

Character Based Literacy Program

Independent Study Lesson Plan

All Quiet on the Western Front, Week 1



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

When was World War I fought? Who was involved in World War I?

What were the medical aspects of gas warfare?

What were World War I hospitals like?

Why were boys fighting as soldiers?

What was trench warfare like?

What were the effects of the gas used in trench warfare?

What types of gases were used in World War I?

Word Wall Here are vocabulary words to add to the Word Wall.

queue	jostle	bewildered	latrine	amputated
obliterate	gamut	renunciation	comradeship	gangrene
patronizingly	inhabitants	platoon	uninhabited	bloodlust
lorry	trench	baseness	acrid	monotonous
louse	tedious	scrounge	laconically	disconcerted

READ

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Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

Read Read the selection.

Read pp. 1-83

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

KWL Chart: What You Know, Want to Know, and Learn

Materials:

- KWL Chart

Step One: Read the first segment pages 7-18.

Step Two: Fill out the K [know] column: what do you know?

1. What key things do you know from the story or explanation you have read so far? This might be who, what, where, when, why, or how information.
2. Write this information concisely in the K [What do you know?] column.

Step Three: Fill out the W [want] column: what do you want to know?

1. Given what you know, what would you like to know about this story or topic, about what has happened or will happen in the future?
2. Write this information concisely in the W [What do you want to know?] column.

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Step Four: Fill out the L [learned] column: what have you learned?

1. As you read more of the story, or learn more about the topic, ask yourself what you have learned. Do you have answers to any of the questions in your W column: what you wanted to know?
2. Write this information concisely in the L [What have you learned?] column. You may want to do this at various times as you learn. You may want to check off the questions in the W column when you answer them in the L column.

Theme Charts

Create a theme chart on the “Horror of War.” The horror of war is a reoccurring theme of *All Quiet on the Western Front*. After each chapter, list the physical and psychological effects of the war.

Create a theme chart on the “The Effects of War on Soldiers.” The horror of war affects the soldier’s humanity. After each chapter, bullet point examples of how the soldiers emotionally disconnect to humanity.

Create a theme chart on “Nationalism.” The idea of nationalism builds up to the start of WWI. As the fighting begins, soldiers fight for survival rather than to honor their nation. After each chapter, bullet point examples of how nationalism loses its power.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: For this unit, you should develop an Open Mind Portrait of Paul Baumer, Tjaden, Muller, Kat, Kantorek, Kemmerich, Haie Westhus, Kropp, and Corporal Himmelstoss. You will add to these as you read.

Another possible activity: You should explore the impact of nationalism by creating a recruitment poster for World War I.

Discussion

Key Questions (Pages 1-18)

1. What are the general characteristics of your parents' generation or grandparents' generation?
2. How would you describe the characteristics of your own generation?
3. Why does Paul Baumer feel the older generation has let them down?
4. How would you describe Paul’s fellow soldiers Leer, Muller, and Kropp?
5. Why was the cook hesitant to distribute the extra food?
6. Why has Paul’s view towards the latrines change?

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7. What do the soldiers do to forget their last trip to the front line?
8. How did the schoolmaster, Kantorek influence Paul and his classmates to enlist in the German military?
9. Why was joining the army an expression of patriotism?

Key Questions (Pages 19-33)

1. Why does Paul have a hard time remembering what life was like before the war?
2. Why does Paul know that Kemmerich will not live long?
3. How does Paul explain Muller's desire to get Kemmerich's boots before he dies?
4. What do the boots symbolize?
5. How do Kropp and the others get back at Himmelstoss without actually disobeying orders?
6. Why does the doctor not care about taking care of Kemmerich?
7. Why does Paul believe *only facts are real and important to us*?
8. Why does Paul feel cut off from humanity?
9. How does Paul and the doctor shut themselves off from their feelings as a way of coping with difficult situations?
10. What would happen if the soldiers dwelled on Kemmerich's death?

Key Questions (Pages 35-50)

1. How do Paul and his comrades treat the new recruits?
2. How does Kat acquire the beans?
3. Why is Kat so important to have in the group?
4. How is Kat old-fashioned in the new age of industry?
5. How does unequal food and pay influence the length of the war?
6. What solutions do Kropp and Kat offer for the end of war?
7. Why do you think men who desire power abuse it?
8. How does the emotional disconnect impact the soldiers humanity?
9. How does Kat redefine the traditional hero from one who is self-sacrificing to someone who is self-interested in lessening personal suffering?

Key Questions (Pages 51-64)

1. How is the bombardment described?
2. What parts of the bombardment description make it poetic and dramatic?
3. How can the soldiers distinguish between the different bomb sounds?
4. Discuss how the soldiers become "human animals" at the sound of the first droning of shells.
5. How is the soldier's relationship with the earth a metaphor to the relationship between mother and child?
6. Describe the recruit seeking protection from Paul.
7. How does the Paul help the recruit?
8. Why does the sound of wounded horses trouble the men so much?
9. Why are humans responsible for the war as oppose to the horses?

Key Questions (Pages 65-83)

1. Why does Paul dive into a hole created by an exploding shell?
2. Describe the significance of the soldiers taking cover in a graveyard.
3. Why was the gas mask important?
4. What happened to the recruit who defecated his pants?
5. Why did Kat and Paul debate whether or not to kill the injured recruit?
6. Why does Paul concentrate on instinct rather than patriotic duty?
7. Do you believe the soldiers are fighting for their country or for their lives? Why?
8. What do the guys plan to do after the war?
9. Why doesn't Tjaden care what happens to him after he tells off Himmelstoss?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph, p. 12

"For us lads of eighteen they ought to have been mediators and guides to the world of maturity, the world of work, of duty, of culture, of progress to the future. We often made fun of them and played jokes on them, but in our hearts we trusted them. The idea of authority, which they represented, was associated in our minds with a greater insight and a more humane wisdom. But the first death we saw shattered this belief. We had to recognize that our generation was more to be trusted than theirs. They surpassed us only in phrases and cleverness. The first bombardment showed us our mistake, and under it the world as they had taught it to us broke in pieces."

Writing Prompt

Write an argumentative essay on how it is possible to physically survive a war but be mentally destroyed.

- Support your argument with evidence from the reading or an example from any past or current war.
- Include both logical and anecdotal arguments.
- How have American soldiers mentally suffered in the United States involvement in Iraq?
- How do you show your patriotism?

Key Paragraph, p. 20

"Kantorek would say that we stood on the threshold of life. And so it would seem. We had as yet taken no root. The war swept us away. For the others, the older men, it is but an interruption. They are able to think beyond it. We, however, have been gripped by it and do not know what the end may be. We know only that in some strange and melancholy way we have become a waste land. All the same, we are not often sad."

Writing Prompt

In this week's reading, Paul credits that the finest thing to ever come out of war is comradeship. It's what unites Paul and Kropp against Himmelstoss and what makes the death of his lifelong friend Kemmerich so painful. Yet it is also what comforts him at the end of the chapter when after Paul gives Kemmerich's boots to Muller, Muller offers him some saveloy and rum as a token of thanks and sympathy.

Write an argumentative paragraph that proves comradeship helps comfort people through a tough time. Support your claim with three examples from the reading.

- Describe a time when you experienced the death of a family member or friend.
- What are different ways to mourn a death?

Key Paragraph, p. 44

"Roughly speaking it is," says Kat. And prepares for a long speech; "but the root of the matter lies somewhere. For instance, if you train a dog to eat potatoes and then afterwards put a piece of meat in front of him he'll snap at it, it's his nature. And if you give a man a little bit of authority he behaves just the same way, he snaps at it too. The things are precisely the same. In himself man is essentially a beast, only he butters it over like a slice of bread with a little decorum...And the more insignificant a man has been in civil life, the worse it takes him."

Writing Prompt

Kat and Kropp discuss their theories as to why men become abusive when given a little power. Kat argues that it is part of man's basic animal nature to desire power and abuse it.

Write an argumentative paragraph supporting or disproving Kat's argument that humans desire power and will abuse it. Support your position with three examples.

- Describe a time when you were in a leadership position.
- Did you abuse your power? Why or why not?

Key Paragraph, p. 56

"At the sound of the first droning of the shells we rush back, in one part of our being, a thousand years. By the animal instinct that is awakened in us we are led and protected. It is not consciousness; it is far quicker, much more sure, less fallible, than consciousness....It is this other, this second sight in us, that has thrown us to the ground and saved us, without our knowing how....We march up, moody or good-tempered soldiers--we reach the zone where the front begins and become on the instant human animals."

Writing Prompt

Paul talks about how in order to survive war you must rely on your animal-like instincts. Thus, war strips you of any of your humanity.

Write an argumentative paragraph defending whether you believe humans must rely on their instincts or intellect in order to survive war. Include three reasons to support your answer.

- Write about a time when you ended up relying on your instincts instead of your intellect.
- How would the situation be different if you would have acted on your intellect?

Key Paragraph, p. 74

“Monotonously the lorries sway, monotonously come 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 on our hearts.”

Writing Prompt

Muller discusses what to do if it were peace-time. In understanding that change requires effort, many of the soldiers aren’t ready to put forth the effort to make the transition from war. They can’t see past the horrors and dehumanization of war.

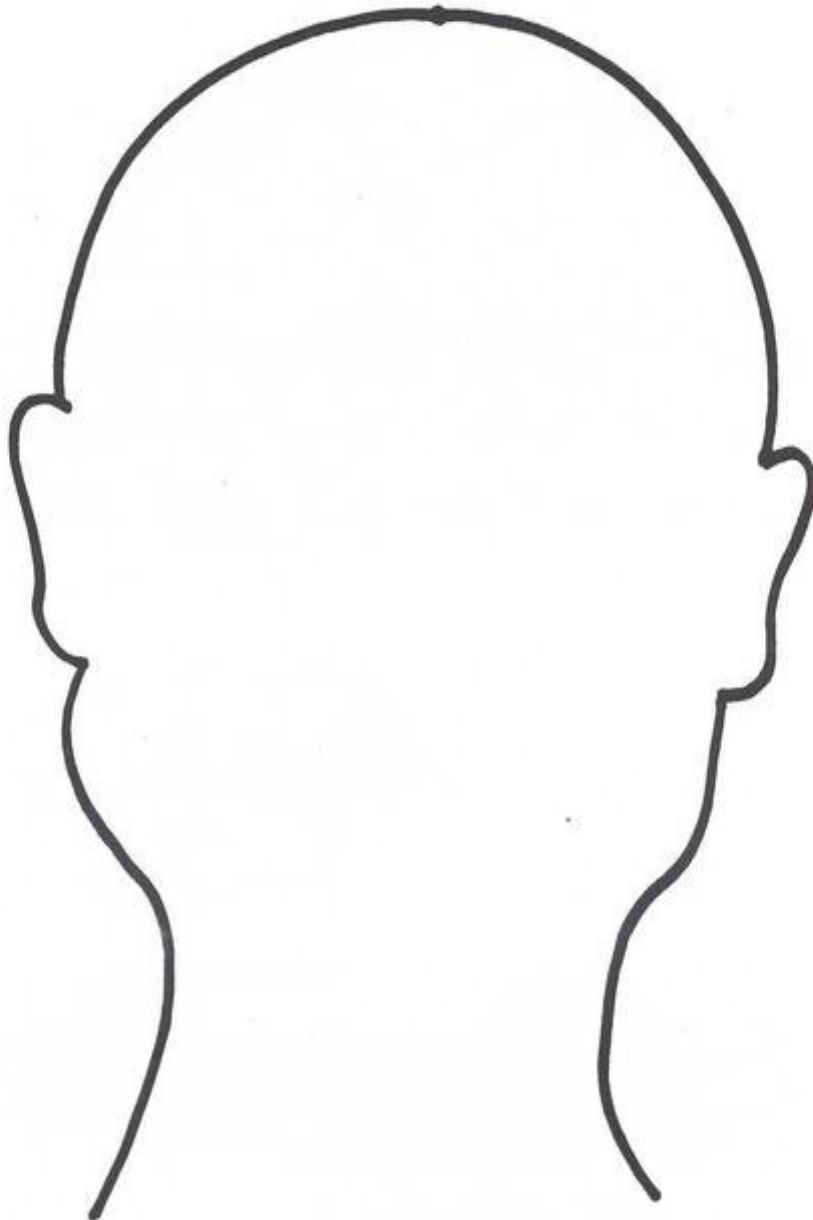
Write an argumentative paragraph to encourage the soldiers to put forth effort to overcome mental roadblocks that interfere with their transition from war. Include reasons why they need to put forth the effort to make change.

- Describe what it would feel like to have to breathe through a mask.
- Would you kill the recruit? Why or why not?

KWL Chart

K What do you know?	W What do you want to know?	L What have you learned?

Open Mind Portrait:



Character Based Literacy Program

Independent Study Lesson Plan

All Quiet on the Western Front, Week 2



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



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How were soldiers punished for their insubordination?

- Small scale misdemeanors
- Moderately serious offences
- Serious matters

What were the conditions of the trenches like?

What is a benediction?

What kind of artillery did they use in the war?

What were brothels like during WWI?

Word Wall Here are vocabulary words to add to the Word Wall.

reminiscently	insubordination	scutter	knapsack	gnaw
devour	demolish	onslaught	claustrophobia	annihilation
debauch	stupor	convulse	cleave	provisions
hoarser	scrutinize	hemorrhage	sullen	malicious
deloused	poplars	jovial	bewilder	brothel

READ

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Read Read the selection.

Read pp. 84-151

RESPOND

Timeline List the 15-20 most important on the timeline.

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Map Add to ongoing activities like a KWL chart or map: where did the characters go?

- new character information can be added to an Open Mind Portrait
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Theme Charts

Create a theme chart on the “Horror of War.” The horror of war is a reoccurring theme of *All Quiet on the Western Front*. After each chapter, list the physical and psychological effects of the war.

Create a theme chart on the “The Effects of War on Soldiers.” The horror of war affects the soldier’s humanity. After each chapter, bullet point examples of how the soldiers emotionally disconnect to humanity.

Create a theme chart on “Nationalism.” The idea of nationalism builds up to the start of WWI. As the fighting begins, soldiers fight for survival rather than to honor their nation. After each chapter, bullet point examples of how nationalism loses its power.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: Develop a Character Interaction Chart between Kropp, Tjaden, and Himmelstoss.

Alternate Activity: Create the Bookmark Vision of your life.

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One possible activity: You will create a magazine layout of life on the front lines. Brainstorm possible ideas for the cover story. You will create the cover as well.

Discussion

Key Questions, Pages 84-97

1. Why do the men question each other about school?
2. Why do the young soldiers feel they have nothing to go back to after the war?
3. Why do the soldiers need to emotionally disconnect themselves to the horrors of war?
4. How does the emotional disconnect impact a soldier's humanity?
5. In what ways do soldiers preserve their humanity?
6. Why are Paul and his friends considered "the lost generation"?
7. How does the war transform soldiers like Paul more than the older men who had established life within society before the war?
8. Why does Paul admire Kat so much?
9. Why won't peacetime friendships be as intense as the bonds of soldiers?

Key Questions, Pages 99-114

1. Why do the soldiers joke about the coffins?
2. Describe how Paul differentiates ceremonial aspects of the army and chaos of the battle.
3. Describe the gruesomeness of trench warfare.
4. Why are the German shells falling in their own trenches?
5. Describe how Paul is able to survive in between trenches?
6. What does Paul give credit to for living so long?
7. Do you rely on chance to make your decisions?
8. Why are the recruits trying to escape the trenches?
9. Why are the German soldiers so brutal in their assault of the French lines?

Key Questions, Pages 115-124

1. Why is the battle goal to wear down the enemy rather than sweeping victories?
2. Describe the military trench strategy.
3. Describe No Man's Land and the reasons for constant stalemate battles.
4. Why do the German soldiers not show mercy to the French who ask for it?
5. Why do the soldiers act automatically?
6. What can you conclude from discovering the enemy has better provisions?
7. Why do Paul's memories haunt him?
8. Why does Paul believe he has lost his youth?
9. Describe the effects of the war on soldiers.

Key Questions, Pages 125-136

1. Describe how it must feel to listen to a man's death throes for three days.
2. Describe the clues that indicate whether or not Germany is winning the war.
3. Why are the new recruits dropping like flies?
4. What can you conclude from the fact that the German army cannot effectively train new recruits to replace the soldiers they have lost?
5. Why are the recruits more trouble than they're worth?
6. Why does Himmelstoss not respond to Paul's demands to get up?
7. Why does he respond to the lieutenant?
8. Explain why words can never match the horrors of war.
9. What happened to Haie?
10. How many men remain from the original 150?

Key Questions, Pages 137-151

1. Why does Himmelstoss go out of his way to befriend Paul's group?
2. What has changed about him?
3. How does Paul survive the terror of war?
4. How do Paul and his friends sneak across the canal?
5. Why are the soldiers interested in the French women, if they are the enemy?
6. Why did the group ditch Tjaden?
7. Explain why Paul may feel betrayed by the Germans.
8. What do the French women symbolize to the soldiers?
9. What do the soldiers symbolize to the French women?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph, p. 87

"We were eighteen and had begun to love life and the world; and we had to shoot it to pieces. The first bomb, the first explosion, burst in our hearts. We are cut off from activity, from striving, from progress. We believe in such things no longer, we believe in the war."

Writing Prompt

The men discuss their plans for their future. The young soldiers like Paul and Kropp realize they have nothing to look forward to. They feel that their youth was cut short and that they were forced to grow up quickly.

Write an argumentative paragraph explaining why Paul and Kropp feel their youth was cut short. Provide three reasons to support your answer.

- What experience has made you grow up quickly?
- What would you look forward to if you were in Paul's shoes?

Key Paragraph, p. 113

“We have become wild beasts. We do not fight, we defend ourselves against annihilation. It is not against men that we fling our bombs, what do we know of men in this moment when Death is hunting us down—now, for the first time in three days we can see his face, now for the first time in three days can we oppose him; we feel a mad anger. No longer do we lie helpless, waiting on the scaffold, we can destroy and kill, to save ourselves, to save ourselves to be revenged.”

Writing Prompt

Paul attributes his having lived so long to a matter of chance, like when he left one dugout to talk to some friends and upon returning found out that dugout had been hit by a shell

Write an argumentative paragraph explaining how chance plays a factor in life. Provide three personal examples or three examples from the novel.

- How has chance played a factor in your life?
- How do you take control of your life rather than leaving things to chance?

Key Paragraph, p. 122

“And even if these scenes of our youth were given back to us we would hardly know what to do. The tender, secret influence that passed from them into us could not rise again. We might be amongst them and move in them; we might remember them and be stirred by the sight of them....We are forlorn like children, and experienced like old men, we are crude and sorrowful and superficial—I believe we are lost.”

Writing Prompt

The brutalities of war have stripped Paul from his past. He tries to recall past memories but they appear distant and unrecognizable.

Write an argumentative paragraph explaining why war strips memories of the past. Provide three reasons to support your answer.

- Describe a time when you had trouble recalling a memory from your childhood.
- Describe a time when you visited a childhood place or playground. How did it feel?

Key Paragraph, p. 132

“Bombardment, barrage, curtain-fire, mines, gas, tanks, machine-guns, hand-grenades—words, words, words, but they hold the horror of the world.”

Writing Prompt

Paul describes his frustration with the recruits and that they're more trouble than they are worth. Even though he and his comrades spend time teaching them the ways of war, they forget as soon as the shelling begins.

Write an argumentative paragraph to persuade Paul's commander that the recruits are more trouble than they are worth. Provide three examples to support your claim.

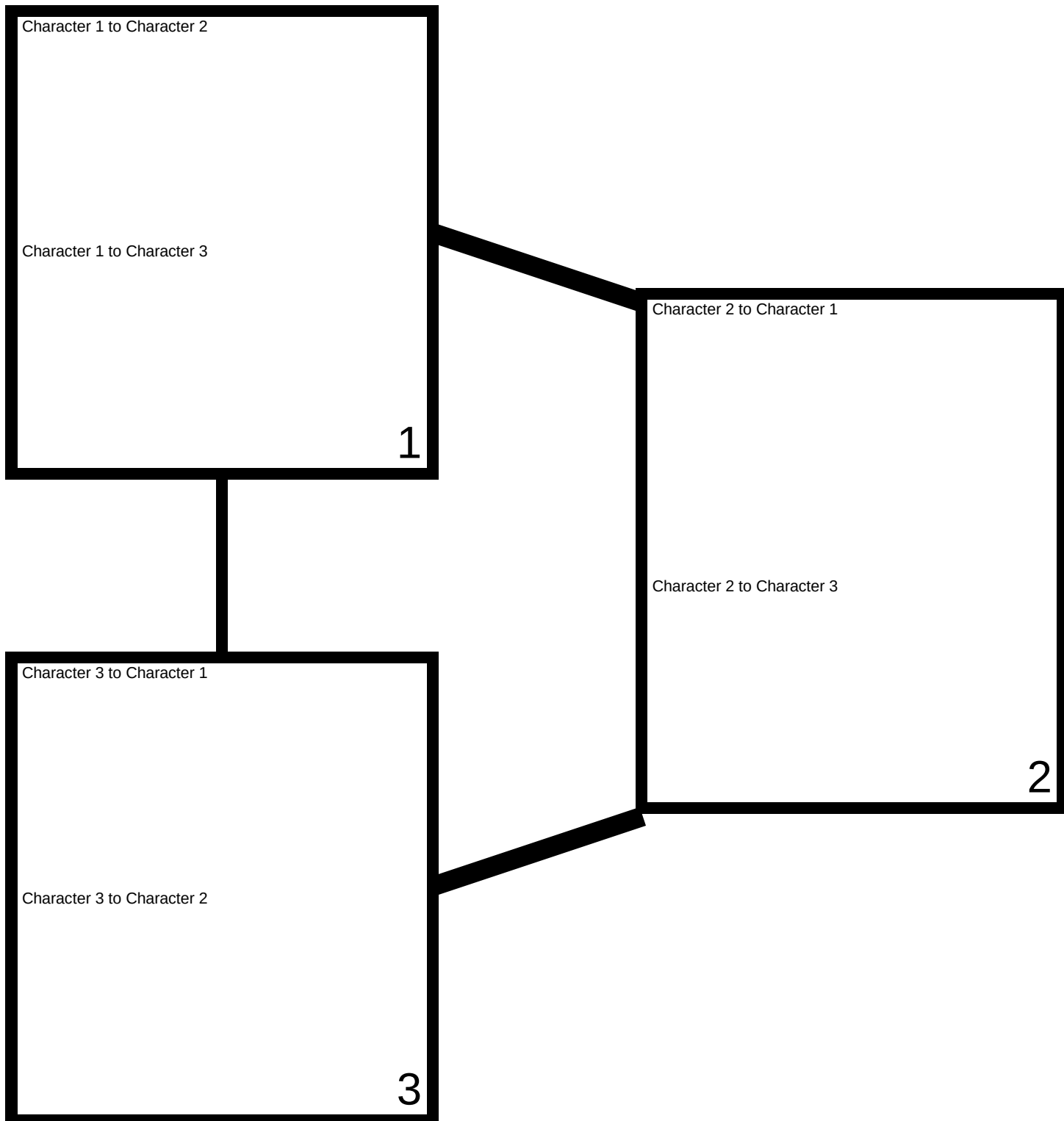
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- Describe a time when you were frustrated in trying to teach something to someone.
- What could you have done differently?

Key Paragraph, p. 138

“Habit is the explanation of why we seem to forget things so quickly. Yesterday we were under fire, today we act the fool and go foraging through the countryside, to-morrow we go up to

Character Interaction Chart



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Independent Study Lesson Plan

All Quiet on the Western Front, Week 3



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What was the public opinion of WWI?

How did the war affect the people back home?

What were World War I prison camps like?

Who was the Kaiser of Germany during the Great War?

Word Wall Here are vocabulary words to add to the Word Wall.

composure	apoplexy	affably	expound	loftily
interval	essence	chasten	contemptuously	destitute
moors	grovel	transparent	dysentery	condemnation
exasperate	devastated	concussion	barrage	entanglements
irresolute	nauseate	demented	decipher	fortnight

READ

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RESPOND

Timeline List the 15-20 most important on the timeline.

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EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: Create a postcard that Paul will send to his comrades on the front lines. On the postcard, it should describe Paul’s experiences “back home” and how he misses his comrades.

One possible activity: Create a Venn Diagram to compare Paul’s experiences of the war to that of what the people of his hometown think.

One possible activity: Continue working on your magazine layout of life on the front lines. Decide what will be on each of the five pages. Come up with the first and last page of the story. Work on making the pages and assembling the story.

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One possible activity: Suppose Paul were to write a letter to the family of Gerard Duval, the French soldier he killed. Compose a letter that Paul might have written to Gerard's family.

Discussion

Key Questions (Pages 152-168)

1. Why isn't the French women interested to hear Paul is on leave?
2. What has changed at home since Paul's been away?
3. Why does Paul lie to his mother about the war?
4. Why doesn't Paul feel like he is at "home"?
5. What has changed about Paul since he last left his hometown?
6. Why do you think Paul identifies himself as only a soldier?
7. Why does Paul prefer to wear civilian clothes?
8. Why is Paul reluctant to discuss the trenches with civilians?
9. Why do civilians want to talk to Paul?

Key Questions (Pages 169-185)

1. Describe Paul's visit to the local barracks.
2. What is ironic about Mittelstaedt training Kantorek?
3. Who is Jeseeph Behm?
4. Why does Paul give his family extra food rations?
5. Why does Paul lie to Kemmerich's mother about his death?
6. What does Paul wish at the end of the chapter?
7. Why does Paul regret that he ever came home on leave?
8. How does Paul's threaten his own emotional state?
9. Describe how Paul's mother is feeling.

Key Questions (Pages 187-198)

1. Who lives next to the camp?
2. What do they do to survive?
3. Why doesn't Paul view the Russian soldiers as the enemy?
4. How are the Russian soldiers treated?
5. In what way does Paul question the war and influence of power?
6. How does this analytical thinking threaten Paul's ability to maintain his self-control?
7. What soothes Paul's mind at training camp?
8. What does the violin represent in this chapter?
9. Why was the visit from Paul's family uncomfortable?

Key Questions (Pages 199-216)

1. Why aren't the soldiers impressed with the Kaiser?
2. What do the soldiers debate about the war?
3. What side do they think is in the right?

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4. How is nationalism used as a tool to seduce citizens to support a war?
5. Who benefits from war?
6. What paralyzes Paul in the bunkers?
7. How does he find the strength to continue on?
8. How does Paul's location in No Man's Land symbolize his nationalism rejecting?
9. How is war dehumanizing when the fighting takes place from a distance?

Key Questions (Pages 217-229)

1. Why doesn't Paul flee the foxhole after he stabs the French soldier?
2. How does this incident affect Paul?
3. What did he mean later by his comment afterward: "After all, war is war"?
4. How is hand to hand combat more intimate than fighting with a gun?
5. What does Paul see when he looks at the French soldier's face?
6. How does learning the French soldier's name Gerard humanize his identity?
7. How does Paul emotionally disconnect from this traumatizing experience?
8. How does Paul get out of the shell-hole?
9. What would happen if Paul felt all his emotions?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph, p. 160

"I sit by her bed, and through the window the chestnut trees in the beer garden opposite glow in brown and gold. I breathe deeply and say over to myself:--"You are at home, you are at home." But a sense of strangeness will not leave me, I cannot feel at home amongst these things. There is my mother, there is my sister, there my case of butterflies, and there the mahogany piano—but I am not myself there. There is a distance, a veil between us."

Writing Prompt

When Paul returns to his hometown, he is treated like a hero. People offer him gifts in exchange for coming into contact with him. Yet they all demand to hear stories of the front lines that Paul can't bear to share. They are disappointed when Paul refuses to tell them and they send him off.

Write an argumentative paragraph explaining to Paul's hometown explaining why Paul has refused to tell stories of the front line. Provide three reasons to support your argument.

- Describe a time when someone placed unrealistic expectations on you.
- What advice would you give Paul in how to refuse the requests of his hometown?

Key Paragraph, p. 185

"I bite into my pillow. I grasp the iron rods of my bed with my fists. I ought never to have come here. Out there I was indifferent and often hopeless—I will never be able to be so

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again. I was a soldier, and now I am nothing but an agony for myself, for my mother, for everything that is so comfortless and without end. I ought to have never come on leave.”

Writing Prompt

Paul goes on leave only to regret ever leaving the front. Back home he is confronted with his thoughts and is in agony. His mother gives him advice that he finds both absurd and moving.

Write an argumentative paragraph explaining why Paul regrets leaving the front line. Provide three reasons to support your answer.

- Write about unhelpful advice that you have received.
- What advice would you give Paul?

Key Paragraph, p. 193

“A word of command has made these silent figures our enemies; a word of command might transform them into our friends....And yet we would shoot at them again and they at us if they were free.”

Writing Prompt

Paul discovers his sole aim to live on after this war is to ponder on what makes people our enemies. In this thought, he finds comfort and purpose to live despite all he has been put through.

Write an argumentative paragraph as Paul, explaining why his purpose in life is to ponder what makes people our enemy. Provide three reasons to support why Paul believes that this is his purpose to live after the war.

- What is your purpose in life?
- What do you do to fulfill your purpose?

Key Paragraph, p. 212

“At once a new warmth flows through me....They are more to me than life, these voices, they are more than motherliness and more than fear; they are the strongest, most comforting thing there is anywhere: they are the voices of my comrades.”

Writing Prompt

When Paul was in the trenches all alone and disoriented, he was paralyzed by his troubles and couldn't move. It isn't until he believes he hears his comrades in the trenches behind him that he finds comfort and the strength to go on. There are some situations in which people might feel depressed or paralyzed by their troubles.

Write an argumentative paragraph to convince Paul not to give up in this troubling situation. Provide three reasons to support your answer that will motivate Paul to see things more clearly and to keep him from giving up.

- What thoughts, feelings, or ideas might help you see things more clearly and keep from giving up?
- List some troubling situations and some sources of strength that could help you endure them.

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Key Paragraph, p. 223

“But now, for the first time, I see you are a man like me. I thought of your hand-grenades, of your bayonet, of your rifle; now I see your wife and your face and our fellowship. Forgive me comrade. We always see too late. Why do they never tell us that you are poor devils like us, that your mothers are just as anxious as ours, and that we have the same fear of death, and the same dying and the same agony—Forgive me, comrade; how could you be my enemy?”

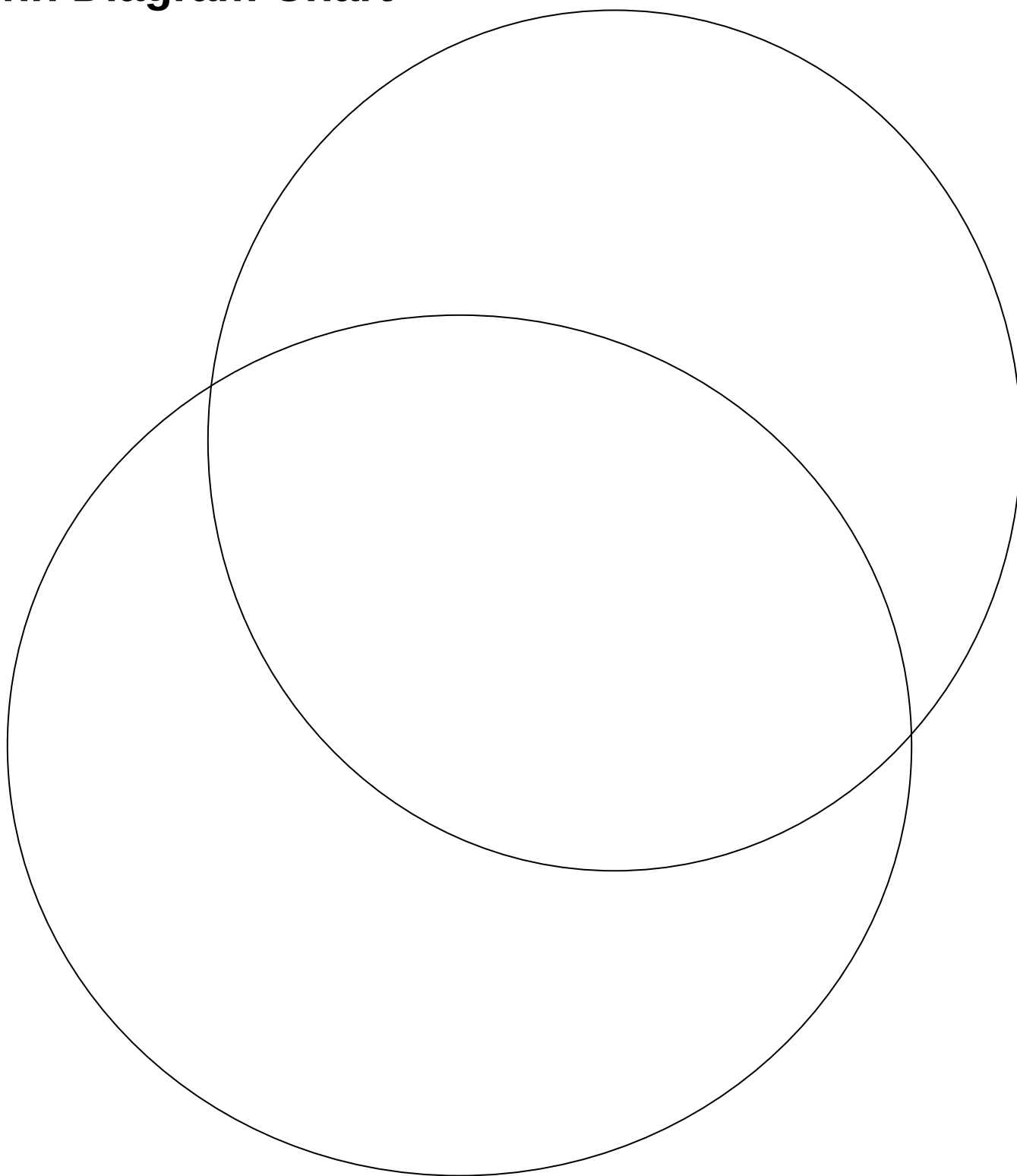
Writing Prompt

In the foxhole Paul comes to see the enemy as a human being just like him (see key paragraph). Analyze how this experience has affected Paul and how he later copes with this situation.

Write an argumentative paragraph explaining whether or not this experience has changed Paul. Provide three reasons to support your position.

- Describe a life changing experience.
- How is your life different from this experience?

Venn Diagram Chart



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Character Based Literacy Program

Independent Study Lesson Plan

All Quiet on the Western Front, Week 4



PREPARE

Background Gather background knowledge about a place, time, event, person, or thing.



Change Requires Effort Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.

How did soldiers cope with war?

What were the conditions of the German hospitals?

Wounding in WWI

What did soldiers do for fun?

Why did soldiers keep fighting?

Word Wall Here are vocabulary words to add to the Word Wall.

fastidious	evacuate	provocation	munition	chloroform
scheme	disconcerted	commissariat	convalescent	periodically
corridor	tetanus	keenest	abdominal	forestall
dissolution	invulnerable	corroding	colossal	armistice
acutely	anguish	superfluous	borne	

READ

Review Review the timeline from the beginning every day.

Start at the beginning and review the story so far

- mention the setting and main character
- point to each timeline item as you quickly review it

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Read Read the selection.

Read pp. 231-296

RESPOND

Timeline List the 15-20 most important on the timeline.

Think about what you read today and begin your timeline

- First, *fix the facts*: who, what, when, where, why
- Then, decide on the most important events and begin your timeline with these.

Over the course of the next week, you will be required to read a number of pages. It would be best if you spread the reading out over the week and not try to do everything at the last minute before your next appointment.

Map Add to ongoing activities like a KWL chart or map: where did the characters go?

- new character information can be added to an Open Mind Portrait
- an answer can be added to a question from the KWL Chart
- a new location or change can be added to the map

Theme Charts

Create a theme chart on the “Horror of War.” The horror of war is a reoccurring theme of *All Quiet on the Western Front*. After each chapter, list the physical and psychological effects of the war.

Create a theme chart on the “The Effects of War on Soldiers.” The horror of war affects the soldier’s humanity. After each chapter, bullet point examples of how the soldiers emotionally disconnect to humanity.

Create a theme chart on “Nationalism.” The idea of nationalism builds up to the start of WWI. As the fighting begins, soldiers fight for survival rather than to honor their nation. After each chapter, bullet point examples of how nationalism loses its power.

EXPLORE

Activity Explore the reading more deeply with a visual or oral language activity.

One possible activity: Add on to the Open Mind Portrait of Albert Kropp.

One possible activity: Create a Character Profile Chart of Paul Baumer.

One possible activity: Write a one-to-two paragraph account that explains what happened to Albert Kropp after he parted ways with Paul.

One possible activity: Create a story prop using Kemmerich's boots as the prop. Create a prop of what you think the boots look like, followed by a paragraph description that describes this prop as it is being used by characters in the story.

Alternate activity: Get clippings of obituaries in order to get an idea of how they are written. Then, write an obituary for Paul Baumer.

Another possible activity: Analyze the casualty figures of war.

<http://www.worldwar1.com/tlcrates.htm>

Discussion

Key Questions (Pages 231-244)

1. Why are the soldiers protecting the supply dump?
2. How is this a luxurious task?
3. How did the enemy know where Paul and the soldiers were located?
4. Why does Paul finish cooking the pancakes before going to the dugout?
5. How do Paul and Kropp get injured?
6. What happens at the hospital after Paul and Kropp are each wounded in the leg?
7. Why does Paul refuse to be chloroformed?
8. What is the general mood of the injured soldiers in the hospital?
9. Why do Paul and Kropp try to stay together?

Key Questions (Pages 245-258)

1. Why is Paul embarrassed to get onto the clean bed and later to ask to go to the bathroom?
2. What does Paul think of the nurses?
3. Does he continue to be embarrassed every time he asks?
4. How does Paul display modesty in this chapter?
5. Why does Paul want to stay with Kropp?
6. Describe the injuries in the hospital.
7. Why does Joseph throw the bottle at the door?
8. Why does Joseph take the blame for Paul's actions?
9. How do the nuns react to the situation?

Key Questions (Pages 259-269)

1. What does Paul see and think as he walks through the rooms of the hospital?
2. How do the hospitals show what war is?
3. Describe Paul's recover from surgery?
4. How are the soldiers convinced to fix their flat feet?
5. What has happened to Albert?
6. Why does he think about suicide?

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7. How was helping Lewandowski with his plan show comradeship?
8. How does this act show humanity?
9. Describe Lewandowski's wife.

Key Questions (Pages 271-286)

1. What does Paul mean when he says, "Fields of craters within and without"?
2. How do some of Paul's comrades buckle or crack under the immense stress of war?
3. How is war like a deadly disease?
4. Why would the men identify as soldiers rather than individuals?
5. How are instincts the best weapon to avoid death?
6. Why does Deter run away?
7. Describe what happens to Deter.
8. What is the significance of Muller giving his boots to Paul?
9. What evidence do you have from this chapter that Germany is losing the war?

Key Questions (Pages 287-296)

1. Why do you think Remarque titled the book, *All Quiet on the Western Front*?
2. Why can life take nothing from Paul?
3. Why does Paul feel all alone?
4. Why was it all quiet on the Western Front?
5. Why was Paul finally at peace?
6. How does Paul's death represent the lost of a generation?
7. In what ways was Paul's death senseless?
8. How is the army report of Paul's death dehumanizing?
9. Who do you think narrates the last paragraphs of the book after Paul's death?

EXTEND

Write Write a short product based on today's prompt to connect to the unit theme.

Key Paragraph, p. 244

"We cannot get a minute's sleep all night. One of them sings hymns in a high cracked tenor before he begins to gurgle. Another has crept out of his bed to the window. He lies in front of it as though he wants to look out for the last time."

Writing Prompt

Paul displays extreme loyalty and comradeship as he makes every effort to stay with Albert Kropp.

Write an argumentative paragraph explaining why Paul makes every effort to stay with Albert Kropp. Provide three reasons to support your answer.

- Describe a time when you displayed extreme loyalty or comradeship.
- Describe a time when someone displayed extreme loyalty to you.

Key Paragraph, p. 246

"I look at her, she is young and crisp, spotless and neat, like everything here; a man cannot realize that it isn't for officers only, and feels himself strange and in some way even alarmed."

Writing Prompt

In this section, Joseph takes the blame for Paul throwing the bottle at the wall.

Write an argumentative paragraph explaining why Joseph takes the blame for Paul. Provide three reasons to support your answer.

- Write about a time when someone took the blame for something you did.
- Describe a time when you took the blame for something someone else did. Why did you do it?

Key Paragraph, p. 263

"I am young, I am twenty years old; yet I know nothing of life but despair, death, fear, and fatuous superficiality cast over an abyss of sorrow. I see how people are set against one another, and in silence, unknowingly, foolishly, obediently, innocently slay one another."

Writing Prompt

Paul takes the opportunity to go see the hospital rooms and witnesses the tragedy of war. His comrades are badly injured and suffering terribly. Paul believes that no rhetoric or patriotism can truly depict war like a hospital can. It is here that he says, "A hospital alone shows what war is."

Write an argumentative paragraph explaining why hospitals and not patriotism depicts a war. Provide three reasons to support your claim.

- Reflect on a time where actions spoke louder than words.
- Describe a time when you visited a hospital.

Key Paragraph, p. 271

"Our thoughts are clay, they are moulded with the changes of days;--when we are resting they are good; under fire, they are dead. Fields of craters within and without."

Writing Prompt

In the book, Paul has very strong views about war. In short, he is touching on the major theme of the story. Write about what the author's message about war is. The writer can either agree or disagree with the author's viewpoint.

Write an argumentative paragraph explaining the author's message about war. Provide three reasons supporting or opposing the author's point of view of war.

- What is your point of view on war?
- What are the pros and cons of war?

Key Paragraph, p. 295

"I am very quiet. Let the months and the years come, they take nothing from me, they can take nothing more. I am so alone, and so without hope that I can confront them without fear. The life that has borne me through these years is still in my hands and eyes. Whether I have subdued it I know not. But so long as it is there it will seek its own way out, heedless of the will that is within me."

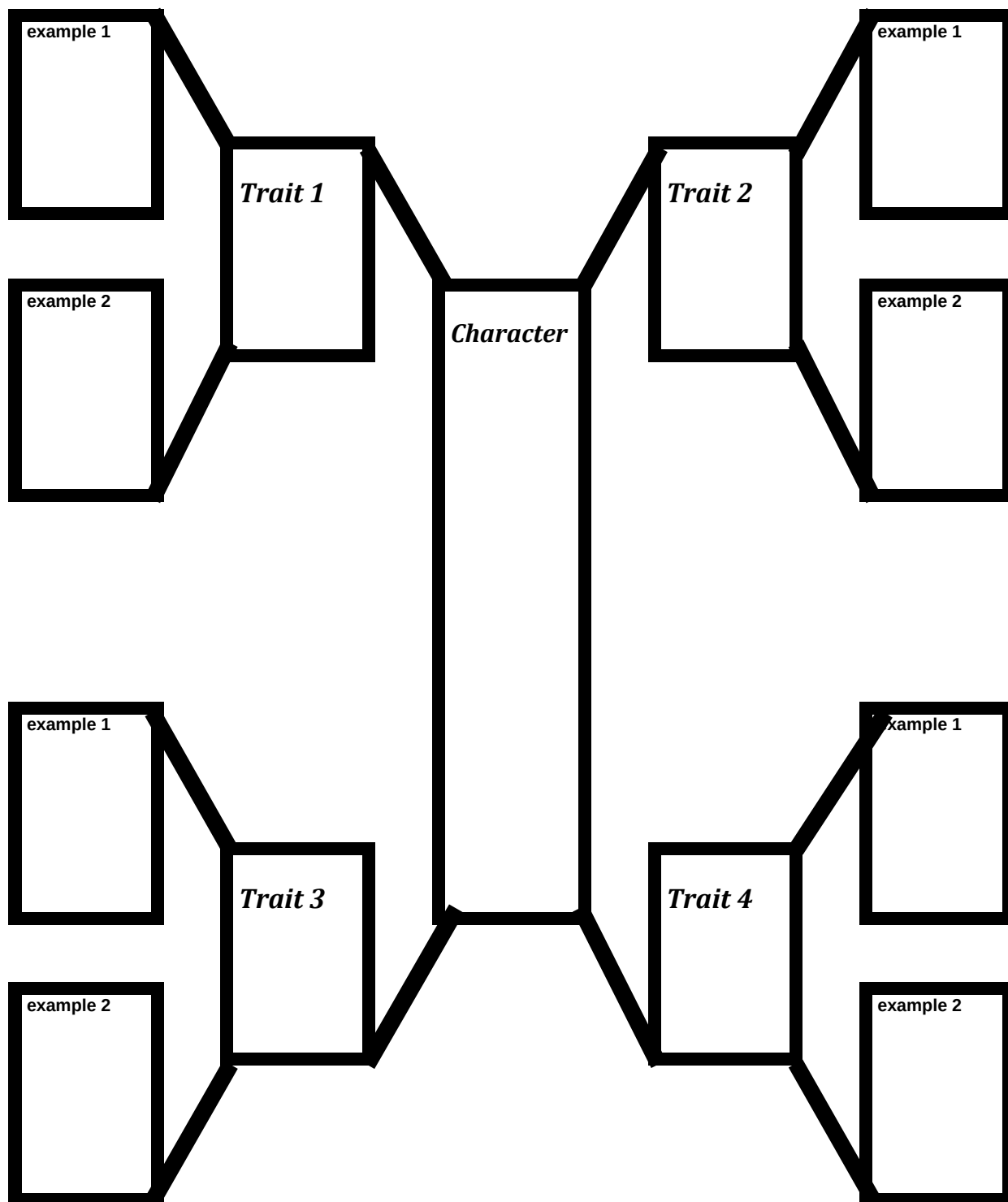
Writing Prompt

The war has destroyed Paul to the point that he feels he has nothing to live for. He has lost all his friends and his home is a strange place to him. Yet, even despite his hopelessness, Paul still senses that there is still some life in him and that maybe someday it will return.

Write an argumentative paragraph to convince Paul of all the joys in life to look forward to. Provide three examples to support your statement.

- Write a paragraph about what gives you hope in times of despair.
- Who can you help you in times of despair?

Character Profile Chart



Final Assignment

Unit: Change Requires Effort

Novel: *All Quiet on the Western Front* by Erich Maria Remarque

Final Assignment: Literary Analysis

Task: Write a literary analysis.

Directions: Over the past four weeks, you have read the novel *All Quiet on the Western Front* by Erich Maria Remarque. In the book, Remarque guides the reader through the horrors of war from the point of view of Paul Baumer, a German soldier recruited at the age of 19.

As a final project, you should assess Remarque's novel. You should address the development of the story: Did the story contain an entertaining or engaging plot? Did the author bring the story alive with dialogue and details? Did the story develop interesting characters? You should support your critiques with evidence from the novel. In addition, you may want you to address the following areas:

- use of flashbacks
- dramatic soliloquy
- graphic imagery

In the end, you should do the following:

Type your essay.

Spellcheck it.

Save it.

Revise your essay.

Save and print again.