

Unit #8: Reading with the Enemy: *All Quiet on the Western Front*

10th Grade Language Arts-- Mr. Coia

This book is to be neither an accusation nor a confession, and least of all an adventure, for death is not an adventure to those who stand face to face with it. It will try simply to tell of a generation of men who, even though they may have escaped shells, were destroyed by the war. ~Erich Maria Remarque

Mon 4/4

- Introduction to *All Quiet on the Western Front*
- Read and mark "Introducing the Novel"
- War Art/Photography --What do photographs tell us about life during the war and students? How does the artwork enhance our knowledge of life during WWI? How is the art influenced by the war?
- Write #1: Pick a quotation
- Read and discuss poems, "The Man He Killed" and "Death of the Ball Turret Gunner"
- Read "Before You Read"

HW: Read chapters 1-2 (33 pages), marking, and questions; character chart; get index card as bookmark/character card

Wed 4/6

- Reading **Quiz: Chap. 1-2**
- Write #2: Propaganda Piece
- Small group discussion
- Discuss Reaction Paper topics
- Read and mark chapter 3

HW: Chaps 4-5 work (50 pages)--due after Spring Break but why not get ahead?

.....**Quarter ends**

Mon 4/18

- Review *All Quiet* chaps 1-3 & Character Chart
- WWI presentation
- WWI War Letters: Read, mark, and discuss how they offer a picture of the time period
- Reading time in class

HW: Read chapters 4-5 and questions; character chart

Wed 4/20

- Reading **Quiz: Chap. 4-5**
- Class Discussion
- Poetic Language Handouts
- Write #3: Found Poetry
- Read "Before You Read"
- Watch clip from *War Horse*

HW: Read chapters 6 (38 pages) and questions; character chart; type your found poetry for display. Use a creative font/size/color/pics

Fri 4/22

- Reading **Quiz: Chap 6**
- Discussion on characters/plot
- *All Quiet* Movie Clip
- Reading in small groups

HW: Chap 7-8 work (62 pages—plan accordingly); Found Poetry

Tues 4/26

- Reading **Quiz: Chap. 7-8**
- **Share Found Poetry**
- Class Discussion
- Write #4: War Poetry

HW: Chap 9 (30 pages)

Thurs 4/28

- Reading **Quiz: Chap. 9**
- Write #5: Newspaper article
- Complete "Sights & Sounds" sheet
- Watch "[Pipes of Peace](#)" music video and discuss Christmas Truce of 1914
- Read "Before You Read"

HW: Chap 10 work (38 pages)

Mon 5/2

- Reading **Quiz: Chap. 10**
- Discussion
- Six-Word memoirs introduction and work

HW: Finish novel and work by Friday (26 pages)

Wed 5/4

- Six-word memoir work

HW: Type THREE of your best ones to type in creative fonts, color, layout, etc. Cut as shown in class examples

Fri 5/6

- Reading **Quiz: Chap. 11-end**
- Six-word memoir sharing
- Discussion on the end
- Complete Post-Reading question
- Write #6: Letter Home
- Class Share: Letters Home

HW: Reaction Paper

Tues 5/10

- Write #7: Six Word Memoirs
- Turn in Comp books for grading
- How can we learn from what we noticed in our writing portfolio evaluations?
- Work on Reaction Paper

HW: Reaction Paper

Thurs 5/12

- **Reaction Paper due**
- Chapter Titles work

HW: Study for test

Mon 5/16

- Novel turn-in (no book=no credit)
- *All Quiet* test
- Watch endings of *All Quiet* films

Write Entries

Write #1: Choose one quote to discuss. What are the modern-day implications? 1. "A generation of men who, even though they may have escaped shells, were destroyed by war." Or, 2. Paul says, "War is possible only when the enemy is an abstraction." Define "abstraction." Why does the enemy have to be "an abstraction?"

Write #2: Propaganda Piece – Create either a poster, speech, or leaflet that is designed to persuade Paul and his classmates to join the military.

Write #3: Found Poetry – Chapter 4 – Using alliteration, consonance, assonance, and personification.

Write #4: War Poetry – Write a poem in the style of those we've studied in class today.

Write #5: Newspaper Article--Choose an important event from the novel. Summarize the characters involved, what happened, setting, etc. Write key points in the form of a newspaper article that may have appeared in Paul's hometown to chronicle the boys' involvement in a battle, or their current position, or their progress, etc. Write in the 3rd person point of view.

Write #6: A Letter Home from Paul before the start of chapter 12.

Write #7: Six-Word Memoirs- Write 5 that summarizes the story, gives insight to characters, and addresses the theme of innocence and war.

Assignment Descriptions***All Quiet on the Western Front* Reaction Paper**

Most students enjoy reading this novel about war and innocence. For this final assessment writing activity, choose your own topic on which to discuss and react. It may be the storytelling style or the loss of innocence or the difference in modern-day war. It could be a response to the epigraph to the novel or to another passage. Think carefully about your topic, and write to show your knowledge of the story as well as your analysis skills. Be sure you address:

- 500-600 words
- Includes 3 quotations
- Avoid "I think" or "My opinion" or other distracting word-wasters
- Need help choosing a topic? Let's talk!

Notebook and Supply Check

You'll need the following for our notebook check **Wed 4/6**. Remember, we'll add to this throughout the year to provide you with an orderly notebook. Therefore, you need ALL the pieces to receive credit. No partial credit offered on this.

You need **two tabs** with the following:

LA Handouts:

- Unit guide #8 (on top)
- Unit guide #7
- Technology marked articles (unit guide 1, p. 9-13)
- "Harrison Bergeron" marked (unit guide 6, p. 7-12)
- Somebody Wanted But So sheet (unit guide 5, p. 9)
- Passages on Reading and Thinking Handout (unit 1, p 14)
- 6 Traits Overview sheet
- 6 Traits grading rubric
- "Writing Formally: Thesis Statements and Beyond"
- "How Do I Format My Paper?" handout (unit 1, p. 7-8)
- Class Rules sheet, initialed

LA Classwork:

Notes from lectures, presentations, mini-lessons. Remember you should be taking notes each class period. You will also have at least 25 sheets of loose-leaf paper in your binder, and your pens, pencils, highlighter, etc.

Before You Read Focus Points from Glencoe Literature Library's Study Guide

Chapter 1-5

Setting a Purpose

Read to discover nineteen-year-old Paul Bäumer's ideas about his own generation and that of his elders.

Time and Place

The scenes in *All Quiet on the Western Front* take place in three basic locations: the front itself, settings near the front but away from the fighting (such as a camp or hospital), and settings away from the front (such as Paul's hometown or the army training camp). By shifting between calm and violent scenes, Remarque emphasizes the contrast between life at the front and life everywhere else.

Did You Know?

Soldiers in the trenches could distinguish the different kinds of shells being fired by the sounds they made in the air. In World War I, artillery—or cannon-like weapons—were used in far greater numbers than ever before. These long-range and close-range guns fired large missile-shaped shells of different types. Of these, shrapnel shells were especially deadly because they contained a large powder charge and hundreds of sharp metal bits. When the charge exploded over enemy trenches, the deadly projectiles flew through the air making a singing sound. Large shells nicknamed "Jack Johnsons," after a famous heavyweight fighter of the day, made a high-pitched whistle. The "whizz bang," a lighter shell, buzzed briefly just before it arrived at its target.

Vocabulary Preview

barrage *n.* curtain of heavy artillery fire just in front of friendly troops to screen and protect them

billets *n.* lodgings assigned to soldiers

helter-skelter *adj.* in disorder or confusion

insubordination *n.* disobedience to authority

laconically *adv.* with few words

queue *n.* line of people

rail *v.* to scold or denounce harshly

restive *adj.* restless

satchel *n.* small bag with a shoulder strap

windfall *n.* unexpected sudden gain

Chapters 6-8

Setting a Purpose

Read to find out whether Paul Bäumer can communicate with his family and former friends.

Time and Place

World War I was a “total war,” meaning the populations of entire nations were caught up in the conflict. Factories produced weapons, ammunition, and military supplies. Women replaced many male workers in industry, and civilians sacrificed food and supplies to help support the war effort. Near the battlelines, civilians were also exposed to the dangers of shelling; in some cases, entire villages were obliterated. As the fighting wore on, all of the participating nations experienced food shortages. In response, wartime governments in Europe instituted food rationing, which led to long lines at stores for what little food was available. In Germany, shortages were especially severe because the Allies had blockaded German ports. With little grain available, turnips and potatoes were used to make *krieg* (war) bread, and acorns were gathered and ground up to make coffee. By the winter of 1916–1917, German citizens were becoming weak and thin, and some were dying from starvation.

Did You Know?

The Germans were the first to use poison gas on a large scale. At the Second Battle of Ypres in April 1915, German soldiers in a front-line trench released chlorine gas from more than five thousand pressurized cylinders, timing the release with a westward-blowing wind. Chlorine gas, visible as a greenish-yellow cloud, is a lung irritant that causes extreme pain in the nose and throat and slow suffocation. Death results if the concentrated gas is inhaled for more than a few minutes. Many people thought the German’s use of poison gas was barbaric, but the British and French quickly developed their own gas weapons. The most widely used gas, mustard gas, was introduced in mid-1917. Odorless and colorless, it burned the skin, eyes, and respiratory tissues. Gas attacks caused at least one million deaths during the war. After gas masks were developed, few men were killed by gas, but gas attacks were still used to unsettle the enemy.

Vocabulary Preview

chasten *v.* to punish; to make humble

devastated *adj.* overwhelmed; ruined

listless *adj.* lacking energy

ludicrous] *adj.* ridiculous; laughable

melancholy *adj.* depressed in spirit; sad

obliquely *adv.* indirectly; in a slanting or sloping direction

parapet *n.* low wall of stone or earth to protect soldiers

rave *v.* to speak wildly or angrily

remnant *n.* small surviving part

solace *n.* relief; comfort

Name: _____ Date: _____ Per: _____

All Quiet on the Western Front Character Chart

Name	General overview of character	Quotation and page that describes
Paul Baumer		
Muller		
Tjaden		
Katczinsky		
Albert Kropp		
Himmelstoss		
Kemmerich		
Kantorek		

Name: _____ Date: _____ Per: _____

Poems to read, mark, and discuss

The Man He Killed by Thomas Hardy

Had he and I but met
By some old ancient inn,
We should have sat us down to wet
Right many a nipperkin!

But ranged as infantry,
And staring face to face,
I shot at him and he at me,
And killed him in his place.

I shot him dead because -
Because he was my foe,
Just so - my foe of course he was;
That's clear enough; although

He thought he'd 'list perhaps,
Off-hand like - just as I -
Was out of work - had sold his traps -
No other reason why.

Yes; quaint and curious war is!
You shoot a fellow down
You'd treat if met where any bar is,
Or help to half-a-crown.

The Death of the Ball Turret Gunner by Randall Jarrell

From my mother's sleep I fell into the State,
And I hunched in its belly till my wet fur froze.
Six miles from earth, loosed from its dream of life,
I woke to black flak and the nightmare fighters.
When I died they washed me out of the turret with a hose.

"A ball turret was a Plexiglas sphere set into the belly of a B-17 or B-24, and inhabited by two .50 caliber machine-guns and one man, a short small man. When this gunner tracked with his machine guns a fighter attacking his bomber from below, he revolved with the turret; hunched upside-down in his little sphere, he looked like the foetus in the womb. The fighters which attacked him were armed with cannon firing explosive shells. The hose was a steam hose."
-- Jarrell's note.

The poem was published in 1945. Why is that relevant to its meaning?

Name: _____ Date: _____ Per: _____

***All Quiet on the Western Front* Reading Questions**

When there are more than five questions per section, you only need to do only five.

Chapters 1-3

1. What do we know about the narrator? How old is he?

2. What does the theft of Kemmerich's watch tell us about the moral decay fostered by war?

3. Although the novel is told from the German point-of-view, what universal view does it offer of war?

4. Why is it ironic that Kantorek refers to the young men as "Iron Youth?"

5. According to Paul, what is the finest thing to arise from the war?

6. Why is it ironic that Paul and his comrades refer to themselves as “stone-age veterans” when they compare themselves to the new recruits?

Chapters 4-6

1. How do the men change as they approach the front? Why is this change necessary?

2. According to Remarque, how does a soldier feel about the earth?

3. What dreams do the various members of the group have about going home? What do their dreams tell you about their characters?

4. Why do the men joke about death?

5. Why, according to Paul, must every man believe in Chance and trust his luck?

6. Describe the scene in the field after the battle is over. What do the men see?

Chapters 7-9

1. How does Paul feel about being home?

2. Why does Paul persist in lying to Kemmerich's mother?

3. Why do the soldiers at the camp on the moor become so close to nature?

4. Why does Paul feel sorry for the Russian prisoners?

5. The men have a discussion about who starts war. What conclusions do they reach?

6. Who is Gerard Duval? How is Paul affected by his death?

Chapters 10-12

1. What happens to Paul when he returns to the front? What happens to Albert?

2. What is the Dying Room? Who returns from the Dying Room?

3. Paul does a great deal of thinking while in the hospital. How does he feel about the war? How does he feel about the young men his age who are involved in the war?

4. What happens to Muller, Bertinck, Leer, and Kat?

5. What does Paul predict for his generation? Does his prediction come true?

6. Why does the point-of-view change to the third person for the last two paragraphs of the story?

Post-Reading:

Write down how this novel changed or added to how you think about war. What new questions or concerns do you have about this topic? What does this book have to teach us?

Name: _____ Date: _____ Per: _____

Chapter Episode Titles

Every TV show names each of its episode titles that match an aspect in the story. For this assignment, you will give a title for each chapter of *All Quiet on the Western Front*. This title should summarize the major portion of the chapter in a creative, powerful way.

If possible, try to follow a naming convention for each of the episodes. They should have something in common throughout all twelve of the titles.

Look up the titles of your favorite TV show. Some follow a naming convention:

Grey's Anatomy: All episode titles are the names of famous pop songs.

The Mentalist: All episodes have a reference to the color red.

Scrubs: Most episodes start with "My...:"

Seinfeld: Each episode starts with "The"

Friends: Each title begins with "The One Where..."

Chapter 1: _____

Chapter 2: _____

Chapter 3: _____

Chapter 4: _____

Chapter 5: _____

Chapter 6: _____

Chapter 7: _____

Chapter 8: _____

Chapter 9: _____

Chapter 10: _____

Chapter 11: _____

Chapter 12: _____

Use of Poetic Language

--from Chapter 4 p. 55

To no man does the earth mean so much as to the soldier. When he presses himself down upon her long and powerfully, when he buries his face and his limbs deep in her from the fear of death by shell-fire, then she is his only friend, his brother, his mother; he stifles his terror and his cries in her silence and her security; she shelters him and releases him for ten seconds to live, to run, ten seconds of life; receives him again and often for ever. Earth! —Earth! —Earth !

1. What is the central idea of this passage? _____

2. Point out the poetic devices:

a. Alliteration _____

b. Assonance _____

c. Repetition (words, phrases, lines) _____

3. What gives this passage rhythm? _____

Use of Poetic Language

--from Chapter 4

Monotonously the lorries sway,
Monotonously comes the calls,
Monotonously falls the rain.
It falls on our heads
And on the heads of the dead up in the line,
On the body of the little recruit
With the wound that is so much too big for his hip;
It falls on Kemmerich's grave;
It falls in our hearts.

4. What is the central idea of this passage? _____

5. Point out the poetic devices:

a. Alliteration _____

b. Assonance _____

c. Repetition (words, phrases, lines) _____

6. What gives this passage rhythm? _____
