vocabulary related to war and feelings

Grade/Age/Language Level: 16-17 year olds; intermediate

Lesson Time/Date/Length: Three classes

Materials:

1. blackboard
2. markers
3. computer
4. projector
5. video
6. notebooks
7. pictures
8. worksheets

Overall Objectives: By the end of the lesson, the students will be able to:

- Understand both the romantic and realistic nature of war.
- Understand the concepts of aggression, stereotyping, courage, heroism, perception, and conflict.

Warm up activity: “Simon Says,” Teacher asks the students to perform some actions, but only when the teacher says “SIMON SAYS”. For example; “Simon says, touch your head. Simon says, touch your shoulders.” If, however, the teacher says only, “touch your head,” the students must not carry out the action.

Vocabulary:

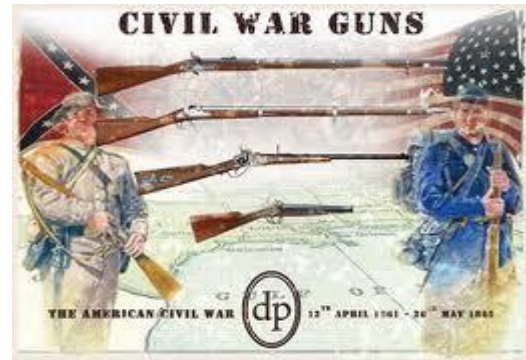
courage, fear, battle, guns, cannons, surrender ,march, wound

The teacher will present new vocabulary related to the topic using some techniques such as verbal definition, mime and action, drawings, illustrative sentences, and the following pictures.

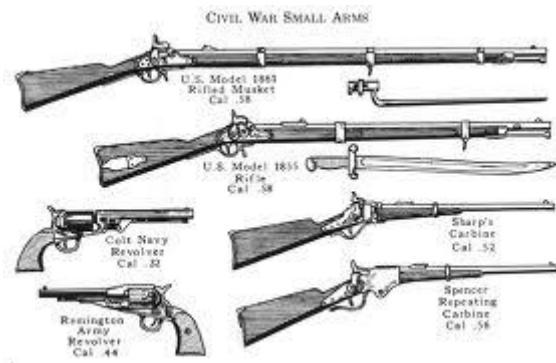
To present vocabulary, the following pictures are going to be used.



Battle



guns



Guns



cannon



March



wound

PRESENTATION

Step 1: Teacher shows the students flash cards about wars and asks them to describe the pictures.



.PRACTICE

MECHANICAL PRACTICE: Write the word for each picture.











PRODUCTION

READING AND WRITING: Teacher introduces a selection from *The Red Badge of Courage*, and asks the students to read it and answer the questions.

From *The Red Badge of Courage*

During the Civil War Henry Fleming enlists in the Union army against his mother's wishes. He dreams of heroic feats and monumental battles. After months of camp boredom, Henry doubts whether heroic battles still exist. Even worse, Henry worries about whether or not he'll run during the fight.

Henry's fears are realized as he runs away during his second battle. He rationalizes his actions by esteeming himself as smarter than the average soldier, despite the fact that his side won. Luckily, Henry is wounded by the butt of another fleeing soldier's gun and has an excuse to return to camp.

It isn't long before Henry's regiment is back in action. This time Henry stands out as a ferocious fighter. More importantly, he gains self-confidence as he confronts his fears and conquers them. He is no longer the scared little boy who ran.

1. What is the name of the main character?
2. On which side does Henry fight?
3. Does Henry's mother agree with his idea of enlisting?
4. What are Henry's thoughts while he is waiting for the battle?
5. What is Henry's reaction during the second battle?
6. How does Henry feel at the end after his regiment goes back into action?

LISTENING: Teacher asks the students to listen to the poem and fill in the blanks

Son where died were weep kind war red heart
father is hands them souls flag corpses regiment

Do not weep, maiden, for war is _____,
Because your lover threw wild _____ toward the sky
And the affrighted steed ran on alone,
Do not _____.
War is kind.



Hoarse, booming drums of the _____,
Little _____ who thirst for fight,
These men _____ born to drill and die.
The unexplained glory flies above them.
Great _____ the battle-god, great, and his kingdom--
A field where a thousand _____ lie.

Do not weep, babe, for _____ is kind.
Because your _____ tumbles in the yellow trenches,
Raged at his breast, gulped and _____,
Do not weep.
War is kind.

Swift blazing _____ of the regiment,
Eagle with crest of _____ and gold,
These men were born to drill and die.
Point for _____ the virtue of slaughter,
Make plain to them the excellence of killing
And a field _____ a thousand corpses lie.

Mother whose _____ hung humble as a button
On the bright splendid shroud of your _____,
Do not weep.
War is kind!

SPEAKING: Teacher shows a video about war and asks the students to explain their feelings while they are watching it.

Movie: "The Patriot" (Gibson, Ledger y Richardson)

<http://www.youtube.com/watch?v=UT9ZmqbVYRk>



APPENDIX

LESSON PLAN

Lesson topic: Life during War

Language focus: To describe the daily life of a soldier.

Grade/Age/Language Level: 14-15 year olds; intermediate level

Lesson Time/Date/Length: Two classes

Materials:

1. *The Red Badge Of Courage*
2. “War is Kind” and “The Impact of a Dollar Upon the Heart”
3. blackboard
4. markers
5. computer
6. projector
7. video
8. notebooks
9. pictures
10. worksheets

Overall Objectives: By the end of the lesson, the students will be able to:

- Describe the use of equipment, uniforms, weapons, and other items that soldiers carry.
- Identify reasons why battles occur
- Identify hardships of soldiers during battles after the reading the poems about war from *The Red Badge of Courage*.

Warm up activity: Can't Say Yes or No. Every student is given a certain number of coins or squares. Everyone moves around the room starting conversations and asking each other questions. The only rule is that you cannot say the words YES or NO. If you say one of these words, you have to give a coin or a square to the person who you said it to, and the person who has the greatest number of coins is the winner.

Vocabulary:

uniform, retreat, ambush, horse, knapsack, shelter, tent, cavalry

The teacher will present new vocabulary related to the topic using some techniques such as verbal definition, mime and action, drawings, illustrative sentences, and the following pictures.

To present vocabulary, the following pictures are going to be used.



Uniform



horse



knapsack



Shelter



cavalry



PRESENTATION

Step 1: Talk to students about what they think a soldier did on a day-to-day basis during the Civil War. Were they always fighting battles? What do students think soldiers did when they weren't fighting battles? Do they think life was hard or easy for a Civil War soldier? Then teacher writes the answers on the board, and asks students to repeat them.

PRACTICE

MECHANICAL PRACTICE: Complete the Life at War Worksheet using the words in the box.

Bayonet cavalry ambush knapsack retreat

1. A _____ was a backpack made of waterproof cloth that contained a shirt, socks etc.
2. A _____ was used as a sword when the enemy was too close to shoot.
3. An _____ is a surprise attack from such a position.
4. _____ is to withdraw from enemy forces as a result of their superior power or after a defeat.
5. _____ is the part of a military force composed of troops that serve on horseback.

PRODUCTION

READING: Teacher gives the students a text about a soldier's life in the past and present, and asks students to find the differences and similarities.

LISTENING: Teacher reads a short summary about the Civil War and asks the students to choose the correct answer for each sentence.



1. The Civil War or the "War Between the States" started in .
 - a) 1761
 - b) 1861
 - c) 1961
 - d) 2001

2. The Civil War had two sides; the names of these sides were:
 - a) The North and the Union
 - b) The South and Confederacy
 - c) The East and the West
 - d) The North and the South

3. Many free black men and former slaves fought for the Union Army in the Civil War.
 - a) True
 - b) False

4. How was the South affected by the end of the Civil War?
 - a) Southerners rejected slavery
 - b) Farms, homes, and businesses were in ruins
 - c) The South was asked to rejoin the United States
 - d) Many African Americans ran for political office

5. Life was difficult for former slaves after the Civil War because they
 - a) could not serve on a jury or vote
 - b) had to pay new taxes
 - c) had to live on reservations
 - d) owned no land and had no homes.



SPEAKING: Break students into five small groups, giving each group one of the following texts:

1. The selection from *The Red Badge Of Courage*
2. “War is Kind”
3. “The Impact of a Dollar Upon the Heart”

The students of each group have to read and analyze the texts silently and independently. Then each group has to share their opinions with the class.

WRITING: Teacher asks the students to imagine that they are soldiers, and write a letter to their family describing the hard ships of their life as a soldier.



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